

**ABANT IZZET BAYSAL UNIVERSITY, JUNE 10-11, 2016**

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**REMINDER FOR YOUR DIARIES**

**PLEASE PUT THE DATES BELOW IN YOUR DIARIES AND PLEASE ADVERTISE THE ELTER MEETING TO OTHER INTERESTED RESEARCHERS IN THE ELT COMMUNITY**

**The 2017 ELTER SYMPOSIUM is planned to take place in  
Bilkent on Friday 16<sup>th</sup> and Saturday 17<sup>th</sup> June, 2017.  
More details will follow in the New Year.**

## **1. Introduction**

This document is a brief summary of the 2016 ELTER Colloquium which took place at the İzzet Baysal University in BOLU. The meeting was attended by a group of some 30 researchers who spent almost two days together, both in seminar sessions and socially, to discuss previous research carried out as part of ELTER and to put forward their new proposals for continued collaborative research amongst members of different universities in the area of Teacher Education, in particular English Language Teaching. The attendance list is attached in the Appendices, as is the program over the two days. The programme had to be modified slightly as Professor Kay Livingston, a longstanding supported and attendee at ELTER conferences, was not able to join us for personal reasons.

ELTER groups that attended previous Colloquiums produced some already finished research projects which were showcased in an ATEE (Association for Teacher Education in Europe) conference in Glasgow University in August 2015, either as individual presentations or as part of a special colloquium during which a number of ELTER studies were presented together. In some cases the outcomes of these projects are being finalised for publication in journals, in others they have been included in conference proceedings.

In Istanbul in June 2015 a meeting of ELTER created some new areas for research and founded research groups interested in pursuing these different areas of research. The 2016 Bolu colloquium gave an opportunity for participants to learn about these previous research projects, to join an ongoing research group around one of these projects, or to strike out on their own in collaboration with colleagues from other educational institutions.

The ELTER committee is grateful to İzzet Baykal University for kindly hosting the 2016 colloquium and in particular to Sedat Akayoglu and his team for an effective and focused programme of discussions, events, and outcomes.

## **2. The Aims of ELTER Gatherings**

The ELTER concept is based on bringing together ELT professionals who are interested in collaborating across institutions on research projects of mutual interest in the field of teacher education. By collaborating across institutional boundaries ELTER members hope to extend current networks and provide access to potentially more generalised and therefore potentially transformative research outcomes due to a broader research base.

Many of the members of ELTER have already had considerable research experience and ELTER hopes to tap into this reserve of talent with a view to producing research plans which are realisable, guided by informed methodological designs and approaches.

The ELTER Colloquium is a regular forum where seasoned and would-be researchers mix, where they share needs for research in the area of professional learning and teacher education, and where they put forward plans for realizing research projects across several institutions in which members of those institutions contribute to the research design and its outcomes. Colloquiums take place yearly, each having been located in a different setting since the foundation of the ELTER group in 2011.

The 2017 ELTER colloquium will take place in Bilkent University, with Bursa being earmarked for the 2018 event.

The Mission summarises succinctly the aims of ELTER. The group looks forward to meeting up again in 2017 with colleagues, and also to welcoming new researchers to the research platforms that it offers.

### **ELTER Mission**

- A. To contribute to the improvement of the overall quality of English language teacher education in Turkey, both pre-service and in-service, by:
  - i. encouraging effective teacher education practices
  - ii. making recommendations to relevant stakeholders and policy-makers
- B. To provide a forum for English language teacher educators to discuss and share their practices, experiences and research
- C. To promote collaborative research and suggest direction for future research
- D. To disseminate research findings and create a common database of findings and resources
- E. To provide guidance and support for less experienced English language teacher educators in the field

### **3. 2016 ELTER Bolu Meeting Programme and Summary of Previous Research Carried out**

After a welcoming introduction by the host, Dr Sedat Akayoglu, and an opening introduction and re-familiarization with aims and work of ELTER to date by Dr Tom Godfrey, the colloquium moved to a presentation of the research projects which had been carried out and, for the most part, completed over previous colloquia. A summary of the four research projects is given based on the presentations made during the colloquium.

#### **3.1 Research into the practicum experience for novice teachers**

Researchers were: Yasemin Kirkgoz (Çukurova University); Eda Üstünel (Muğla University); Tom Godfrey (ITI, Istanbul); John O'Dwyer (Bilkent University).

The research questions for this piece of research were as follows:

What factors determine novice teachers' perceptions of their practicum experience?

- What roles do mentors/cooperating teachers and institutions play in contributing to that experience?
- What explains novice teachers' experiences?

The study was a mixed methods design within an interpretative paradigm. For the collection of Quantitative data the researchers adapted the Langdon Induction and Mentoring Survey (LIMS), a scale developed to survey effective induction and mentoring (2012). Ethical approval was obtained from Bilkent University's Ethics Committee. Responses from 315 trainees were obtained as follows: 40 post-graduates and 275 undergraduates; average age 23.6 years; studying at three separate teacher education institutions; 34 different schools involved in the practicum. Data analysis was carried out using MANOVA; correlations; and mean comparisons. For the Qualitative data, 26 trainees were interviewed as follows: 20 undergraduates and 6 post-graduates; representing a broad range of questionnaire responses. A qualitative data analysis programme, HyperResearch™, was employed for Thematic analysis.

Findings showed a high correlation between student teachers' personal experience of the practicum and the quality of mentoring ( $r=.79$ ) and between their experience and the school environment ( $r=.46$ ).

Some of the positive personal aspects included seeing teaching of broader conceptual understanding, whereas on the downside was pressure from the administration of schools to teach in a certain manner, and a lack of experience of exam writing, grading, and invigilating. As far as mentoring was concerned findings showed much valuable and specific feedback, whereas, in some cases, over general and/or repetitive feedback was experienced and, at times, a poor attitude on the part of the mentor who was just going through the motions. As far as the schools were concerned, in some contexts trainees' opinions were sought and valued in meetings, whereas in other contexts they were not acknowledged, or they were treated like come and go visitors, plus the institutional philosophy in some places was geared entirely to exam teaching.

A journal article has been written which outlines the findings in full and a suitable publication is being sought. This was also presented at the ATEE 2016 meeting in Glasgow University.

### **3.2 Relationships in a collaborative colloquium**

Researchers were: Hilal Atli, Bahar Gün, Sally Hirst, Gaele Macfarlane.

ELTER, a Turkish Teacher Education Professional Learning Community (TEPLC) was the focus of the study which set out to establish what features and characteristics of the TEPLC aid or hinder the dynamic and the achievement of its goals. The study used an interpretive, qualitative approach to address the main research question, viz. 'What characteristics of a learning community affect members' ability to collaborate in research'? Negotiating the dynamic of a collaborative group can be a challenge and the researchers decided to explore the elements of this challenge. The researchers presented a reading of the literature on collaborative learning and on professional learning communities outlining the characteristics as determined by various commentators; important elements included mutual trust, inclusiveness, and openness.

The researchers conducted a comparison of their own collaborative research group ELTER (English Language Teacher Education Research) and the framework of a PLC as set out in the research literature using an interpretive paradigm. They started with no hypothesis; rather they set out to understand and find meaning from members/participants perceptions of the dynamic of the group, acknowledging these were perceptions and not facts coming from each individual at this point in time.

The data collection was carried out by the researchers in three phases as follows: the initial phase was conducted at the annual ELTER meeting; the second phase was carried out three days after the collaborative focus groups, when participants were asked to complete an online questionnaire (with open-ended questions) about their perceptions of their collaborative endeavours at ELTER; and, the final phase was carried out three weeks after the initial phase.

Some of the findings as to factors that can affect collaborative research were: the lack of a shared concrete vision and diversity of contexts; conflict; work hierarchy; members feeling their ideas were not listened to; not enough opportunities to meet face-to-face, thus a lack of opportunity to reflect collaboratively; the combination of personalities in sub research groups; time constraints, outcomes did not always match up to hopes and intentions; diverging views as to consultant academics; disparate geographical locations and asynchronous nature of most communications.

Recommendations included: a structure with mutually agreed upon rules and consequences; more team-building activities; carefully planned timing for the annual meeting; no work status in evidence; respect for experience and an openness to learning and sharing.

The research was written up and reported in the publications of the proceedings of the 2016 ATEE meeting at Glasgow University, Scotland.

### **3.3 Qualities and Qualifications of EFL Professionals: What do Intensive English Program (IEP) Administrators Think?**

Researchers were: Sumru Akcan (Bogaziçi U., İstanbul); Belgin Aydın (Anadolu U., Eskişehir); Cendel Karaman (METU, Ankara); Sibel Korkmazgil (METU, Ankara); Alev Özbilgin (METU, NCC); Gölge Seferoğlu (METU, Ankara); Ali Fuad Selvi (METU, NCC)

**Background:** Teacher quality and student achievement is a key trend in educational research. The need for highly qualified teaching workforce is more important and relevant than ever. A considerable portion of ELT graduates are in School of Foreign Language (SFLs) in state and private universities. From a teacher education perspective, it is imperative to uncover the expected and sought after qualities and qualifications of ELT professionals by the stakeholders. Thus, the purpose of the study was to focus on the views of school administrators related to teacher recruitment processes and qualifications, by asking the question ‘Who is considered a qualified/entry-level ELT professional in institutions of higher education in Turkey and Northern Cyprus?’

**Data Collection and Analysis:** Procedures covered 19 institutions of higher education as follows: 10 state and 9 private institutions; 9 different cities in Turkey & Northern Cyprus - Ankara, Balıkesir, Eskişehir, İstanbul, İzmir and Tekirdağ, Güzelyurt, Lefke and Gazimağusa. The following four major steps were followed in order to collect and analyse data: Development of Interview Questions; Data Collection – Semi-structured f2f interviews (3) - Skype interviews (6) - Written answers (10); Merging of Data and Data Analysis- Examining common themes & patterns; Data Analysis - Development of themes & recurring patterns. The targeted interlocutors were from hiring committees: Directors & Vice Directors of SFLs; Department Heads & Co-Heads, Coordinators; Teacher Trainers from Teacher Development Units; Representatives from University Admin/HR.

**Results:** Expected Qualities and Qualifications of ELT Instructors (4 main categories).

1. Language proficiency: Strong emphasis on “excellent command of English”; Using English accurately and fluently throughout the whole hiring process + in teaching.
2. Character (Personality traits and virtues): Having self-confidence; Having positive relationships with their students; Sincerity; Ethical and responsible; Devotion & dedication to students; Eager to learn new things; open to new ideas; Keeping composure at all times and under all circumstances/ [teacher presence]; Working harmoniously with the others; contributing to the school culture; Being joyful, active and enthusiastic Caring, nurturing, flexible; Team player Empathetic and sensitive to students’ struggles; Effective communicators Having well-developed social skills; Serving as a role model for students Being autonomous in their teaching.
3. Openness for professional development and self-reflection: Having a need for growth; Having an intrinsic motivation to learn; Keeping up-to-date; Engaging in CPD; Doing research; Cooperating and collaborating with the colleagues.
4. Pedagogical knowledge: Knowing his or her students; Making expert use of various instructional methods; Being creative, adaptive and flexible; Being well-organized; Integrating instructional media and technology; Having effective classroom management skills

**Discussion and Conclusions:** these centred around: expected qualifications (Language proficiency + pedagogical knowledge); qualities (personality traits + agency for PD); needed positive discrimination towards ELT graduates.

**Implications and suggestions:** Hiring process to be revised = performance-based assessment; Collaborating with other SFL and ELT programs; More joint research should be conducted; More practical opportunities for ELT students; ELT students should improve their language proficiency. Further Questions to explore: Can personality qualities be taught, or is this simply something individuals bring with them to the teaching profession? How can these traits be fostered in initial teacher education programs?

**The dissemination process:** Presentation at ATEE 2015 (Glasgow, by Dr. Alev Özbilgin); Manuscript under review by a peer-reviewed journal.

### **3.4 A case study of an online peer feedback experience on lesson planning**

Researchers were: Sedat Akayoğlu (Abant İzzet Baysal University), Anıl Ş. Rakıcioğlu Söylemez (Abant İzzet Baysal University), Zeynep Ölçü Dinçer (Erciyes University), Gülden Taner (Middle East Technical University), Gözde Balıkçı (Middle East Technical University)

Collaborative study among 3 universities in Turkey with prospective EFL teachers (A total of 30 PTs: female N=24; male N=6; age range 21-26 years); senior students on a 10 week practicum course which consisted of 3 macro teachings, + seminar, + in-class observations. The study wished to gather researcher and supervisor experiences and observations on the attempts to integrate technology in teacher education programs. It appears that applications varied among the TE Programs, even within the same program run by different supervisors (Rakıcioğlu-Söylemez, 2012). The research focused on to collaboration among the stakeholders (Farrell, 2007) and acknowledged that research on peer support is limited (Ong'ondo & Jwan, 2009).

The research therefore wished to: create opportunities for professional collaboration, thus enhancing interaction and reflection; provide an in-depth understanding of PTs' reflections on their professional sharing; focus on lesson planning processes throughout their practicum. The research questions were a follows:

- To what extent are PTs ready to get involved in an online professional network to engage with peers? To what extent do PTs perceive themselves ready to use technology in their professional development?
- How do the PTs reflect on the effects of online peer mentoring on their professional learning and the use of technology for professional collaboration? How do PTs reflect on their peers' lesson plans? What challenges and benefits do the PTs reflect on throughout the technology integrated professional collaboration experiences in practicum?

The procedure for data collection was as follows:

- A Likert Scale Survey - focusing readiness to use technology for professional development: Training in giving feedback using a guideline (structure, content, coherence & variety).
- Feedback logs - given using an online platform, Edmodo: a Web 2.0 social network system offering a vertical micro-blogging experience and the opportunity for lesson plan sharing and getting peer feedback
- Open-ended Survey focusing on Reflection on the feedback giving process

Findings from the survey Results were as follows: PTs agree that integrating technology in their future teaching practices is highly important (M= 4.50); however, opportunities of using technology in the EFL teacher education programs are limited (M= 3.60).

Feedback logs: 6 PTs did not share LP or FB. Among remaining 24, 22 shared LP (29 lesson plans in total); 15 provided FB, 31 comments posted, 8 lesson plans got no FB. As a result of qualitative data coding, the following categories came to the fore: Suitability & Effectiveness; Clarity & Detail; Organization. Some comments were:

- The first thing I see is that your lesson plan looks really organized. [...] I can see that, interaction pattern is usually S>T or S>Ss so it is a learner-centred lesson plan. In while pre-reading part giving 3 minutes to form a whole text would not be enough. You might consider giving more time. [...] The lesson includes variety of techniques. I liked the bingo game. It is a great way to revise vocabulary. (Serap, Uni. A to Dilan, Uni C.)
- What is the focus of your lesson plan? Is it vocabulary or grammar? If it is vocabulary, you need more repetitions to teach the words. If it is grammar, you should dwell on the chunks more. Even though the students' level is beginner/elementary, the main activity is not very demanding. I don't think the lesson will take 45 minutes, even with the contingency plan. You wrote they already knew the topic. (Zerrin, Uni. C to Serpil, Uni. A)
- I found your lesson plan a little bit superficial. It's obvious that you have something on your mind, but I couldn't get it clearly. Maybe you could share in the appendix as well so that we can have much more idea about your lesson. (Kamer, Uni C. to Samet, Uni B). Your stages are clearly distributed. (...) Because any teacher can adapt your lesson plan by getting the idea of your materials, objectives, stages of your lesson.(Melike, Uni A to Eda, Uni C)

When the challenges (timing & responsibility) are controlled, the benefits of online peer feedback are invaluable for developing lesson planning skills; for emotional outcomes; for variety in context and plans; for critical perspectives. Some open-ended survey comments were:

- I wanted to join to that project in a different year. I liked the project, but I was so busy [...] I think that project was so helpful. (PT3)
- I think we should have contact with our peers through phones as well. So that we could prevent these communication problems. Besides, there should be a pre-scheduled entry hour to Edmodo. It was time consuming to check the website frequently. (PT12)

The results seem in parallel with the studies in literature (Hao & Lee, 2015; Lee & Lee, 2014; Sağın Şimşek, 2008). The results of the study provide a reflection on the effectiveness of the opportunities provided for technology integration in EFL teacher education programs. They point to a lack of a common framework for lesson planning among the programs. The quality and quantity of the feedback depended on the group dynamics.

The following suggestions for further research were made: Technology integration in TE programs (Developing a pool of lesson plans among different programs; Improving online peer networking experience); Further teaching practices (Making classroom observations; Examining the lesson plans; Involving all stakeholders in the online mentoring experience); Further research (Enlarging the sample).

For references the following contact email addresses were provided:

[sanil@ibu.edu.tr](mailto:sanil@ibu.edu.tr) or [gtaner@metu.edu.tr](mailto:gtaner@metu.edu.tr)

#### **4. Plenary Presentation – Professor Gölge Seferoğlu**

Professor Gölge Seferoğlu kindly offered to step in, in Professor Kay Livingston’s absence, to give a presentation on suggestions being considered by YOK for English medium universities, partly in the light of a recent report by TEPAV and the British Council, on the state of English Teaching in Universities in Turkey. Some suggestions had been made to eliminate English language as a requirement for entry into Turkish medium programs. Some discussion took place as to how this might impact on the teaching of English in the Universities represented, and what means might be employed to bring to the attention of legislators the perspectives of teachers, researchers, and administrators in the programmes concerned.

The presentation was followed up by a planned piece of research from a group of interested participants and is presented in 6.3 below.

#### **5. Group Work and Planning**

Over the course of the two days participants were requested to finalise continuing research, or to bring forward new research suggestions for the period ahead. They chose their groups according to suggestions made for new research directions, and new members to ELTER were asked to join a group for 2016 and beyond. Groups were asked to discuss amongst themselves after the appointment of group leaders, and to come up with a Research Purpose, Research Questions, a Research Design and a time line. These presentations, as a result of the work of the research groups, took up the final part of the meeting. The research suggestions from each of the groups are summarised below.

#### **6. New research Groups and Projects Proposed to the Meeting**

##### **6.1 *Identifying the digital literacies of pre-service English language teachers in Turkey***

Reseachers are: Sedat Akayoğlu (Group Leader); Amanda Yeşilbursa; Ferit Kılıçkaya; Hatice Müge Satar; Nazlı Ceren Cirit.

Egbert, Paulus and Nakamichi (2002) studied 20 English as a second language and foreign language teachers in a graduate-level CALL course at a large mid-western university in the United States. The observed that pre-service teachers graduated from teacher training programs without knowing how to use CALL tools in language classroom and they had difficulties while integrating technology in teaching processes. The researchers focused on how language teachers applied practical experiences from CALL course in their teaching environment and found out that “technology coursework can change teachers' attitudes toward and confidence with technology and can also provide them with skills that they did not previously have” (p. 113). The researchers listed the ways of using technology in language classes and they pointed out that even a single CALL course can change the perceptions of the language teachers about using technology in language classes. Volman (2005) carried out a study with 13 experts and stakeholders in educational technology and asked to discuss upon some predetermined themes varying from the expected competencies of the teachers to the new roles of the teachers in teaching profession.

After the discussions were transcribed and analyzed, the changing role of teachers was also mentioned and summarized as



“the role of teachers, however, will become more complex rather than simpler. Teachers must know what programs are available that are suitable for their students’ individual needs and keep abreast of this. They are the ‘arrangers’ of students’ learning processes: they bring together the educational tools and set them up in a particular way. In addition, they fulfil the role of instructor, trainer, coach, advisor, consultant and assessor” (p. 22).

As stated in this study, the teacher of our digital age should know what kinds of programs are available and beneficial for their students. The teachers are expected to be trained in terms of evaluating CALL tools on the Internet and design activities and materials using these tools. This can be managed through training in pre-service teacher education programs.

The research questions are as follows: what are the pre-service English language teachers’ digital literacies that focus on communication; on information; on connections; on (re)designing? The design is Mixed - quantitative and qualitative, and will employ a questionnaire based on Dudeney & Hockly (2016) and Observation by asking students to perform tasks to triangulate the data collected through the questionnaire. A potential sample of 480 senior students enrolled at the departments of foreign language education at various universities will be targeted: Abant İzzet Baysal University; Uludağ University; Mehmet Akif Ersoy University; Boğaziçi University; İstanbul University.

## References

Dudeney, G., & Hockly, N. (2016). Literacies, technology and language teaching. In F. Farr & L. Murray (Eds.), *The Routledge handbook of language learning and technology* (pp. 115-126). New York, NY: Routledge.

## **6.2 The contribution of teacher evaluation by students to the professional learning and effective performance of language teachers**

Researchers are: Hilal Atli, Yasemin Kırkgöz, Hui Lu , Gaele Macfarlane, John O’Dwyer, Şükran Saygı, Simge Subaşı, Gürkan Temiz

The research aims were defined as the following:

- To review the literature and summarize current practice in English language teaching contexts;
- To investigate teachers and students perceptions of evaluation of teaching systems;
- To review the effectiveness of students evaluating the performance of teaching as a measure to improve teaching;
- To explore the use of anonymous performance evaluation in relation to professional development of teachers;
- To identify trends in the schemes in operation in the chosen contexts;
- To make recommendations as to how to inform current practices for more effective outcomes.

The research questions were as follows:

What contribution, if any, does student evaluation of teaching in university language programs through anonymous questionnaires have on the professional learning and effective teaching performance of teachers?

- What are the characteristics of the systems currently in use in the targeted contexts?
- How do different stakeholders perceive the contribution of the performance system to professional learning and effective teaching?

The target Audience for the research was English language teachers, academic and administrative staff, and students in English medium universities in Turkey, UK, and China. The chosen paradigm was: Exploratory Mixed Methods using Questionnaires, Interviews, Interview Reflection

Intended aims of SET:

- To ensure that students are being effectively taught;
- To encourage students' voice in the improvement of courses and teaching;
- To encourage effective course delivery and teaching;
- To detect needs for professional learning based on the results;
- To give data to an institution's management for contractual decisions.

Reflections and potential hypotheses:

- Reflective feedback can inform professional development
- Anonymous SET negatively affects teacher professional learning
- Anonymous SET lowers risk-taking and encourages teaching to the course, etc.
- Students do not take SET "seriously"
- Understanding the mismatch will inform how to create and interpret information from SET

### **6.3 Implications of Higher Education Council March 2016 Regulations: EMI Instructors' self perception of their competency and the new regulations**

Researchers are: GölgeSeferoğlu ([golge@metu.edu.tr](mailto:golge@metu.edu.tr)); Tom Godfrey ([tom@iti-istanbul.com](mailto:tom@iti-istanbul.com)); Ali FuadSelvi ([selvi@metu.edu.tr](mailto:selvi@metu.edu.tr)); GökhanÖztürk ([gokhanoztrk@gmail.com](mailto:gokhanoztrk@gmail.com)); Nafiye Çiğdem Aktekin ([aktekinn@mef.edu.tr](mailto:aktekinn@mef.edu.tr)); HaticeÇelebi ([celebih@mef.edu.tr](mailto:celebih@mef.edu.tr))

*The following report was kindly provided by Gökhan Öztürk*

Higher Education Council (HEC) in Turkey has made a number of changes in the regulations regarding the teaching of English in higher education based on the suggestions of TEPAV-BC report that was completed in 2015 and presented a general picture of the status of English in the Turkish higher education system. One change has been made in the regulations relating to EMI (English-medium-instruction) departments. It is stated in the regulations that these lecturers are required to prove a certain degree of language proficiency to be able to teach in these departments. Specifically they have to:

- obtain at least 80 in YDS exam (or an equivalent score in another international exam).
- hold a PhD degree in one of the countries in which the target language is spoken
- lived abroad in the target language country for at least three years.

It is also stated in the regulations that departments are required to have at least three faculty members having one of the above qualifications; otherwise, they will no longer be approved. HEC also announced that the lecturers need to ensure one of these standards by the end of the 2017-2018 academic year.

These changes in EMI regulations have raised a number of questions: the competency of EMI instructors; their perceptions of the new regulations; and how the regulations will be implemented. This study aims to investigate EMI instructors' competency at teaching content in English, their perceptions regarding the new regulations and what kind of action plan they have. The following research questions will be followed throughout the study:

1. To what extent do EMI instructors in Turkey feel themselves competent to teach the content in English?
2. What are their perceptions regarding the new regulations stated by HEC?
3. What actions plans do they have to ensure the standards stated in the regulations?

The study will employ a survey design. A 5-graded Likert scale (EMI competency scale) that aims to measure EMI instructors' self-perception of their competency will be developed after a detailed review of literature including the adaptation of items from other competency and efficacy scales in related fields. In addition, open-ended questions which aim to obtain detailed information regarding these instructors' perceptions on the new regulations and their action plans will be added at the end of the questionnaire. The data collection instrument having all these elements will be prepared in an online format and be sent to all EMI instructors (or we might decide on another sampling strategy) in Turkey via e-mails. All the data collection process will be completed in the fall semester of 2016-2017 academic year.

The data obtained from the scale will be analyzed through descriptive and inferential statistics. Qualitative content analysis which includes coding the data and reaching some emerging themes will be used to analyze the instructors' answers to the open-ended questions. The data analysis-process and reporting of the findings will be completed in the spring semester of 2016-2017 academic year.

HEC's changes to the regulations have created a need for departments to be made aware of the new regulations and respond to them. For this reason, it is believed that the findings of this study will provide an overview of the main stakeholders' perceptions, provide a framework to focus debate as to how the regulations can be implemented and to guide decision-making.

#### Research Action Plan.

TASK	BY WHOM	TIME
1. Identify and collect relevant articles for the Literature Review (30 – 40 articles)	Hatice / Cigdem	30th June.
2. Distribute articles (and instructions) to the group for reading.	Everyone	31 <sup>st</sup> August
3. Prepare draft survey / questionnaire in English	Tom	30th June
4. Translation of survey / questionnaire into Turkish	Hatice / Cigdem	Mid July
5. Feedback and editing of the survey / questionnaire	Everyone	End of July
6. Obtaining permission to distribute the survey and cover letter	Golge	Before the survey is distributed Sept 2016
7. Piloting of the survey	Ali Fuad / Gokhan / Cigdem	Sept / Oct. 2016
8. Distribution of the survey on-line to participating departments	Ali Fuad	Before end of Oct. 2016
9. Initial analysis of the results	Gokhan / Ali Fuat / Hatice / Cigdem / Hatice	Nov. Dec. 2016
10. Follow up interviews	Gokhan / Ali Fuat / Hatice / Cigdem / Hatice	Spring semester.
11. Analysis of data and compiling of findings in order to present at ELTER (June 2017)	Everyone.	June 2017

#### **6.4 Understanding and Improving Practicum Processes at Four Different Settings**

Researchers are: Sumru Akcan, Gözde Balıkçı, Betil Eröz-Tuğa, A Cendel Karaman, Alev Özbilgin, Anıl Söylemez, Selmin Söylemez, Gülden Taner

**Research Purpose:** Need for teacher research in response to the need to fill the gap in literature on the relationship between university based supervisors (UBS) and cooperating teachers (CTs); Understanding the nature of the relationship and improving the practice teaching process; For the benefit of teacher educators (Uss and CTs) and prospective teachers (PTs)

**Research Questions:** (1) What is the nature of the relationship between UBSs and CTs in four different practicum contexts? Middle East Technical University; METU NCC; Bogazici University; Abant İzzet Baysal University. (2) Based on the particular needs of each local context, how can we improve the nature of this relationship through ongoing dialogical engagement and contact?

**Research Design** will encompass: Teacher research; Action research; Self-study.

**Tentative research timeline:** October: entering the field; October / January establishing rapport through regular meetings with the CTs; March / May Data analysis; May / July writing up the results / dissemination.

#### **7. Afterword**

The above completed and projected research initiatives show the determination and will amongst ELTER symposium members to contribute to collaborative research amongst the teacher education professionals with a view to providing data, systematic analysis and conclusions across a range of contexts. The ELTER group aims to support positive change in the training and development of English Language Teachers in particular, and teaching in general.

The next ELTER conference is projected to take place on June 16<sup>th</sup> and 17<sup>th</sup>, 2017 in Bilkent. ELTER members look forward to getting together again for a professionally stimulating two days in which the fruits of the research undertaken over the intervening year will be presented and submitted to peers for comment and discussion.

ELTER is open to welcoming *bona fide* researchers who wish to work with a group of highly motivated professionals to contribute to ongoing research initiatives or to form new collaborative groups to broaden the research base.

Details of the next symposium will be available in the new year.

## **APPENDIX 1**

### **6th ELTER (English Language Teaching Education Research) Colloquium Programme: CULTURE CENTRE, ABANT IZZET BAYSAL UNIVERSITY, JUNE 10-11, 2016.**

This is the original programme outline. However, as Professor Kay Livingston was not able to be with us, the committee modified the programme accordingly. The sessions remained broadly the same, but members of the ELTER committee stood in where needed, as outlined above.

## **PROGRAMME**

### **Day 1: 10 June, Friday**

**13:00 - 14:00** **Arrival and registration: Registration will take place in the lodging facilities (Culture Centre).**

- The ELTER Colloquium will take place in the same location as the lodging.
- All participants have been allocated a single room in the accommodation facilities of the university at a special rate (60TL per person per night).
- Confirmation of your lodging and length of stay will take place at the registration desk.
- Details and sign up for social outing to Abant Lake on Sunday.

**14.00 - 14:05** **Welcome to Abant Izzet Baysal University: *Dr Sedat Akayoğlu***

**14.05 - 14:15** **ELTER: A researcher forum for language teacher education: *Dr Tom Godfrey***

**14:15 - 14:45** **Reports from groups with research in progress/or finished \***

(Session Chair: *Dr Tom Godfrey*)

1. Research into the practicum experience for novice teachers
2. Relationships in a collaborative colloquium/research
3. Stakeholder Expectations of Higher Education Job Applicants
4. Peer Mentoring for Lesson Planning during Practice Teaching

**14.45 - 15:30** **Progress and future aims from groups formed last year (Istanbul) \***

(Session Chair: *Dr Tom Godfrey*)

1. Professional Development of Pre-service Teachers
2. ICT for Pre-service teachers
3. Perceptions of Instructor Performance Evaluation
4. Qualities and Qualifications of ELT Professionals

**15:30 – 15:45** **Coffee/Tea Break**

**15.45 – 16:15** **Guest Speaker: Professor Kay Livingston, Glasgow University**

(Session Chair: *Professor Gülge Seferoğlu*)

Collaborative Research

**16.15 – 17:45** **Group Membership Selection: Discussions and Brainstorming**

(Session Chair and Organiser: *Professor Sumru Akcan*)

1. Suggestions for new research directions (if any)
2. Finalising of 2016 continuing and/or new research groups
3. New members selection of group membership for 2016 and beyond
4. Breakout and individual group discussions
5. Appointment of Group Leaders

**(Coaching and Monitoring: Professor Kay Livingston)**

**17.45 - 17:55** **Organiser Reminders and/or Evening Arrangements: *Dr Sedat Akayoğlu***

**Day 2: 11 June, Saturday****09:00 – 09:10 Meeting in the Hall: Outline of the day’s activities and expectations**(Session Chair: *Professor Gölge Seferoğlu*)**09.10 – 10:00 Guest Speaker: Professor Kay Livingston, Glasgow University**(Session Chair: *Professor Gölge Seferoğlu*)

Research Group Plans / Issues in Research Design

**10:10 - 11:45 Research Groups work on making explicit (Group Leaders)**

1. Research Purpose
2. Research Questions
3. Research Design
4. Time line

**11.45-12:00 Round-up / Brief Assessment of Progress**(Session Chair: *Dr John O’Dwyer*)**12.30 Lunch****13.30-14:00 Collaborative Research Groups/ Finalising Research Plans and Presentations****14:00-15:30 Presentations of Individual Group Research Plan Outlines**(Session Chair: *Dr John O’Dwyer*)

15 minutes for each group with questions from the floor

Handouts or PowerPoint to accompany

**15.30 – 15:50 Brief Feedback: Professor Kay Livingston, Glasgow University**(Session Chair: *Dr Sedat Akayoğlu*)**15:50 – 16:30 Closing Session: ELTER Business**(Session Chair: *Dr Sedat Akayoğlu*)

1. Feedback from Participants
2. Comments from Professor Kay Livingston
3. Election of Organizing Team
4. Decision for next Colloquium: date and location

- *These reports are intended to be short and to the point just for information to those attending. 30 minutes have been devoted to feedback for four reports in two separate sessions, which means that reporters should not exceed 7 minutes per report. The idea is to give general information in a succinct manner so that ELTER members are aware of previous research initiatives.*

**Day 3: 12 June, Sunday (Optional Trip kindly provided by the University)****09:00 to 15:00 Excursion to Abant Lake by coach**

The scenic walk around the lake takes about one hour

Open air restaurants are available near the lake for refreshments

## APPENDIX II

### PARTICIPANT LIST

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