

# ° ‘Current English Language Teacher Education Practices in Turkey: A Possible Framework’

## ELTER Committee

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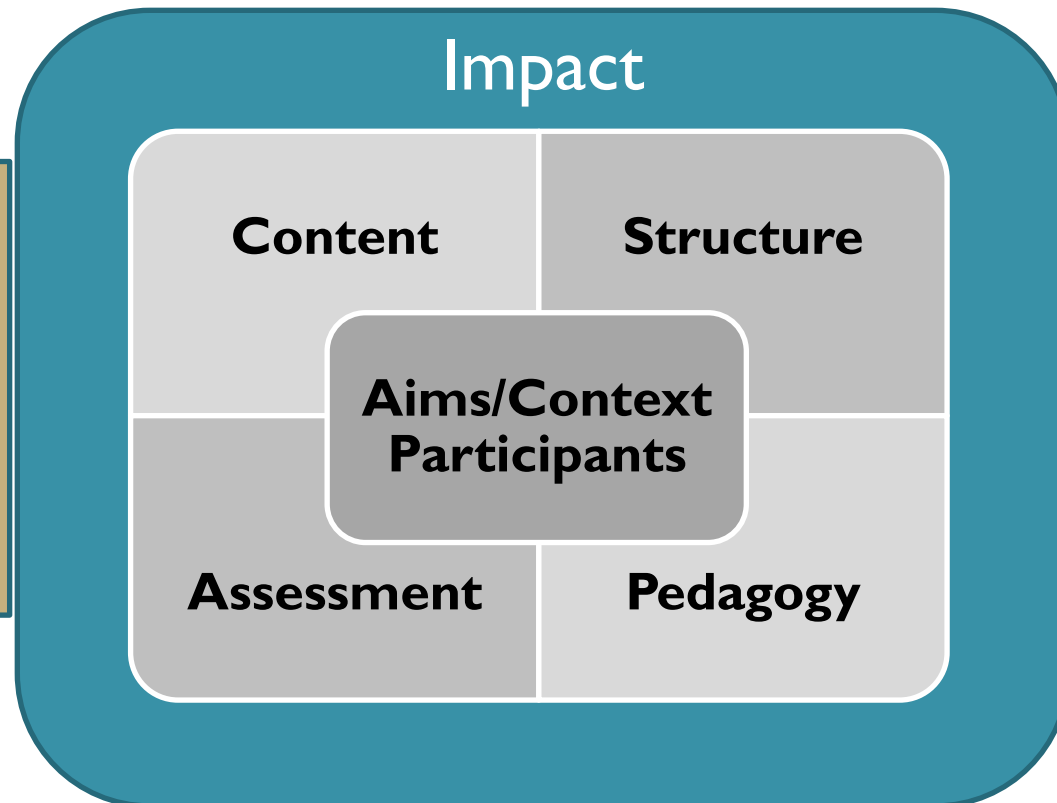
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## Types of teacher education

Different components of TE programmes



Who decides?  
How is it decided?  
How conscious is it?  
How explicit is it?  
Is it evaluated?  
Is it researched?

## Overview of TE programmes offered

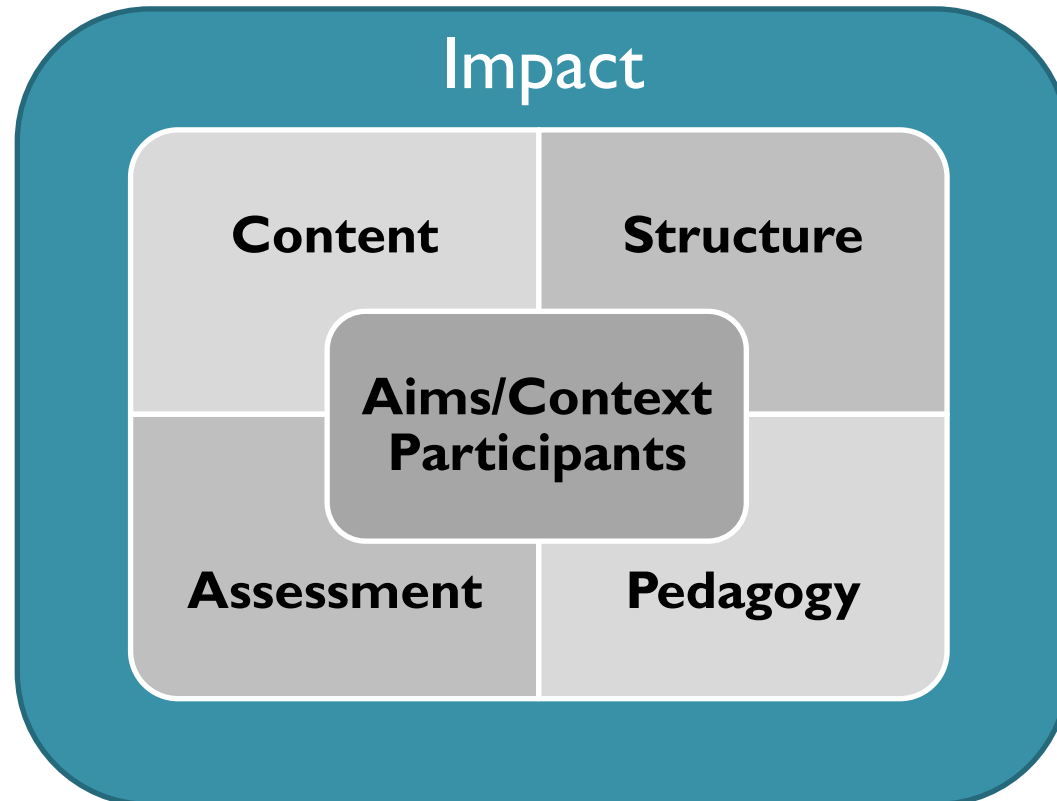
	METU Ankara	Boğaziçi Istanbul	ITI Istanbul	BUSEL Ankara	IEU Izmir
Pre-service	BA in ELT	BA in ELT	CELTA		CELTA
Initial in-service			ICELT	ICELT	Informal courses
Experienced in-service			DELTA	DELTA/ MA	Professional development

## Types of TE programmes offered

Type of TE	Context	Course	Institution	
pre-service	state	BA in ELT	METU, Ankara Boğaziçi, Istanbul	<b>Golge Sumru</b>
pre-service	private	CELTA	ITI, Istanbul IUE, Izmir	<b>Tom Bahar</b>
in-service	formal, initial	ICELT	ITI, Istanbul BUSEL, Ankara	<b>Tom Simon</b>
in-service	formal, experienced	DELTA (MA)	ITI, Istanbul BUSEL, Ankara	<b>Tom Simon</b>
in-service	informal (initial + experienced)	Prof development Informal courses	IEU, Izmir	<b>Bahar</b>

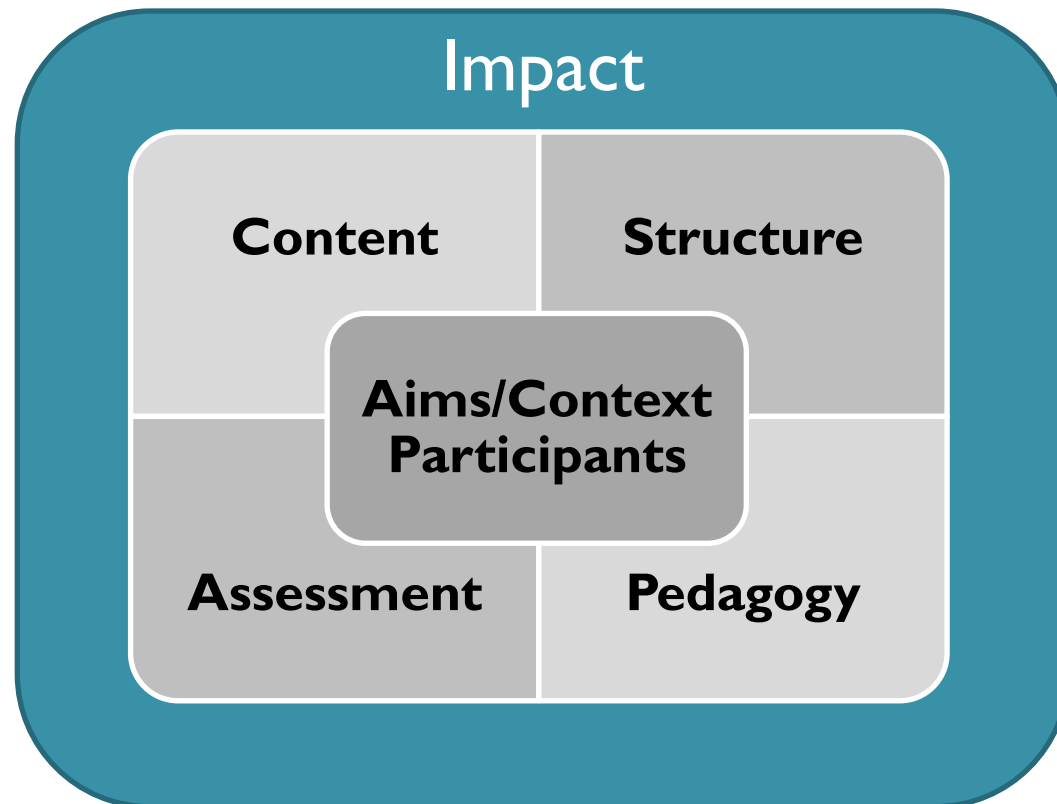
## Pre-service programmes (state)

Type of TE	Context	Course	Institution	
pre-service	state university	BA in ELT (Teacher preparation)	METU, Ankara Boğaziçi, Istanbul	<b>Golge Sumru</b>



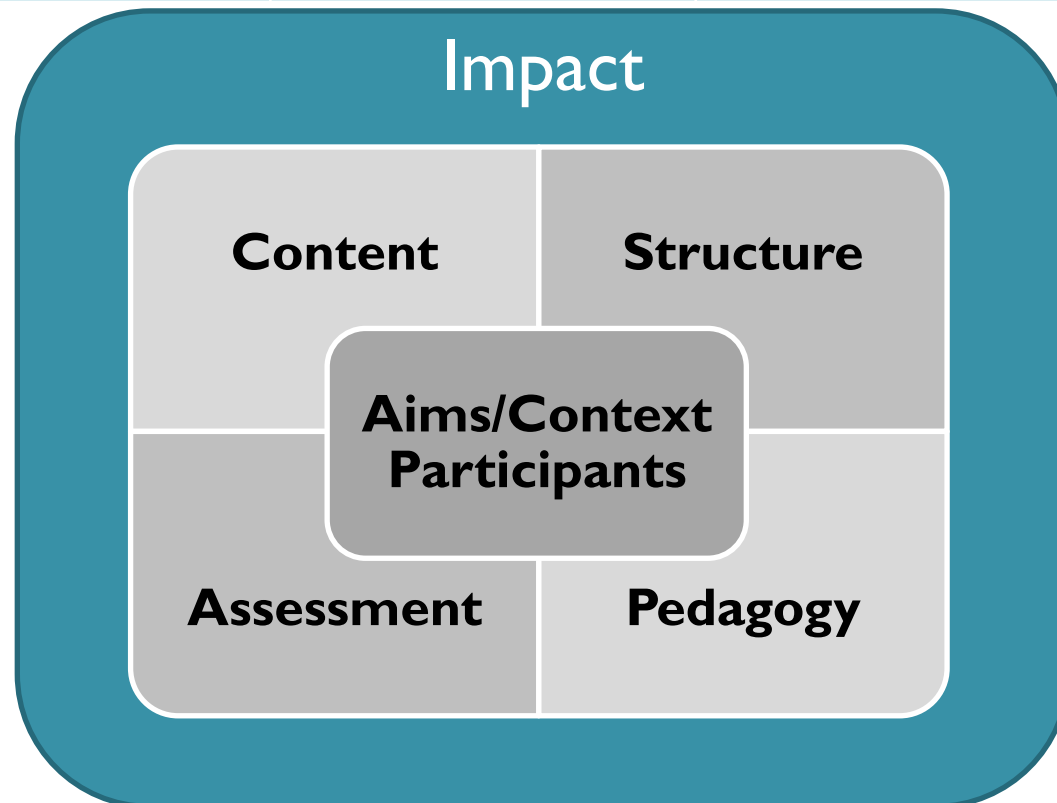
## Pre-service programmes (private)

Type of TE	Context	Course	Institution	
pre-service	private institution private university	CELTA	ITI, Istanbul IUE, Izmir	Tom Bahar



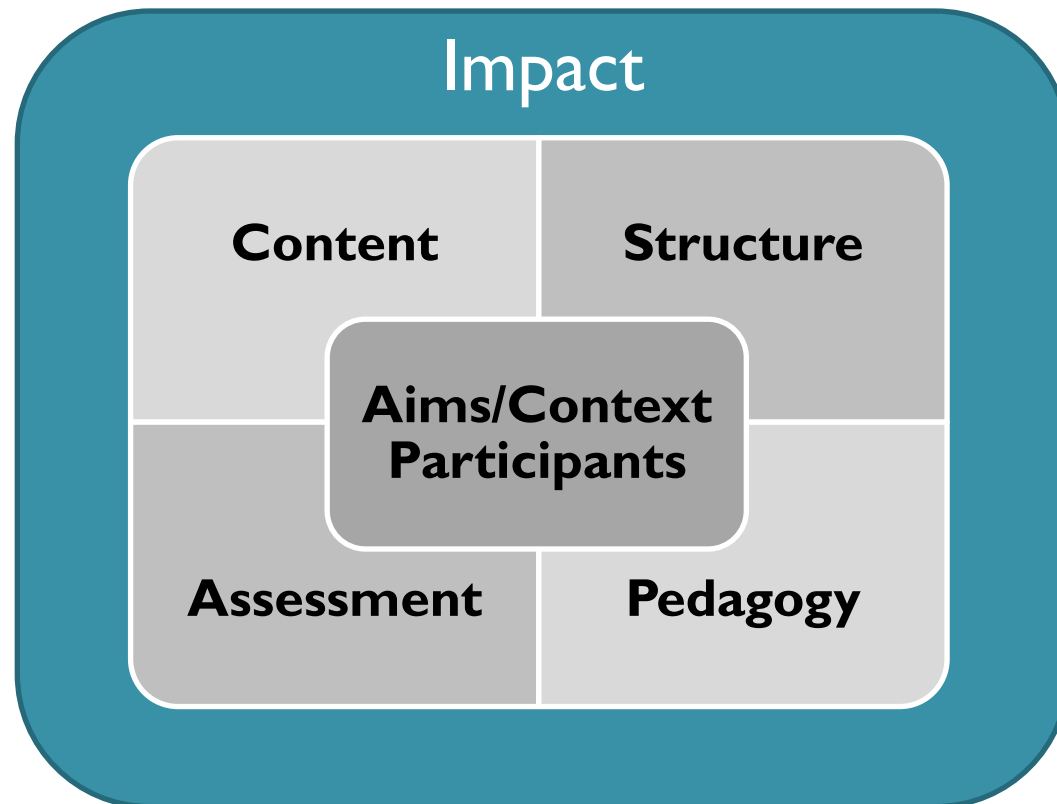
## Initial in-service programmes

Type of TE	Context	Course	Institution	
Initial in-service	private institution private university	ICELT (formal course)	ITI, Istanbul BUSEL, Ankara	<b>Tom Simon</b>



# Experienced in-service programmes

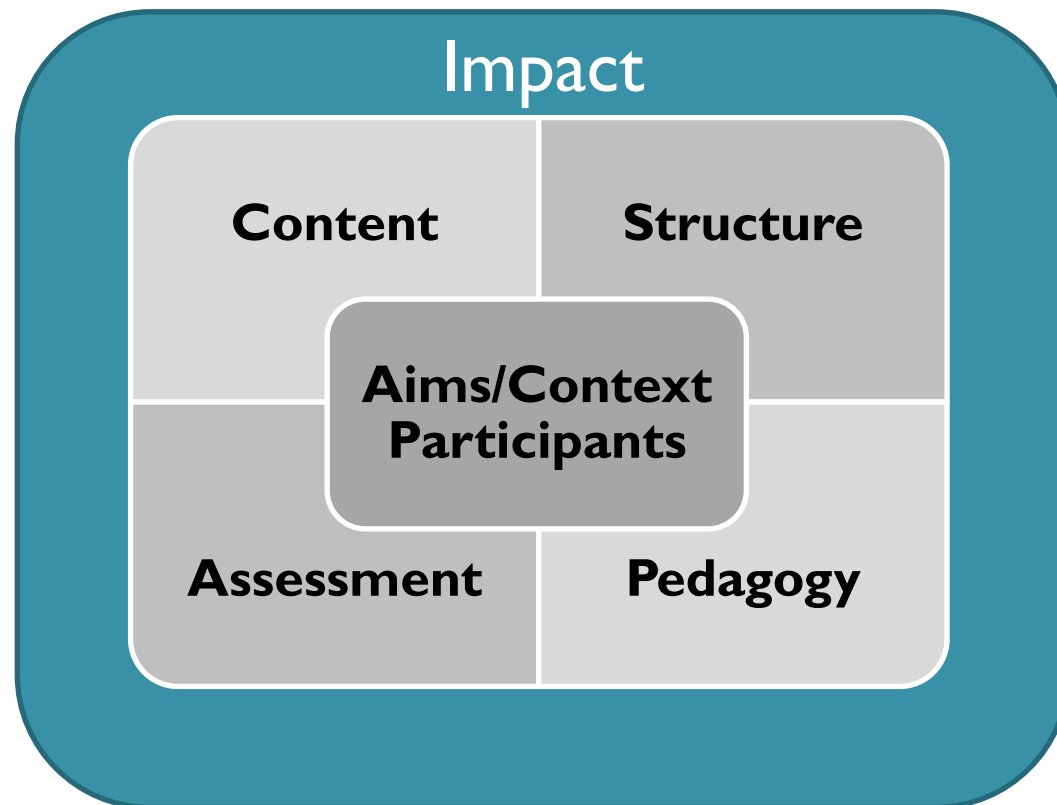
Type of TE	Context	Course	Institution	
Experienced in-service	private institution private university	DELTA DELTA /MA (formal courses)	ITI, Istanbul BUSEL, Ankara	<b>Tom Simon</b>



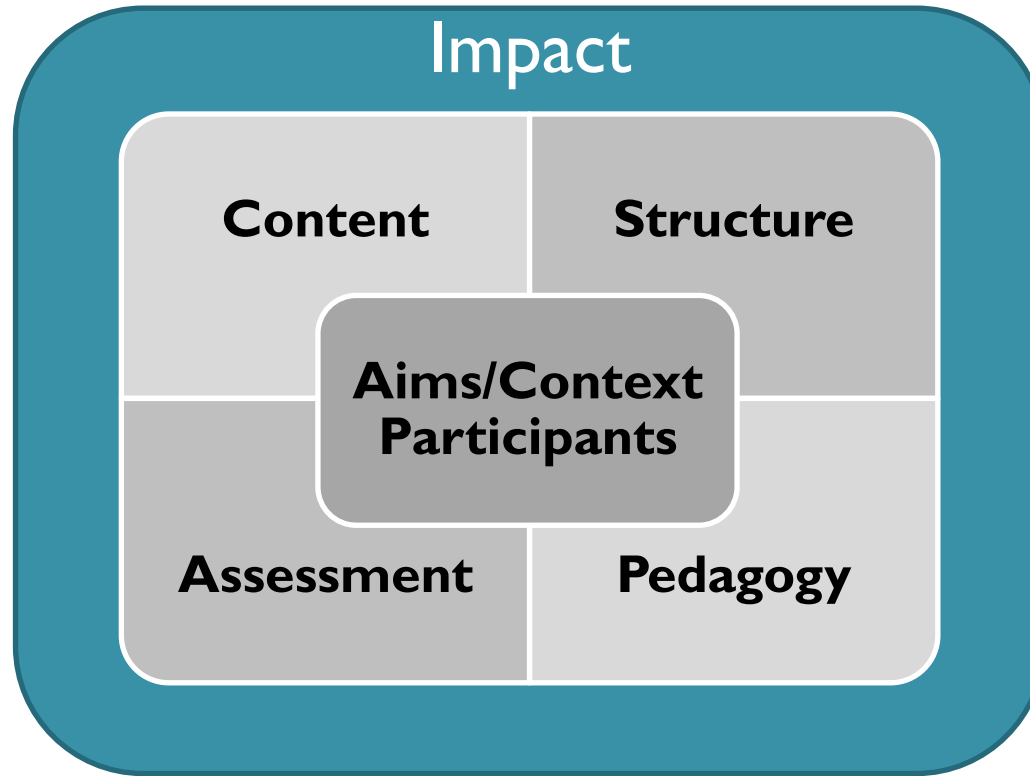


## Informal in-service programmes

Type of TE	Context	Course	Institution	
in-service (initial + experienced)	private university	Prof development Informal courses	IEU, Izmir	<b>Bahar</b>



## Summing up



	<b>METU</b>	<b>Boğaziçi</b>	<b>ITI</b>	<b>BUSEL</b>	<b>IEU</b>
<b>Pre-service</b>	BA in ELT	BA in ELT	CELTA		CELTA
<b>Initial in-service</b>			ICELT	ICELT	Informal courses
<b>Exp in-service</b>			DELTA	DELTA/MA	Prof devt

# Groupwork prompts

11.45-  
12.15

0. Discuss the pre-event questions

1. In your group list 4-5 possible topics

2. Each person states their interest

3. Group negotiates which one(s) to focus on

4. Talk through in more detail what to focus on

13.15-  
14.00

5. Agree each person's own contribution

- what can you realistically do

- each person states 'what's in it for me'

14.00-  
14.55

7. Start completing the template

- prepare presentation

15.10

8. Present the template to the whole group (10'max)

## ASSESSMENT

Research/action research  
Written assessment/tasks  
-assignments, portfolios, presentations, journals  
-Practical assessment tasks  
-observation/micro-teaching/practicum/peer-obsv  
Control over the assessment  
Internal/external assessment  
Standardisation of assessment

## CONTENT

What teachers need to know (to achieve aims) - knowledge of subject, or learners, of teaching?  
Relation to current thinking about TE  
Weighting of content  
Rationale for the content/weighting (link to aims)  
- explicit/implicit

## PEDAGOGY

Approach -academic/theoretical /practical /personal/reflective)  
- whether processes match approach  
Input (deductive/inductive/lecture /discussion/loop input)  
Reflection (focus on T beliefs?)  
Supervision Mode (face-to-face/blended/distance)  
TEds roles (expert/facilitator/model)  
Rationale for approach (links btw processes/aims) - explicit/implicit

## STRUCTURE

Modules, courses, components  
Length of programme  
Full-time/part-time  
Type of syllabus  
Sequencing of components  
Cohesion between components  
Rationale for structure (links btw structure/aims)  
- explicit/implicit

Imp

Aims/Context  
Participant

Assessment

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