The key dimensions of quality in TE in Turkey:

The following issues were discussed in relation to quality in teacher education in Turkey:

▸ How to encourage effective practices?

▸ Guidelines and standards?

▸ How to make recommendations to influence policy-making?

1. How to encourage effective practices?

Some of the key questions group members found worth considering included:

- What do teachers perceive 'quality' to be in TE?
- Does quality initially relate to quality of course content/input?
- Some of teachers are doing teacher training courses because they have been told to or because of salary scales, not because they want to.
- How / when / why people should become trainers?
- Some teachers are on a voyage of discovery and taking their learners with them, and other teachers are tired, overworked and resentful of unreasonable expectations from institutions (and have learners who are tired, overworked and resentful of the expectations imposed on them by the course)
- Is it that people who make good trainers like teaching and people who don't like teaching want to become trainers as that looks like a way out of classrooms they are not comfortable in?
- Should trainers teach (do they lose their credibility if they haven't actually taught language regularly for years ?)

- Is training teaching ?

- Is teaching anything in fact pretty universal ?

- Or should you be teaching language to be able to train others to do so ?

- As a trainer, when did anyone last evaluate anything I did ?

- If needed What, How ? Time?

- Given that more and more of trainees seem less and less able to read / research / write in a suitably academic tone / organise their time meet deadlines / sort out some kind of study action plan for themselves, how much time and course should we be spending on helping them do this (if any)

- Should we respond more to their wishes ?

- Tensions between development and training (and which is it that we are focusing on)

-   How many of us are in 'development' rather than training

- how teachers feel about in service training

- Which can / has to come first or is it circular ? beliefs and practice

- Are we changing beliefs first or practice first ?

- Value of video – many coming in with further examples

- We need to measure what impact training (or development) is having

- We want to know the impact but the impact will show over a period of time

- Should we be looking at student outcome ?

- But learners don't learn what teachers teach ?

- And how should we even determine what we want learners to do ?

- Shall I make the customers happy ? What would exactly ?with regard to learners ? to teachers ?

- To what extent should we be imposing our philosophy ? Are we ?

- We can impose it more easily with more recently started teachers (is that really true ? or is that just politics as they want to please ?)

- Are we there to espouse our own beliefs ?

- Change the beliefs of others ?

- What kind of teachers do we want ? Do we want teachers who reflect ?

- Control – we should get rid of the idea that training is the oppressive arm of the administration (but are we ?)
- Culture makes a big difference to how far or in what way people can reflect.
- Even peer coaching can be threatening.
- Newer graduates ? But institutional politics can be even more threatening for younger
- Need an atmosphere of trust

Some members of the group mentioned the realisation that second language teacher education (SLTE)programmes may not be adequately preparing teachers for the complexities of real classrooms. Therefore, more emphasis on school-based and experiential practice are needed. One of the issues discussed in the group was how the traditional knowledge base of SLTE informs the content of pre-service and in-service programmes. It was suggested that research into SLTE in Turkey should inform changes to content, structure, and processes of programmes. Furthermore, it was pointed out that the knowledge base of SLTE must be expanded to include processes of teaching and teacher-learning and the beliefs, theories, and knowledge which informs teaching (reflective teaching, action research, etc).

It was also highlighted that the nature of teacherlearning was traditionally a cognitive issue and teachers in this view were expected to apply theory to practice. However, recent views in SLTE are based on sociocultural theory. Learning is seen to emerge through social interaction within a community of practice and the focus is on collaborative construction of meanings. It was suggested that this may be a potential research focus (Are modern types of teacher education more effective? Evidence?)

In emerging SLTE pedagogy the emphasis is on the student teacher's learning to teach and becoming a thinking teacher. The student teacher is seen as autonomous reflective practitioner who is capable of constant self-reflection leading to a continuous process of self-development. Some points discussed included:

- student teacher inquiry into one's own beliefs and narratives
- learning from experience

Some of underlying issues defining the purposes or goals of any programme can be listed as follows:

- What sort of teachers should emerge from an SLTE programme?
- What learning and developmental demands shall we make on learning teachers?
- What previous knowledge, values, attitudes and beliefs do learning teachers bring to a programme?

The discussions in this group revolved around conceptualization of teachers not as 'consumers of received knowledge', but thinkers and reflective practioners. Also the need for growth of professionalism among ELT practioners were highlighted.

2. Guidelines and standards

The need for accountability was discussed. Some issues touched upon were as follows:

What contitutes a quality SLTE program?

- in terms of
    - Curriculum,
    - The teaching methods
    - The kind of teachers the program produces
    - İmpact of SLTE programs
- Difficult to answer
    - Standards ? (TESOL/NCATE)

It was concluded that measures are needed that involve teachers in self-evaluation, that enable them to monitor their growth and development over time through the use of self-directed activities (portfolios, narratives, journal writing, etc)

3. How to make recommendations to influence policy-making?

Some suggestions were made for pre-service programmes

▶ Starting the practicum earlier

▶ Creating partnerships with schools to have effective mentoring in school experience

▶ Micro-teaching (giving them chances to experience teaching)

▶ Joint (moderation of) programmes

Otherissues mentionedwere:

▶ A deep concern for reflective practice

▶ Teacher knowledge, teacher learning, teacher thinking, pedagogical content knowledge

▶ School-based teacher learning (interest in mentoring teachers in the school context)

Also some suggestions were offered for policy-making

▶ Identify key policy makers

▶ Establish connections

▶ Writing up a report of our discussions and submitting it to the policy makers