

**‘Teacher Education Research in Turkey’, 24 June 2011
D Building, Room 216, East Campus, Bilkent University, Ankara**

08.50-09.00	Opening Talk
09.00-09.30	Thomas Farrell: Brock University, Canada Exploring the professional role identity of novice ESL teachers through reflective practice
09.30-09.50	Gölge Seferoğlu: METU English language teacher education in Turkey through the lens of European Profile for Language Teacher Education: Issues and problems
09.50-10.10	Sumru Akcan: Boğazici University The nature of feedback given to pre-service English teachers during their practice teaching experience
10.10-10.30	Coffee break (20’)
10.30-10.50	Yasemin Kırkgöz: Çukurova University Evaluating the revised English language teacher education programme in Turkish higher education
10.50-11.10	Erdoğan Çakiroğlu: METU Self-regulated learning strategies that pre-service teachers use in the context of their teaching practices: Learning to be a traditional teacher
11.10-11.30	Yasemin Bayyurt: Boğazici University Views of native and non-native teachers on the involvement of culture in EFL classrooms
11.30-12.00	DISCUSSION
12.00-13.00	Lunch (60’)
13.00-13.20	Bahar Gün: Izmir Ekonomi University Developing a more nuanced understanding of reflection
13.20-13.40	John O’Dwyer & Hilal Atlı: BUSEL An investigation into the role of the in-service educator in a university language teaching context
13.40-14.00	Simon Phipps: BUSEL The impact of in-service teacher education on teachers’ beliefs and practices
14.00-14.20	Tom Godfrey: ITI Istanbul The role of teacher talk in teacher development
14.20-14.40	Coffee break (20’)
14.40-15.10	Elaine Wilson: Cambridge University, UK Learning to become a reflexive teacher practitioner; examples from a science educator network
15.10-15.30	Semra Basaran: Ministry of Education Effectiveness of Anatolian Teacher Training High Schools in terms of serving their intended purpose
15.30-15.50	Belma Haznedar: Boğazici University Teacher education and primary school language teachers in Turkey
15.50-16.10	Suzan Öniz: METU Contribution of INGED to teacher education in Turkey
16.15-17.00	PANEL DISCUSSION
17.00-18.00	COCKTAIL
18.30-20.30	DINNER at BILKENT HOTEL

Abstracts

Thomas Farrell	The study of role identity is important because in order to understand language teaching and learning we need to understand teachers: the professional, cultural, political, and individual identities which they claim or which are assigned to them. Teacher role identity includes teacher beliefs, values, and emotions about many aspects of teaching and being a teacher. Reflecting on teacher role identity allows language educators a useful lens into the “who” of teaching and how teachers construct and reconstruct their views of their roles as language teachers and themselves in relation to their peers and their context. This paper reports on the professional role identity of three novice College ESL teachers in Canada in their first year. The study attempts to answer: When novice teachers talk regularly about their practice in a new teacher group, what do they communicate about their role identity as language teachers?
Sumru A	This study seeks to understand how university supervisors and cooperating teachers approach giving feedback during the practice teaching experience to pre-service English language teachers. The findings indicated that the university supervisors encouraged reflection during their post-lesson conferences and helped the student teachers to evaluate their lessons more critically. The cooperating teachers' feedback was found to be more situation specific by focusing on certain instances about the classroom. This study also discussed different modes of giving feedback (oral feedback through post-lesson conferences and written feedback through evaluation sheets) to teacher candidates during practice teaching.
Yasemin K	Following the major curriculum innovation introduced in teacher education in 1997, a new period of change and innovation in the curriculum of English language teacher education was experienced in 2005, in Turkey. As part of this change, some new courses were introduced into the teacher education programmes. This paper first evaluates the revised English language teacher education curriculum in Turkish higher education. It then provides an in-depth evaluation of one of the newly-introduced courses based on the views and experiences of the students who have undertaken that course.
Erdoğan Ç	Self-regulation is about a learners' efficient management of his/her own learning through monitoring and strategy use. Self-regulated learners set goals on the basis of both their past experiences and their current environments. These goals become the main criteria for the self-regulation. The process of learning to teach inherently involves the use of strategies for self-regulated learning. In shaping pedagogy of teacher education, it is important to understand learning about teaching from the perspective of prospective teachers. In this sense, this study aims to share the results of a research conducted to explore self-regulated learning strategies of prospective mathematics teachers in the context of their teaching practices. The findings indicated that prospective teachers set different types of goals in the process of preparing for the instruction and they use various strategies to reach these goals. During this process, they develop judgments about the effectiveness of their own strategies. Having teaching experience in the classroom, they sometimes develop negative judgments about instructional approaches that require intense student participation. Having classroom management in priority, conventional instructional approaches (e.g. teacher talk) “work” for them to better “control” the class. In this sense, prospective teachers also develop positive judgments about the strategies that will lead them to be a traditional teacher. All these judgments play a crucial role in their future teaching behaviors of prospective teachers. They may eventually become self-regulated learners of teaching profession in the direction of becoming a traditional teacher. Therefore, teacher education programs should invent pedagogies that critically consider the school culture. Since learning to teach is an ongoing process after the formal university education, the theory of self-regulated learning provides an interesting and valuable lens to uncover and interpret how this learning takes place.
Yasemin B	This paper presents the results of a TÜBİTAK -funded research project that investigates the applicability of a model of ELT based on a new perspective of teaching EIL and/or English as a Lingua Franca, in countries which fall under the category of “expanding circle” in Kachruvian <i>Three Circles Model</i> . The study is designed around four major themes: a) the significance of the involvement of culture in ELT; b) the views of native and non-native English speaking teachers on the involvement of culture in ELT; c) The analysis of university curricula of ELT departments in terms of the content of the courses offered; d) the analysis of ELT textbooks in terms of the cultural elements. In this presentation, I will be reporting the qualitative and quantitative findings of the investigation concerning the second theme of the project – i.e., the views of native and non-native English speaking teachers on the involvement of culture in ELT. In the light of the results of the interview and questionnaire study, it has been found that 240 native and non-native English speaking teachers, who participated in the study, are aware of the status of English as a lingua franca/an international language in Europe and the rest of the world, but they believe that there is a need to have a native speaker model to teach English and its culture, and this “model teacher” should speak either the British or the American varieties of English.
Bahar G	In this presentation I will discuss the importance of ‘reflection training’ in teacher education programmes by sharing the results of a teacher development project entitled “Reflective Teaching and Learning” conducted in the School of Foreign Languages at İzmir University of Economics. The main premise of the project is that although teachers are constantly encouraged to ‘reflect’ on their teaching, they are unable to do so effectively unless they are specifically trained in how to reflect (they tend to ‘react’ rather than ‘reflect’!). It is known that teachers can increase their ability to identify their strengths and weaknesses, and take action towards improving themselves as better teachers when they receive feedback from different sources—for example through trainer, colleague, and learner observations—as well as from watching their own video-recorded lessons. The best results for their development are obtained when teachers are also provided with focused input sessions related to reflecting on different aspects of their classroom teaching as well as having the opportunity to watch videos of themselves teaching. At the end

	of the presentation implications will be made regarding the teacher education programs in Turkey.
John & Hilal	This study was instituted to inform the design a course for in-service educators of English language teachers, newly appointed by the Turkish Ministry of Education as part of a project to improve the quality of English language teaching in primary and high schools. Data was gathered from a range of individual in-service educators speaking of their role, based on their everyday experience of in-service training in a university language teaching context. Findings were validated based on group discussions with the educators, and questionnaires to their trainees. The training model developed demonstrates the complexities and breadth of the in-service educators' role and reveals them to be more than simply purveyors of teaching experience, skill, and knowledge. The presentation will outline the major elements of the model and the implications for the professional development of in-service educators.
Simon P	This paper presents findings from an exploratory case study of the grammar teaching beliefs and practices of three experienced teachers taking an MA course in Turkey. It showed that in-service teacher education can have a powerful influence in promoting teacher learning, that teacher learning is a complex non-linear process unique to each teacher, and that teachers' beliefs and/or practices will only change if teachers become dissatisfied with aspects of their existing beliefs/practices and then accept alternatives as being intelligible, plausible and fruitful.
Tom G	Much teacher training and education involves teachers discussing issues in pairs / groups but how effective is this 'talk' in terms of teacher development? Social Constructivists believe that meaning is primarily created through interaction (talk) and yet there has been little research to verify this belief. I report on a small scale study I conducted to explore the nature of teacher talk in an evaluation project.
Elaine Wilson	This session will use examples of how science teacher learn how use research methods rigorously to study their own classrooms and schools.
Semra B	The purpose of this study was to investigate the effectiveness of Anatolian Teacher High Schools (ATHSs) in terms of serving their intended purpose. The research design of the study comprised a nation-wide survey and document analysis. The sample for the survey consisted of 1026 students, 612 teachers, 877 parents and 259 graduates selected through stratified random sampling over 33 ATHSs across 32 provinces in Turkey, and 302 prospective teachers, selected through cluster sampling, in Gazi University Faculty of Education. Two distinct instruments were used for data collection; survey questionnaires containing multiple choice and open-ended questions; and attitude scales containing five-point Likert type questions. To analyze quantitative data, descriptive statistics, t-test and two-way ANOVA were conducted. The open-ended questions were analyzed via content analysis. Results indicated that students, graduates, teachers, parents and administrators described ATHSs as the ideal schools for students who want to enter university and/or become teachers. Students and their parents prefer ATHSs in order to guarantee a university program for a career with the guarantee of finding a job. During the four years in ATHSs students are offered quality education and their attitudes toward the teaching profession have developed positively. More than half of the graduates entered a university program, a great majority of which entered teacher-training programs. ATHS graduates studying in teacher training programs are different from their classmates graduated from other high schools with respect to preferring teaching as a profession, the priority they gave to the teacher training programs in the university entrance exam, university entrance exam scores, academic achievement in teacher training programs and commitment to teaching as a lifelong career however they are not different with respect to attitudes toward the teaching profession. The majority of the graduates who were not able to enter a university program are unemployed. Since ATHS graduates are not considered as semi-professionals, there is no specific employment area available for them. Results also indicated that ATHSs serve their intended purpose, however not to extend they are expected to. Therefore, some reform movements are intended to increase the effectiveness of these schools.
Belma H	The aim of this paper is to present an overview of the present situation of foreign language education in Turkish primary schools, with special reference to the profile and competency of foreign language teachers. Based on data from a questionnaire study of primary school language teachers in Istanbul, this study specifically explores current teachers' pre-service training and class practice in order to find out how recent advances are incorporated into their training in Turkey. Our findings raise serious questions concerning the preparation of language teachers during pre-service education, in particular with respect to primary level teaching standards for foreign language teachers in the world.
Suzan Ö	English language teachers and instructors are professionals who are looking for new ways, novel ideas and publications in their field to improve their teaching and interaction with students and parents. They are also usually short of time. INGED aims to serve professionals and future colleagues by providing a variety of services mainly through its website at www.inged.org.tr . In this way, teachers can read about presentations in detail, find out about future events in Turkey and in the world. It is the hope of INGED, now in its 16 th year, to bring together English language professionals from all levels of education in Turkey both on its website and also at its organized events. This presentation aims to briefly summarize these development opportunities that INGED has been offering and discuss with the audience further means of teacher education possibilities that INGED may provide in the future.