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LEARNING AND TEACHING IN HIGHER EDUCATION: THEORY AND PRACTICE IN LANGUAGE TEACHING

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ABSTRACT

This paper is a qualitative exploratory classroom research study through which I have developed my understanding of professionalism and knowledge of theories about learning, change, reflection, the artificial dichotomy of theory and practice and academic culture and knowledge. After presenting a literature review of these concepts as a background of my actual teaching, I go on with my experience of teaching and supporting students' learning by selecting and using appropriate methods and designing, planning, analysing and evaluating class sessions. In order to display how these were put into action, I have depicted a typical class and my teaching practices in a Turkish as a foreign language class as a guest lecturer owing to my participation in the "Learning and Teaching in Higher Education" (LTHE) Programme at an international UK university. To serve this aim, I have added two lesson plans that I designed (including the details about one of my lessons and examples from games, dialogues, role cards and culture parts), my teaching record log, the teaching observation record of my class by a teaching fellow and my observation record of the class teacher, alongside the feedbacks of mine and my colleagues on each, and the teacher evaluation form for the students. All in all, I have gone through a reciprocal process of change, by which I know myself and my boundaries while getting others to stretch theirs through this programme; therefore, it has been an intellectually challenging, energising and emancipating phenomenon both for my own self and for others around me.

STRUCTURED ABSTRACT

Gaining insights into learning, teaching, teacher training, theories on educational philosophies, methodologies and research design, I feel my sense of self that shifts like the buttons of an accordion according to my different roles has included that of a researcher-teacher, teacher

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educator and teacher of Turkish as a foreign language at university. Being a researcher is always there as a part of me.

During my Ed.D (Doctorate of Education) studies in TESOL at the University of Exeter, I have continued to look for ways to hone my skills in my profession, and activated my knowledge of and experience in teaching for interactive learning, teaching methods, using technology, planning, assessment, marking, feedback and evaluation in higher education by completing the Stage 1 and the Stage 2 of the tripartite LTHE Programme. Completing the Stage 3 after submitting a report with a teaching portfolio and making an oral presentation followed by an interview with the programme director and staff, I have been awarded the status of Associate Fellow of the HEA (the Higher Education Academy) recognised in the UK and the British Commonwealth. As I aspire to keep on being active in my professional life while growing intellectually on one side through my Ed.D, I have also wanted to continue pursuing my interest in teaching Turkish to foreigners on the other through this programme, and that is how I collaborated with the Turkish language teacher in the Institute of Arab and Islamic Studies at Exeter and started teaching there as it has always been a calling for me.

Subsequent to my short autobiographical account of my professional life, I will draw upon the literature on the nature of professionalism, which is promoted at the heart of the programme. While regarding teaching as a profession according to the normative definitions, I prefer to think of professionalism as a changing concept in response to the social transformations including both global and local influences (Breen, 2006). This results from the fact that the degree of the professional autonomy and control stated in definitions may be argued from the lenses of teaching practitioners who work with different challenges or opportunities to take initiatives in various educational contexts. Referring to being professional or professionalism, teachers generally talk about the quality of what they do and of the conduct, demeanour and standards which guide it (Helsby, 1995), while professionalization is attributed to improving teachers' status and levels of professional reward through the eyes of other people. These two concepts are seen complementary to each other in that by improving standards, one will improve status. However, sometimes this may not be the case. For example, modernistic models of professionalization including training, accreditation and academic knowledge base may have helped improve the status of teachers in community and of teacher educators in the university (Labaree, 1992); however, such a 'licensed autonomy' did little to enhance the professionalism of teaching regarding the quality of the work (Labaree, ibid.); likewise, defining scientific and technical standards of knowledge in high-status may cause the equally important emotional dimensions of teachers' work to be overlooked, which again displays that stronger professionalization does not always indicate greater professionalism (Hargreaves & Goodson, 1996 cited in Hargreaves, 2000).

Having explored the main points of professionalism which is the essence of the programme I participated in, I turn to my professional journey in depth, starting with my understanding of theories about learning, change, reflection, theory and practice dichotomy and academic

culture in my field and a comparison of my discipline with others. Then I go on with my experience of teaching and supporting students' learning by selecting and using appropriate methods and designing, planning, analysing and evaluating class sessions. In order to display how these were put into action, I have depicted a typical class and my teaching practices in a Turkish as a foreign language class as a guest lecturer and lastly critically reflected on my professional practice and engaged with the ways of feedback from students, peers and senior colleagues, presenting my lesson plans that I designed (including the details about one of my lessons and examples from games, dialogues, role cards and culture parts from different lessons), my teaching record log, the teaching observation record of my class by a teaching fellow and my observation record of the class teacher, alongside the feedbacks of mine and my colleagues on each, the teacher evaluation form for the students (see Appendices).

In the section regarding my teaching practice, I consider the needs and expectations of my student group in Turkish language learning class and the rationale for my choice of teaching methods and my session plans with specific reference to different sessions in which I have taught as can be seen in my Teaching Record Log (Appendix 1). First of all, exploring each language classroom, a language teacher should be aware of the fact that students are complex human beings who bring with them to the classroom their own individual personality, aptitude, motivation, beliefs, learning styles, strategies and autonomy (Tudor, 2001; Hall, 2011). Another reason for exploring individual characteristics of language learners is that it is learners that may (not) effectively complement the efforts of teachers, textbook writers or curriculum developers. This view that "learners are interesting to learn from" contributes to the teacher's actions and classroom practices. Moreover, there is also a shift from individual to social and from universal to specific images of learners, which takes diverse social and cultural contexts beyond the classroom into account. Therefore, while tailoring my session plans, I was mindful of the 'internal syllabus' (Hall, 2011: 162) that my learners may naturally have.

My starting point was their needs and expectations from and beyond the language classroom. That is why I started with meeting them and their present teacher to learn about their purpose of learning Turkish as a foreign language, the syllabus that they would like to follow, their educational, social and cultural background through our informal conversations. The students were from different countries ranging from China, Czech Republic, France, Syria, Tataristan and the UK. I had two groups of different language learning levels, Elementary and Intermediate Turkish groups. As their present teacher had already established a syllabus according to their aims of learning General Turkish in order to communicate in various situations in daily life, I firstly examined their route for learning and with my own experience in language teaching I aspired to blend different methods of learning according to their levels with the existing book syllabus that had already been followed. In so doing, according to the feedback after the classes and my colleague's observations, the class became more interactive and contextually relevant with the engagement of the learners in communicative task-

based meaningful activities, problem-solving and real-life games adapted to their themes. In addition to my teaching hours, I did team planning and team teaching (Richards and Farrell, 2005: 159) with the Turkish language teacher in the other class hours to run the lessons smoothly in my lessons too. This also helped him gain insights into different teaching methods to make his class more communicative and authentic, as he explained in his reflection on his teaching in my observation record of his class (Appendix 2). I also learned more about the inner dynamics of the classroom by asking students about their culture and their purpose of learning Turkish language and culture as a diverse group of people from different countries around the world. Seeing this diversity as an opportunity in the class, I and the teacher provided opportunities for intercultural learning through research-based themes about various aspects of society, culture and lifestyles in Turkey and in their countries, which led them to learn beyond the classroom after each lesson.

To give examples from two teaching sessions, even if the levels of the classrooms were different, the main aim in both groups was to be able to have a good language proficiency in four skills, listening, reading, speaking and writing according to their levels. Therefore, I tried to change explicit grammar and deductive vocabulary teaching into a more contextual skills-based classroom with a focus on fluency, communication and inductive teaching. With these aims, I always started with an ice-breaker or a warm-up brainstorming activity that focuses on their experience and prior knowledge to orientate their attention to the topic of the day ranging from Greeting, Materials, Jobs and People, Countries, Nationalities, Languages, Food and Drink. These themes can be enriched with the additional themes such as “personal identification, house, home and environment, daily life, free time and environment” by the use of podcasts (Yılmaz and Babacan, 2015) and the integration of the cultural elements of different Turkic groups into the Turkish as a foreign language education (Şimşek and Dündar, 2015). The use of films and videos in Turkish teaching for foreigners is also a good way of improving not only listening and speaking but also reading and writing if supportive activities about the films are prepared (İşcan, 2016), and these would contribute to the introduction of the society’s way of thinking, their approach to the events, their ingenuity within the vocabulary concept. As suggested by Erdem et al. (2015), it is also important to rearrange the reading texts in line with such cultural elements as proverbs, aphorism etc. according to the levels of the students. In my teaching practice, I also paid attention to the activities in the book which always prioritised vocabulary, reading and grammar over communicative skills and re-ordered them. Hence,1 four skills were integrated with grammar and vocabulary components in a way to shift the order from receptive ways like getting input through listening and reading to productive skills like speaking and writing to facilitate their learning while they learn and practise the language components like grammar and vocabulary through games, pair and group work activities that include visual, auditory and kinaesthetic aspects within the context rather than discreet structures memorised through dull drills based on repetition and translation like in Grammar-translation or Audiolingualism methods. Based on their levels, I utilised various methods according to their levels. When the group started to be more autonomous in the intermediate level, I increased the

use of target language in the classroom and supported their learning with camera recording and slide presentations with lots of visuals, stories, songs, biographies, newspapers, and real life articles about the topic of the week throughout the lessons and at the end of each unit, they had a choice of researching more about Turkish language and culture exemplified by different aspects of the society. In this way, there was always a smooth transition between the activities with the establishment of an aim for the learners to listen, read or make a dialogue or write a report as in the real life. Here I shared a record of one of my lessons I have designed, planned, analysed and evaluated by means of my colleague's reflection in the end. It mirrors a three-stage process. First, as the person who would be observed, I explained to the observer my intentions for the class- how the students should have prepared for the class, what they should gain from the class, and how that will be checked or tested. Second, I have displayed the points my observer looked for during the class, in the context of the purpose of the class. Thirdly, I reflected upon my observer's comments, and upon her own views of the class, in the context of the purpose as set out in the first section. Another sample lesson plan that I have prepared, some of the activities, role cards, slides and cultural texts for out-of-class learning can be found in Appendix 3. In my Turkish language teaching experience, I also collected feedback from my students by preparing a questionnaire with both open and closed-ended questions (Appendix 4) and talked about critical incidents they experienced during my lessons. The critical incidents that I asked them to share during our informal in-class conversations were about the most interesting part of the lesson or the part they had difficulty in or their favourite part of the lesson, which were also parallel to their answers to the questionnaire. In addition to students' comments, I was also honoured to get positive feedback from my observer from the Modern Foreign Languages Department as can be seen in the details of the feedback and my reflection on them in section 3. I have also enjoyed observing the present teacher of the class (Appendix 2) and exchanged ideas with him about the methods I adopt from my teaching and learning background and his applications. While he provided me with the course book he followed, I extended, omitted or adapted some of the activities there by researching on the topic of the week from other books and the internet and brought examples from real life and different cultures while opening just a gate for the students to explore more. Then I explain my choice of methods and the points I adopted for my teaching and supporting students in more detail.

In my practice in teaching Turkish as shown in section 3, I used communicative activities which appeal to different learning styles and multiple intelligences that go beyond verbal or logical intelligences and include musical and natural intelligences. In line with the tenets of Suggestopedia and NLP, I found songs, games, stories and materials from real life for students to internalise the language and warm-up activities to break their emotional barrier towards the new language down. The activities in culture parts were also based on the premises of task and problem-based learning as they required the students to go beyond the class and research on the topic of the week. In short, I benefited from various methods and approaches mentioned above in order to enable students to take charge of their own learning and provide them with as

many opportunities as I could to make the context enjoyable and memorable for their learning.

Among these methods and applications in second and foreign language teaching, project work under content-based learning is a means to promote meaningful student engagement with language and content learning. This approach which I adopt in my teaching in line with experiential foreign language education also proves effective in terms of providing a research-led environment for the students. Thus, such an approach enables students to learn culture and language together and gain awareness of diversity and intercultural communication. All in all, understanding post-method pedagogy (Kumaravadivelu, 2003), I try to maximise learning opportunities by facilitating negotiated interaction, promoting learner autonomy, fostering language and cultural awareness, integrating language skills and ensuring social relevance. Therefore, the choices of methods that I make during my courses are compatible with the theories of learning, the shifts of paradigms in education and the roles of teachers I discussed in previous sections. In this respect, I value the socially constructed nature of each learning context, reflecting on my role and considering my students as future social agents. Also, understanding my own identity and those of my students go hand in hand with being a teacher/scholar and being a student which are interrelated processes, and our learning gets ever deepening and broadening as we go on this journey as reflective teachers in higher education (Ashwin et al., 2015).

Stepping back and looking into my experience of being a researcher doing a professional doctorate and teaching Turkish as a foreign language through the LTHE Programme at Exeter, I have realised that I have been in harmony with how I felt before coming there, adhering to my inner self-belief that the more you learn the more you realise how little you know, as Socrates enlightened. This is what I can adopt in this ongoing journey full of renewing complex bodies, beings, ideas floating on the air all the time. I find teaching really rewarding for both the teacher and learners as a part of my journey. As such, throughout the sessions that I taught Turkish language, I could empathise with the learners as a learner of English language since my primary school years and later as a language teacher and educator who studied and researched on second language acquisition, applied linguistics and language teaching in academia. I can see different perspectives from both learners' and teachers' sides, which also reminds me of the fact that we are always on the way and what matters is to be on the way rather than arriving at the destination. Completing the LTHE Programme, as my review of theories and my actual teaching practice show in this paper, has provided me with new opportunities and experiences complementary to my approach to life and teaching process which echoes being open to change, development and learning.

Keywords: Learning, teaching, higher education, teaching Turkish as a foreign language.

YÜKSEKÖĞRETİMDE ÖĞRENME VE ÖĞRETME: DİL ÖĞRETİMİNDE KURAM VE UYGULAMA

ÖZET

Bu makale, mesleki uzmanlaşma ve öğrenme, değişim, yansıtıcı düşünme, kuram ve uygulamanın yapay ayrımı ve akademik kültür ve bilgi birikimi ile ilgili anlayışımı geliştirdiğim, keşfedici nitel bir sınıf araştırması çalışmasıdır. Asıl öğretmenliğimin arka planı olarak bu kavramların bir alan yazın taramasını sunduktan sonra, uygun yöntemler seçip kullanma ve ders saatlerini tasarlama, düzenleme, inceleme ve değerlendirme yoluyla öğrencilerin öğrenmesini destekleme ve öğretme deneyimimle devam edeceğim. Bunların nasıl eyleme dönüştürüldüğünü göstermek için, Birleşik Krallık'ta uluslararası bir üniversitedeki "Yükseköğretimde Öğrenme ve Öğretme" Programı dolayısıyla misafir öğretim elemanı olarak katıldığım Türkçenin yabancı bir dil olduğu örnek bir sınıfı ve öğretim uygulamalarımı betimleyeceğim. Bu amacı yerine getirmek için, hazırladığım iki ders tasarısını (bir dersle ilgili detaylarla ve oyun, ikili konuşma, canlandırma ve kültür öğelerinden örnekleriyle birlikte), öğretmenlik günlüğü kaydımı, her bir tutanakla ilgili benim ve meslektaşlarımın geri bildirimleriyle birlikte, bir öğretim görevlisi tarafından tutulan sınıfıma dair öğretmenlik gözlem kaydını, benim tuttuğum sınıf öğretim görevlisine dair gözlem kaydımı ve öğrenciler için öğretmen değerlendirme belgesini ekledim. Bütün olarak değerlendirildiğinde, bu programda, başkalarının kendi ufuklarını genişletmelerini sağlarken benim de kendi sınırlarımı ve kendimi bildiğim çift taraflı bir değişim süreci yaşadım, bu yüzden bu hem kendim hem de etrafımdakiler açısından fikri olarak yeni ufuklar açan, harekete geçiren ve özgürleştiren bir şeydi.

Anahtar Kelimeler: Öğrenme, öğretme, yükseköğretim, Türkçenin yabancı dil olarak öğretimi.

1. My professional journey

Gaining insights into learning, teaching, teacher training, theories on educational philosophies, methodologies and research design, I feel my sense of self that shifts like the buttons of an accordion according to my different roles has included that of a researcher-teacher, teacher educator and teacher of Turkish as a foreign language at university. Being a researcher is always there as a part of me.

During my Ed.D (Doctorate of Education) studies in TESOL at the University of Exeter, I have continued to look for ways to hone my skills in my profession, and activated my knowledge of and experience in teaching for interactive learning, teaching methods, using technology, planning, assessment, marking, feedback and evaluation in higher education by completing the Stage 1 and the Stage 2 of the tripartite LTHE Programme. Completing the Stage 3 after submitting a report with a teaching portfolio and making an oral presentation followed by an interview with the programme director and staff, I have been awarded the status of Associate Fellow of the HEA (the Higher Education Academy) recognised in the UK and the British Commonwealth. As I aspire to keep on being active in my professional life while growing intellectually on one side through my Ed.D, I have also wanted to continue pursuing my interest in teaching Turkish to foreigners on the other through

this programme, and that is how I collaborated with the Turkish language teacher in the Institute of Arab and Islamic Studies at Exeter and started teaching there as it has always been a calling for me.

Subsequent to my short autobiographical account of my professional life, I will draw upon the literature on the nature of professionalism, which is promoted at the heart of the programme. Although there is no clear consensus regarding the definition of professionalism, it is important to discuss its different conceptualisations in order to contextualise further debates about this issue. Freidson (1994: 10) uses that word to refer to the ideology and special set of institutions: "I use the word "profession" to refer to an occupation that controls its own work, organized by a special set of institutions sustained in part by a particular ideology of expertise and service." Carr (2000: 23) mentions an array of mostly used criteria for professions:

> (i) professions provide an important public service; (ii) they involve a theoretically as well as practically grounded expertise; (iii) they have a distinct ethical dimension which calls for expression in a code of practice; (iv) they require organisation and regulation for purposes of recruitment and discipline; and (v) professional practitioners require a high degree of individual autonomy - independence of judgement - for effective practice.

These two definitions provide a certain basis for us to come to a decision as to whether a particular occupation can be regarded as a profession or not. However, as I accept teaching and "teaching to teach" (Loughran, 2006: 2) from the perspectives of teachers and teacher educators as a profession, considering Carr's criteria as a basis, I am not concerned about giving such a decision all over again. However, the degree of the professional autonomy and control stated in both definitions may be argued from the lenses of teaching practitioners who work with different challenges or opportunities to take initiatives in various educational contexts.

While regarding teaching as a profession according to the normative definitions above, I prefer to think of professionalism as a changing concept in response to the social transformations including both global and local influences (Breen, 2006). This results from the fact that the degree of the professional autonomy and control stated in definitions may be argued from the lenses of teaching practitioners who work with different challenges or opportunities to take initiatives in various educational contexts. Referring to being professional or professionalism, teachers generally talk about the quality of what they do and of the conduct, demeanour and standards which guide it (Helsby, 1995), while professionalization is attributed to improving teachers' status and levels of professional reward through the eyes of other people. These two concepts are seen complementary to each other in that by improving standards, one will improve status. However, sometimes this may not be the case. For example, modernistic models of professionalization including training, accreditation and academic knowledge base may have helped improve the status of teachers in community and of teacher educators in the university (Labaree, 1992); however, such a 'licensed autonomy' did little to enhance the professionalism of teaching regarding the quality of the work (ibid.); likewise, defining scientific and technical standards of knowledge in high-status may cause the equally important emotional dimensions of teachers' work to be overlooked, which again displays that stronger professionalization does not always indicate greater professionalism (Hargreaves & Goodson, 1996 cited in Hargreaves, 2000). In the highly-interwoven mosaics and patchwork of our diverse world, there is no doubt that the meaning of professionalism is continually changing. In this respect, while acknowledging the complexity and inter-subjectivity of each context, I believe there is always something in other contexts for us, researchers and academics, to draw on in order to inform our own professional practices, beliefs and values as the practice of professionalism is affected by the interface between global processes and local understandings (Breen, 2006).

Having explored the main points of professionalism which is the essence of the programme I participated in, now I will turn to my professional journey in depth, starting with my understanding of theories about learning, change, reflection, theory and practice dichotomy and academic culture in my field and a comparison of my discipline with others. Then I go on with my experience of teaching and supporting students' learning by selecting and using appropriate methods and designing, planning, analysing and evaluating class sessions. In order to display how these were put into action, I have depicted a typical class and my teaching practices in a Turkish as a foreign language class as a guest lecturer and lastly critically reflected on my professional practice and engaged with the ways of feedback from students, peers and senior colleagues, presenting my lesson plans that I designed (including the details about one of my lessons and examples from games, dialogues, role cards and culture parts from different lessons), my teaching record log, the teaching observation record of my class by a teaching fellow and my observation record of the class teacher, alongside the feedbacks of mine and my colleagues on each, the teacher evaluation form for the students (see Appendices).

2. Analytical engagement with pedagogic research and scholarship in my own discipline and other disciplinary areas

If we accept that being a professional in language teaching requires certain specialised skills, a high level of proficiency in the language, explicit and declarative knowledge *about* the language, the principles of second language acquisition and language teaching methodology (Hardy, 2011), I have had a strong background about them during my BA and MA though I was aware that these teacher training programs provide just a beginning that opens the door of wider realms of research and real teaching experience. What I have also learned through climbing the stairs of becoming an excellent educator is that we are all life-long professional 'students' that will learn as long as we live.

At the beginning of my Ed.D courses in 2011, I started to read about and was profoundly impressed by the shifts of paradigm in educational research. Having myself been trained in the language teaching context of Turkey before my Ed.D, I learnt all the mainstream methods and approaches in this field by thinking that I was critical enough to see wider perspectives when I need to tailor them according to my own context. Nevertheless, looking at international teaching settings in the UK, I also had an opportunity to see that the reality we perceive only from our own context will always reflect an insufficient picture as we construct, reconstruct and sometimes deconstruct it, as Leslie Marmon Silko (1997: 27) describes the problem with the metaphor of mapping:

> A portion of territory the eye can comprehend in a single view' does not correctly describe the relationship between the human being and his or her surroundings. This assumes the viewer is somehow outside or separate from the territory she or he surveys. Viewers are as much a part of the landscape as the boulders they stand on.

Therefore, I felt the same concern as Trowler (2012), who views the polarisation between the worlds of sciences and the humanities as superficial and conceptually flawed. My readiness to think, discuss, engage in tasks, draw on my own experience in roles as a learner, trainee, teacher and researcher, reflect, research, read and critically re-read key positions and issues throughout my journey has triggered off a sparkle that illuminates the existence of many more numerous and more subtle boundaries and complexities. For example, when I and all participants were directed the question "What is learning?" in the Stage 1 of the LTHE Programme at the university, I could not resist thinking in an overarching way that encompasses all the perspectives from cognitive and behaviourist, social, cultural accounts of learning (Fry, Ketteridge and Marshall, 2009) to social-political stances that are mostly invisible and reflected as neutral in mainstream education (Pennycook, 2001; 2008). Likewise, the answers to the question as to what learning is focussed on

the cognitive taxonomy by Bloom to indicate intended learning outcomes while emergent ways were mentioned as well. That reminded me of my days in the educational sciences class of my undergraduate study, when I was firstly taught about these cognitive and behaviouristic accounts of learning that prevail in the accountability, planning and assessment fields of educational settings. For example, prior to each lesson every teacher plans the intended learning outcomes, which means that s/he has to make sure that these outcomes will be covered in a way that is constructively aligned with the assessment at the end of the course. In addition to this planned part of learning that appeals to cognitive abilities, the teacher of the 21st century who interacts with students from various cultural and linguistic backgrounds should be aware of the group dynamics in each classroom including the social, cultural, political and economic dimensions of the context. The more s/he contextualises his/her content according to the learning needs of students, the more students have chances to get involved in the learning process. This is particularly important for a language teacher as s/he needs to understand his/her students' social and cultural contexts and how these shape their approach to learning and attitudes to the target language, which can be realised through a deep sense of commitment on the part of the language teacher (Troudi, 2005). In the same way, we can expand upon the definition of learning presented as "a change in one's own or another's capability" (Eraut, 2000) by considering the reflections of positivist, interpretive and critical paradigms in education all together while shaping the scope of 'change'. That is how I have come up with an overarching definition of learning: "a process of discovering, falsifying or confirming, exploring, problematising or critiquing something new (knowledge) to be assimilated, accommodated, conceptualised, reconstructed or deconstructed according to one's own experience till another point comes up in an ongoing way" (my own definition). All in all, this definition is informed by the different theoretical underpinnings of educational research affected by paradigm shifts.

As in other disciplines, paradigm shifts within the academic cultures of different periods have also played an important role in language teacher education by shaping the views of the person and approaches to language teacher education ranging from a behaviourist model-based learning which views person as an externally driven *input-output system* to humanistic theory that emphasises self-agency in *self-actualising* person (Rogers, 1961; 1982 cited in Roberts, 1998), later to constructivist theories of learning as the development of each person's mental representations of the world by Kelly and Kolb and a social constructivist approach regarding person as a social being (ibid.). In terms of reflection and teacher development, Dewey (1933) and Schön (1983) became influential with their ideas of reflective thinking and reflective practitioner highlighting progressive education and personal experience. Whereas a detailed discussion of each model is beyond the framework of this paper, it would be appropriate to express that different descriptions of human learning in the four models of the person have consequences for the objectives, content and process of teacher education. In parallel to the historical development of models of learning, the roles of teachers have been a perennial topic of discussion in the field of general education and language education, and these roles shifted from teachers as passive technicians to teachers as reflective practitioners and finally to teachers as transformative intellectuals (Giroux, 1988; Kumaravadivelu, 2003).

The first idea of teachers can be partly traced to the behavioural tradition based on empirical verification of content knowledge as a result of which a transmission approach including the delivery of professional experts' *teacher-proof* packages to students gained importance. Evolving partly as a reaction to the one-size-fits-all, uncritical and routine beliefs of the first idea of teachers, the context-sensitive and holistic way of reflective teaching became popular with Dewey's concept of reflection and Schön's expansion on that with the frames of reflection-on-action (before and after a lesson) and reflection-in-action (during the teaching act). These concepts give the teacher the responsibility to take part in any stages of teaching including determining the goals and values behind the work,

attending to the institutional and cultural contexts, developing curriculum and taking charge of their own professional development through self-evaluation and observation. These stages in which teachers need to actively get involved show how learning to teach does not end with gaining a diploma or a degree in teacher education but is an ongoing process throughout their careers. Thus, teachers' own theories of practice during the act of teaching are also promoted in addition to the professional theories transmitted through formal teacher education programs; therefore, like theorists, teachers as reflective 'practitioners' are also seen as producers of knowledge and theories rather than mere consumers of a set of teaching and learning strategies indicated by the theorist or the syllabus designer or the materials producer.

Seeing the concept of teachers as reflective practitioners as a vast improvement over the limited and limiting concept of teachers as passive technicians, Kumaravadivelu (2003: 12) also argued that this reflective movement tends to treat reflection as an introspective process involving a teacher and his or her reflective capacity and not as an interactive process involving the teacher and a host of others like learners, colleagues, planners and administrators. Secondly, he asserted that the focus of the movement has been on what teachers do in the classroom, not paying adequate attention to the socio-political factors that shape and reshape a teacher's reflective practice. Thirdly, he also puts it bluntly that despite its criticism of teachers' excessive reliance on established professional wisdom, the reflective movement contributed very little to change it.

Out of these concerns has emerged the concept of teachers as transformative intellectuals. This idea was derived from the works of critical pedagogists such as Giroux (1988), McLaren (1995), Simon (1987), Auerbach (1995) and Pennycook (2001) in language teaching, all of whom are heavily influenced by the educational philosophy of Freire (1972) emphasising that any pedagogy is embedded in relations of power and dominance and is employed to create and sustain social inequalities. Assigning a radical role as transformative intellectuals to teachers, Giroux (1988: xxxiii) pointed that teachers and administrators might develop counterhegemonic pedagogies that not only empower students by giving them the necessary knowledge and skills to function in the larger society as critical agents but also educate them for transformative action. This role requires teachers to be socio-politically conscious and to strive for both educational enhancement and personal transformation. Such an approach involves inquiry-oriented and socially contextualised teaching which is grounded on a commitment to world making as a result of an interaction of teacher and student in a given context and which is dedicated to an art of improvisation, the cultivation of situated participants and democratic self-directed education in the classroom with a concern about critical self- and social-reflection (Kincheloe, 1993: 201-3). In addition, teaching is steeped in a sensitivity by pluralism including cultural and linguistic diversity of students and committed to action, and lastly, teachers are concerned with the affective dimension of the human beings, developing both emotional and logical sides of their students and themselves (ibid.)

It is important to see how each idea of the role of teachers as passive technicians, as reflective practitioners and as transformative intellectuals have evolved over time and have overlapping characteristics such as source of knowledge and goals of teaching. Therefore, it is useful to treat the three perspectives not as absolute opposites but relative tendencies at different moments though it is crucial to remember that passive technicians can rarely become transformative intellectuals without a continual process of self-reflection and self-renewal coming from their ability and willingness to go beyond theories in formal education and take a critical look at the dichotomy between theory and practice (Kumaravadivelu, 2003: 17-18). Instead of accepting the artificial dichotomy between the theorist and the teacher as something that naturally goes with the territory, theorising as an intellectual activity should be something teachers are enabled to do as well by presenting the knowledge from their practice as principles drawn from different types of knowledge (Alexander,

1986: 145 in ibid.); therefore, the primary concern is how teachers might think rather than what they should know ie. the depth of critical thinking compared to the breadth of content knowledge.

Since we have reflected on how academic "cultures" can be influential on conceptions of roles of teachers under the influence of different models of person and learning, it is useful to point out that there are different cultures of teaching within academic territories/ideas established by different academic tribes/communities (Becher and Trowler, 2001). As a result of recurrent practices among a group of people in a given context, sets of taken-for-granted values, attitudes and ways of behaving are shaped and expanded on, which is called as "cultures" (Becher and Trowler, 2001: 23) as in the case of language education with practices influenced by behaviourist, cognitive, constructivist or social constructionist theories of learning reinforced by practitioners and academics within the field across time and places. The changes in the academic culture of language teaching in time in line with different perspectives of epistemologies as to "how we know what we know" (Crotty, 1998: 8) also display that there is a reciprocal relationship between academic cultures and epistemologies of disciplines. In addition to epistemological factors, there are also other factors which have an impact on the academic culture and the learning and teaching environment respectively such as the patterns of educational ideologies, the pre-existing culture including the organisational one in any given university and the 'profitability' (Levine 1980 cited in Becher and Trowler, 2001: 24) attached to particular practices (ibid.). For example, certain research themes or particular disciplines may be promoted through research funding bodies, which leads teachers and researchers to change their academic agenda accordingly, which in turn alters the status and significance of academic knowledge.

According to the Kolb-Biglan Model of Academic Knowledge (Kolb, 1984 cited in Fry, Ketteridge and Marshall, 2003) and subsequent work by Becher and Trowler (2001), language teaching may take place in both soft pure (linguistics, social sciences) and soft applied (education) disciplines. If we want to compare it to, for example, natural sciences, which is positioned under hard disciplines, we can see that the language components like grammar, vocabulary, spelling and pronunciation which are examined through phonology, syntax, morphology, semantics, pragmatics and semiotics under linguistics as pure dimensions may be similar to core components in pure mathematics or physics. Here are some examples of the core dimensions in these disciplines to compare them to the pure language components in my discipline: the Fibonacci Number Sequence in maths or the String Theory, which goes even before fundamental particle physics, trying to understand what generates even the fundamental particles even at a very deep level or the theory of quantum physics about the experiment called "Schrödinger's Cat", which explored that things can either be one way or another with a certain probability in quantum mechanics. These examples may be thought as similar to the pure components in language teaching. On the other hand, there is a soft and applied dimension in language teaching which comes from education influenced by the shifts of research perspectives in parallel to positivist, interpretive or critical paradigms as in hard and applied science-based professions like engineering.

To recap, both pure and applied dimensions feed each other while soft disciplines like philosophy strengthen hard disciplines like physics and maths, which ask "what and how", by seeking answers to "why", which leads us to look for the reasons behind the mere appearance. As such, all the disciplines- whether they are hard or soft and pure or applied- deal with different aspects of our being, nature or society in a bid to flourish humanity and civilisation, which is also supported through interdisciplinary research and collaboration. For example, in order to broaden our professional knowledge base and understanding, As Kohonen et al. (2001: 1) suggest, we should *look into different disciplines that are relevant to foreign language education* (FLE) *in the changing world*

(italics as original). Therefore, an interdisciplinary framework is crucial for promoting FLE as they assert (ibid.):

> We need to put together the developments in a number of related fields of research, such as philosophy, epistemology, linguistics, applied linguistics, learning psychology, intercultural learning, evaluation, the teacher's professional growth, society restructuring and the culture of schools and other teaching institutions.

Having considered this overarching agenda of different disciplines, the ways of thinking and practising, teaching methods and techniques would be strikingly different when natural sciences and social/educational sciences including language teaching contrasted (Kreber, 2008: 73). For example, in natural sciences, a scientific experimentation may require a laboratory environment where students apply theories or steps they learned before via equipments or develop hunches from what they applied. In educational sciences such as foreign languages, this laboratory environment is replaced by a classroom, a library or a field where a lively exploratory group of language learners deal with bits and pieces of language components or develop ideas about the ways of living in different countries. No matter how different the disciplines seem, the way of teaching a language teacher adopts may be similar to a science teacher if s/he has a style of eliciting information from the students while teaching a grammar point in an inductive and integrated way instead of spoon-feeding them with isolated rules one after another. In this respect, the teacher beliefs and practices come into play in shaping their attitudes towards an effective way of learning and teaching (Borg, 2003). In what follows, I will reflect on my experience of teaching and supporting students' learning by selecting and using appropriate methods and designing, planning, analysing and evaluating class sessions.

3. My teaching practice

In this section, I will consider the needs and expectations of my student group in Turkish language learning class and the rationale for my choice of teaching methods and my session plans with specific reference to different sessions in which I have taught as can be seen in my Teaching Record Log (Appendix 1). First of all, exploring each language classroom, a language teacher should be aware of the fact that students are complex human beings who bring with them to the classroom their own individual personality, aptitude, motivation, beliefs, learning styles, strategies and autonomy (Tudor, 2001; Hall, 2011). Another reason for exploring individual characteristics of language learners is that it is learners that may (not) effectively complement the efforts of teachers, textbook writers or curriculum developers. This view that "learners are interesting to learn from" contributes to the teacher's actions and classroom practices. Moreover, there is also a shift from individual to social and from universal to specific images of learners, which takes diverse social and cultural contexts beyond the classroom into account. Therefore, while tailoring my session plans, I was mindful of the 'internal syllabus' (Hall, 2011: 162) that my learners may naturally have.

My starting point was their needs and expectations from and beyond the language classroom. That is why I started with meeting them and their present teacher to learn about their purpose of learning Turkish as a foreign language, the syllabus that they would like to follow, their educational, social and cultural background through our informal conversations. The students were from different countries ranging from China, Czech Republic, France, Syria, Tataristan and the UK. I had two groups of different language learning levels, Elementary and Intermediate Turkish groups. As their present teacher had already established a syllabus according to their aims of learning General Turkish in order to communicate in various situations in daily life, I firstly examined their route for learning and with my own experience in language teaching I aspired to blend different methods of learning according to their levels with the existing book syllabus that had already been followed. In so doing, according to the feedback after the classes and my colleague's observations, the class became more

interactive and contextually relevant with the engagement of the learners in communicative task-based meaningful activities, problem-solving and real-life games adapted to their themes. In addition to my teaching hours, I did team planning and team teaching (Richards and Farrell, 2005: 159) with the Turkish language teacher in the other class hours to run the lessons smoothly in my lessons too. This also helped him gain insights into different teaching methods to make his class more communicative and authentic, as he explained in his reflection on his teaching in my observation record of his class (Appendix 2). I also learned more about the inner dynamics of the classroom by asking students about their culture and their purpose of learning Turkish language and culture as a diverse group of people from different countries around the world. Seeing this diversity as an opportunity in the class, I and the teacher provided opportunities for intercultural learning through research-based themes about various aspects of society, culture and lifestyles in Turkey and in their countries, which led them to learn beyond the classroom after each lesson.

To give examples from two teaching sessions, even if the levels of the classrooms were different, the main aim in both groups was to be able to have a good language proficiency in four skills, listening, reading, speaking and writing according to their levels. Therefore, I tried to change explicit grammar and deductive vocabulary teaching into a more contextual skills-based classroom with a focus on fluency, communication and inductive teaching. With these aims, I always started with an ice-breaker or a warm-up brainstorming activity that focuses on their experience and prior knowledge to orientate their attention to the topic of the day ranging from Greeting, Materials, Jobs and People, Countries, Nationalities, Languages, Food and Drink. These themes can be enriched with the additional themes such as "personal identification, house, home and environment, daily life, free time and environment" by the use of podcasts (Yılmaz and Babacan, 2015) and the integration of the cultural elements of different Turkic groups into the Turkish as a foreign language education (Şimşek and Dündar, 2015). The use of films and videos in Turkish teaching for foreigners is also a good way of improving not only listening and speaking but also reading and writing if supportive activities about the films are prepared (İşcan, 2016), and these would contribute to the introduction of the society's way of thinking, their approach to the events, their ingenuity within the vocabulary concept. As suggested by Erdem et al. (2015), it is also important to rearrange the reading texts in line with such cultural elements as proverbs, aphorism etc. according to the levels of the students. In my teaching practice, I also paid attention to the activities in the book which always prioritised vocabulary, reading and grammar over communicative skills and re-ordered them. Hence,1 four skills were integrated with grammar and vocabulary components in a way to shift the order from receptive ways like getting input through listening and reading to productive skills like speaking and writing to facilitate their learning while they learn and practise the language components like grammar and vocabulary through games, pair and group work activities that include visual, auditory and kinaesthetic aspects within the context rather than discreet structures memorised through dull drills based on repetition and translation like in Grammar-translation or Audiolingualism methods. Based on their levels, I utilised various methods according to their levels. When the group started to be more autonomous in the intermediate level, I increased the use of target language in the classroom and supported their learning with camera recording and slide presentations with lots of visuals, stories, songs, biographies, newspapers, and real life articles about the topic of the week throughout the lessons and at the end of each unit, they had a choice of researching more about Turkish language and culture exemplified by different aspects of the society. In this way, there was always a smooth transition between the activities with the establishment of an aim for the learners to listen, read or make a dialogue or write a report as in the real life. Here is a record of one of my lessons I have designed, planned, analysed and evaluated by means of my colleague's reflection in the end. It mirrors a three-stage process. First, as the person who would be observed, I explained to the observer my intentions for the class- how the students should have prepared for the class, what they should

gain from the class, and how that will be checked or tested. Second, I have displayed the points my observer looked for during the class, in the context of the purpose of the class. Thirdly, I reflected upon my observer's comments, and upon her own views of the class, in the context of the purpose as set out in the first section. Another sample lesson plan that I have prepared, some of the activities, role cards, slides and cultural texts for out-of-class learning can be found in Appendix 3.

Name and role of person observed	Zeynep Gülşah Kani- Language Teacher/ Teacher Educator
Programme of study	BA in Arabic, Middle East and Islamic Studies
Title of module	ARA2164- Intermediate Turkish I
Level of module	Undergraduate
Location of class within the module (egg week number within the total weeks)	The tenth week
Type of class (lecture, lab, seminar...)	Seminar Room 1 in the Institute of Arab and Islamic Studies
Number of students	4
Name of observer	Rosalind Leveridge

1 Preparation - before the class is observed: to be completed before the class by the person being observed, and given to the observer before the class
Broad aims of this class within the programme *The overall aim(s) of this session is (are) to: enable students* • To enable learners to have and use a basic Turkish vocabulary range about fruits, vegetables, meals and drinks, • To produce sentences for ordering food in a restaurant and comprehend simple sentences in Turkish. • To introduce students to a selection of Turkish cuisine and culture through the development of four basic skills.

Specific intended learning outcomes of this class
By the end of the session, students should be able to:
For example: describe… *explain… define… analyse… carry out… reflect upon… practise… make connections between… identify… justify… show… use… plan… criticise… evaluate… demonstrate…*

> practise the vocabulary about fruits, vegetables, meals and drinks which were introduced through a demonstration last week.
> use the words in activities such as interviewing their classmates about their most favourite food/drink/fruit and vegetable and writing a report.
> revise the vocabulary through a Bingo game; understand conversations and talk about dialogues by watching a video about ordering, shopping and having breakfast.
> role-play their own dialogue.

Students' preparation for this class
How were the students expected to prepare for this class - general reading, specific reading, specific assignment, assignment given to selected students?

As this week is about revising the unit about "Fruits and Vegetables", the students are expected to be familiar with the vocabulary. They are supposed to have a background about the language grammar such as Simple Past, Simple Present, S. P. Continuous Tense, which were integratedly used in listening, writing, reading and speaking activities.

Assessment of the intended learning outcomes
How/when will these be assessed (whether informally or formally)? How will the students know the criteria for assessment?

All of the intended learning outcomes will be assessed through individual, pair and group work activities during the class time in addition to the extra exercise sheets for homework as a preparatory task before the final exam. To assess their usage of the language components which learners revised, first they will be asked to note down their favourite food and make a table about others' preferences (individual-group work), check the results of the Bingo game; answer some questions about the video and make a dialogue with role cards in pairs.

Students' learning after the class
What learning activity will the students be expected to undertake after the class? How will this be set up during the class? How/when will that learning activity be checked on?

Students will be asked to practise asking and answering questions about the cost of products in shopping malls, making a shopping list via the worksheets and exercises given out by the teacher. They will be also checked during the next class time or on one-on-one tutorials. They will be able to comprehend essays and dialogues about Turkish cuisine and recipes after doing the related activities in addition to ordering food and paying the bill.

2 Observation of the class: to be completed immediately after the class by the observer, and given, with verbal feedback, to the person who being observed.

Opening the class *Clarity of purpose/intended learning outcomes - review of previous work - links to other classes/module/programme - activity expected of the students in the class - reference to assessment?*

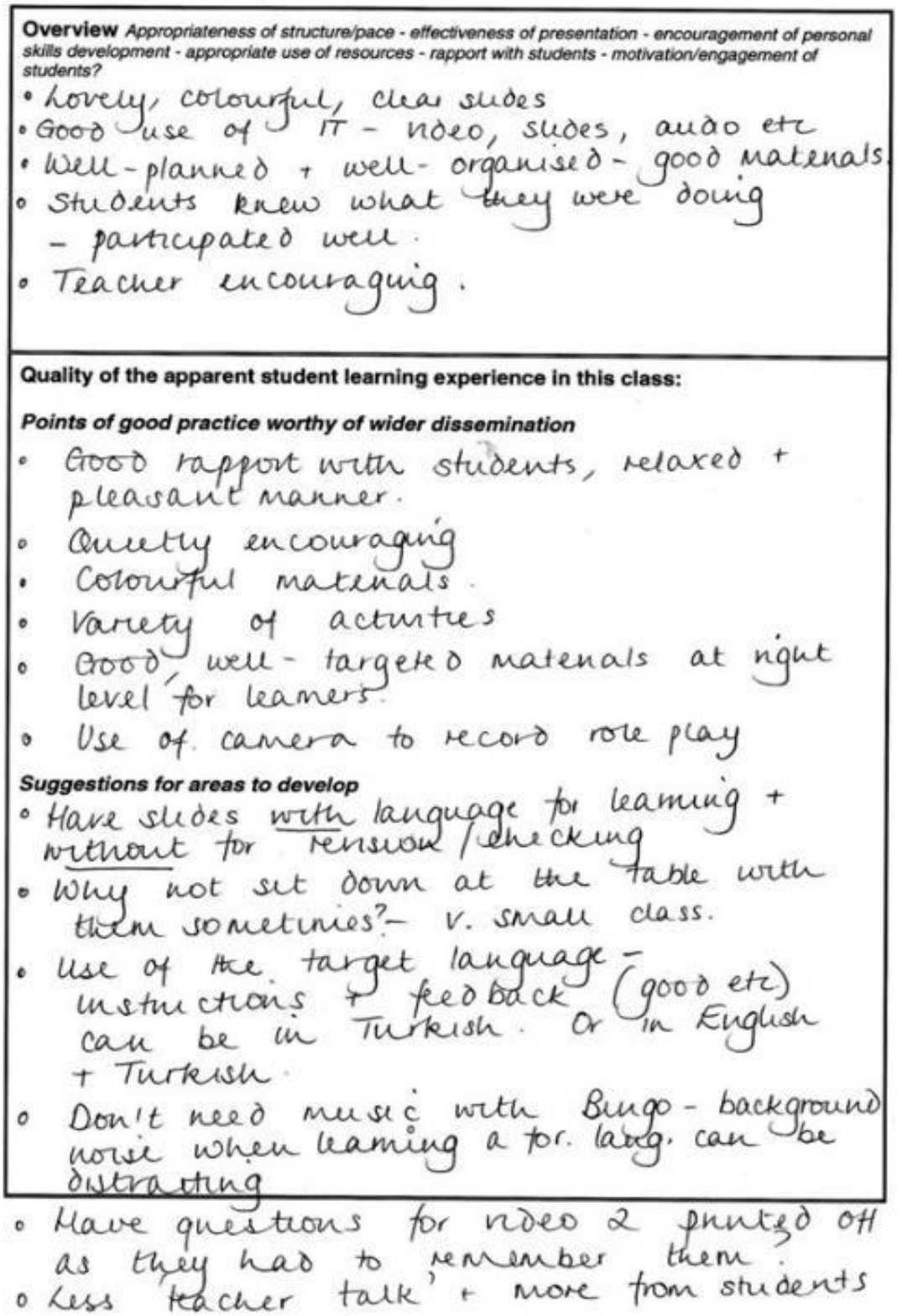
- Began with exercises (physical)
- Check on previous learning - explained it is revision
- Link back to previous lang. learned.
- Assessment not mentioned?

Main part of the class *Appropriateness of structure, presentation and pace - sensitivity to students' reaction – variety of learning activities - conveying enthusiasm?* ***Engagement of students in active learning?***

- Very relaxed, pleasant, encouraging manner
- Active learning - game in pairs → dialogue
- Students really cooperative, participated well. Had clearly learnt language structures well enough to engage confidently in activities
- Bingo game

Closing the class *Summary of learning achieved - further linking to later/parallel work - expectation of learning activity to be undertaken* ***after*** *the class?*

Not seen, class continued after the hour.



Overview *Appropriateness of structure/pace - effectiveness of presentation - encouragement of personal skills development - appropriate use of resources - rapport with students - motivation/engagement of students?*

- lovely, colourful, clear slides
- Good use of IT - video, slides, audio etc
- Well-planned + well-organised - good materials
- Students knew what they were doing - participated well.
- Teacher encouraging.

Quality of the apparent student learning experience in this class:

Points of good practice worthy of wider dissemination

- Good rapport with students, relaxed + pleasant manner.
- Quietly encouraging
- Colourful materials.
- Variety of activities
- Good, well-targeted materials at right level for learners.
- Use of camera to record role play

Suggestions for areas to develop

- Have slides with language for learning + without for revision/checking
- Why not sit down at the table with them sometimes? – v. small class.
- Use of the target language – instructions + feedback (good etc) can be in Turkish. Or in English + Turkish
- Don't need music with Bingo - background noise when learning a for. lang. can be distracting
- Have questions for video 2 printed off as they had to remember them.
- Less teacher talk + more from students

3 Reflection following the class : to be completed by the person who taught (or supported learning in) the class, following receipt of the observer's comments

Reflection on achievement
To what extent do you feel you achieved your aim(s) for this session? What were you particularly pleased with?

Reflecting on my lesson, I feel that I could realise the aims of the session stated in the beginning. I was particularly pleased with the smooth transition between the activities following a right pace for the students to revise the vocabulary while developing their listening, speaking and writing through an integrated plan.

Reflection on planning
If anything did not go as planned, was it a problem or a benefit? What is there to learn from it with regard to future planning?

Plans regarding the activities went completely well though the number of the students was less than the usual; however, it was enough for them to be in pairs and make a dialogue according to their levels. Small groups are an advantage in terms of exploring their needs, expectations, "cultures" and ways of learning.

Reflection on observer's feedback
Are these fair comments? Did anything here surprise you? What action will you take to build on and share with colleagues the points of good practice noted by the observer, and to follow up any suggestions for development?

I felt really honoured to get immensely positive feedback from my senior observer from the Department of Modern Languages. As we also talked about her observation, I answered the questions she pointed in our one-to-one conversation. For example, I explained why I used music to accompany the Bingo game so as to stimulate their speed and competitive spirit while learning and retrieving the words without realising. Also, we talked about the role of L1 (English) in the class as a facilitating language at this stage when they needed. As a change from a beginner-level student to a more autonomous language learner takes time, I tried to provide them with opportunities to receive input in Turkish as much as I could too. The next time I prepare revision activities, I will check their learning by giving the words after each picture and pronounce them after my students.

In my Turkish language teaching experience, I also collected feedback from my students by preparing a questionnaire with both open and closed-ended questions (Appendix 4) and talked about critical incidents they experienced during my lessons.

The results of the questionnaire show that the mean score in terms of the overall rating of my teaching effectiveness is 4.70 out of 5.00. The reasons they stated as to why they scored as almost always effective, one of the best or one of the most effective were as follows. They found that everything has been clear and well-structured and that I explain clearly and keep the lessons lively and varied with good use of teaching materials, powerpoint presentations and games (for samples, see Appendix 3) that are helpful in terms of practising spoken Turkish particularly but also staying engaged with classes. They commented that I clearly have lots of teaching experience and know how to use it and that my clear command of English helps a lot. To illustrate some comments from their feedback forms:

"I have learnt a lot while enjoying doing it, which has been great."

"Gülşah's lessons were very useful- she explained everything in a proper way and organised interesting activities. I enjoy staying in her lesson."

"I understood everything, and it helped me do my homework very easily and quickly. Everything was in my mind."

"She always helps us with grammar and spelling. She is really very open for people and thanks to her we can improve our language and prepare for the exam."

"Her games were very funny and good for memorising new words- more quick-thinking Turkish."

The critical incidents that I asked them to share during our informal in-class conversations were about the most interesting part of the lesson or the part they had difficulty in or their favourite part of the lesson, which were also parallel to their answers to the questionnaire. For example, it was interesting for them to learn that in Turkish there are two different usages of the word 'half' in English: 'buçuk' and 'yarım'. While 1.5 is pronounced as 1 buçuk, we say 'yarım' kilo or apple instead of 'buçuk' kilo. That is, buçuk cannot be used as an adjective before nouns but as a noun with numbers. They realised that Turkish grammar is really logical once they learned the rules, which enabled them to cast aside their fears of learning Turkish. They were also motivated by the cultural parts of the lesson, during which they had the opportunity to see what they learned in the real contexts of Turkey. These parts were also one of the most favourite parts of the lesson for them. Some who had been to Turkey before shared their experiences with their classmates, which also provided them with some real-life insights as to what to do and how to behave in specific circumstances. The other 'most favourite' parts of the lesson were related to the enjoyable games that are good exercises for practising vocabulary, grammar, pronunciation, spelling and all four skills. These moments were spontaneously scattered at different times of different lessons, and they were also important as learning opportunities which made them reflect on what they learnt and me find out the language components they make mistakes about so that I can note them down and come up with a new game or exercise to practise that area in the next lessons. In order to foster their openness and break their psychological barriers down, I emphasised fluency over accuracy during speaking and more communication-based activities, and went through the mistakes of all the students as a whole after the exercises finished or in a different session rather than correcting each student not to point out them individually.

In addition to students' comments, I was also honoured to get positive feedback from my observer from the Modern Foreign Languages Department as can be seen in the details of the feedback and my reflection on them above. I have also enjoyed observing the present teacher of the class (Appendix 2) and exchanged ideas with him about the methods I adopt from my teaching and learning background and his applications. While he provided me with the course book he followed, I extended, omitted or adapted some of the activities there by researching on the topic of the week from other books and the internet and brought examples from real life and different cultures while opening just a gate for the students to explore more. Now I will explain my choice of methods and the points I adopted for my teaching and supporting students in more detail.

4. My choice of methods and tenets behind my teaching practice

I think that learner autonomy is like a crossroads at which all the remarkable approaches and methods (for a comprehensive overview, see Richards and Rodgers, 2001) intersect as their focus point. Particularly with the 'glorified' advent of Communicative Language Teaching (CLT) as a reaction to bringing up mechanic grammar 'experts' who are unable to carry out functional communication in real life as the axiom "use it or lose it" implicates, the ability to collaborate and

cooperate rather than compete with others in problem-solving tasks and opinion, information and reasoning-gap activities has become prominent, and so has learner autonomy. It is because autonomy, defined as 'individual' learner's internal sense of control, is still not an isolated but a social process which proves its link with communication, cooperative and collaborative learning tasks as Benson (2001) has stated. In the light of these changes that improve the art of teaching, I find 'a multi-dimensional language teaching approach whose mainstay is learner-centeredness' remarkable to use by blending 'communicative approach, constructivism, Multiple Intelligences, learning styles, Neuro-linguistic Programming, Desuggestopedia and task and problem-based learning', which I learned at my department and applied to the micro-teaching presentations and language classrooms. For example, in my practice in teaching Turkish as shown above, I used communicative activities which appeal to different learning styles and multiple intelligences that go beyond verbal or logical intelligences and include musical and natural intelligences. In line with the tenets of Suggestopedia and NLP, I found songs, games, stories and materials from real life for students to internalise the language and warm-up activities to break their emotional barrier towards the new language down. The activities in culture parts were also based on the premises of task and problem-based learning as they required the students to go beyond the class and research on the topic of the week. In short, I benefited from various methods and approaches mentioned above in order to enable students to take charge of their own learning and provide them with as many opportunities as I could to make the context enjoyable and memorable for their learning.

Among these methods and applications in second and foreign language teaching, project work under content-based learning is a means to promote meaningful student engagement with language and content learning. This approach which I adopt in my teaching in line with experiential foreign language education also proves effective in terms of providing a research-led environment for the students. Thus, such an approach enables students to learn culture and language together and gain awareness of diversity and intercultural communication. All in all, understanding post-method pedagogy (Kumaravadivelu, 2003), I try to maximise learning opportunities by facilitating negotiated interaction, promoting learner autonomy, fostering language and cultural awareness, integrating language skills and ensuring social relevance. Therefore, the choices of methods that I make during my courses are compatible with the theories of learning, the shifts of paradigms in education and the roles of teachers I discussed in previous sections. In this respect, I value the socially constructed nature of each learning context, reflecting on my role and considering my students as future social agents. Also, understanding my own identity and those of my students go hand in hand with being a teacher/scholar and being a student which are interrelated processes, and our learning gets ever deepening and broadening as we go on this journey as reflective teachers in higher education (Ashwin et al., 2015).

I am also aware that foreign language teaching as well as the teaching of any disciplines should consider a number of challenging questions as to how to prepare learners to face the complexities of living as responsible citizens in the changing world and how to foster their capacity for autonomous learning and develop their holistic, personal and intercultural competence. These questions can be interpreted differently in different learning environments, resulting in diverse strategies and practices of developing language learning. Therefore, what comes into play is the learning needs of diverse groups and individuals as there is no one right way of tackling pedagogical applications. Since foreign language teaching especially has an affective component, it involves factors which are beyond knowing the language primarily as a formal linguistic system such as the capacity to encounter foreignness and otherness as in intercultural communication (Kohonen et al., 2001). Thus, while working with different groups or individual students, we need to pay special attention to learner beliefs, assumptions and expectations about language, his/herself and his/her own

role as a student. It is important to consider the following tenets in our interaction with our learners (Kohonen et al., 2001: 4):

- The learner's role is changing from a relatively passive recipient of language knowledge and skills towards an active and creative role in constructing the foreign language system for herself.
- Prior knowledge gives a valuable bridge for new learnings and needs to be utilised with care.
- The learner is also a responsible member of the social group and is actively involved in co-managing the learning process.

These tenets also show the importance of the emotions and the attitudes as part of foreign language education. Recognising the learners' needs in such a way also affects our approach to assessment not only as a matter of measuring the learning outcomes but also as an important means of enhancing the learning processes. In this sense, learners' awareness of their thinking and learning skills as well as of their social skills and intercultural attitudes is developed through reflective self-assessment, which leads them to take an increasing amount of responsibility for their own learning. In order to provide such an orientation, a shift towards a more balanced emphasis between factors external to the learner and the properties that are inside the mind of the learner gains prominence.

Another important issue in learning is whether a 'research-led' approach to a subject can be considered, which is also interrelated to the extent to which learners' individual and social characteristics are taken into account and the images of the language classroom as the experimental laboratory (Breen, 2001) which reminds us of controlled learning environments or as 'culture' or 'coral gardens' which opens wider possibilities for both teachers and learners to "develop the unique cultural environment for each language class" (Senior, 2006: 199). The second image complements the former by emphasising that language learning is not only a pedagogic experience but also a social encounter. When the classroom is seen from such a complementary perspective, learners are also regarded as 'constructing' problem-solvers (Ellis, 2001), and it is this approach that also makes a difference with regards to the consideration of how learning can be research-like. If the focus is on both what is to be learnt and how it to be learnt, i.e. if we consider a multi-dimensional or multi-layered syllabus which has a product, process and task-based orientation, there will be more space for both the teacher and the learner as joint-decision-makers to identify the content, objectives, assessment. As a result, the emphasis will be more on doing things *for or with* the learner rather than *to* the learner (White, 1988: 44-5 cited in Hall, 2011: 203), and such an ecological approach is more open for both the teacher and the learner to research on the world beyond the classroom including socio-cultural, linguistic, historical/political, geographical, economic, technological and educational factors (Stern, 1983: 274) than a prescriptive one which assumes teachers to be technician-mechanics and learners as containers or machines (Ellis, 2001) who are passive, unempowered and lacking control. This is also aligned with the concept of 'directed independent learning' in which "students are guided by curriculum content, pedagogy and assessment, and supported by staff and the learning environment, and in which students play an active role in their learning experience - either on their own, or in collaboration with peers" (Thomas, Jones and Ottoway, 2015: 4). In the following section, I will analyse and evaluate the sessions in which I taught and supported learning with a consideration of the points discussed above and their impact on my approach to my session plans and teaching methods.

5. Conclusion

Before coming to Exeter, personally I had a deep passion about my profession inside me as I have written in one of my writings:

The self is not something that is ready-made, but something in continuous formation through choice of action" (Dewey, 1916: 358). The shaping of the choice of actions that ultimately result in the 'self' can create the leaders, responsible citizens of the next generations or the slaves of tomorrow. What comes into play at the point of 'shaping the self' is the vital role of the teachers who make a difference by touching the future.

Therefore, I have seen teaching as a way of making a significant contribution to the world and experiencing the joy of helping others grow and develop cognitively and interactively, so as a research assistant and a teacher trainer who is aware of developments in Turkey and around the world and who respects other cultures and opinions, I have wished to look at a face and call out that person who is behind that face, behind that colour, behind that language and behind that culture (Maya Angelou, n.a. in Tucker & Stronge, 2005). This is the value of a trainer who educates teacher trainees who will also discover something behind each of their learners' faces. This was the reflection of my ideal views about my commitment and to my profession and my sense of moral purpose (Fullan, 1993).

Stepping back and looking into my experience of being a researcher doing a professional doctorate and teaching Turkish as a foreign language through the LTHE Programme at Exeter, I have realised that I have been in harmony with how I felt before coming there, adhering to my inner self-belief that the more you learn the more you realise how little you know, as Socrates enlightened. This is what I can adopt in this ongoing journey full of renewing complex bodies, beings, ideas floating on the air all the time. I find teaching really rewarding for both the teacher and learners as a part of my journey. As such, throughout the sessions that I taught Turkish language, I could empathise with the learners as a learner of English language since my primary school years and later as a language teacher and educator who studied and researched on second language acquisition, applied linguistics and language teaching in academia. I can see different perspectives from both learners' and teachers' sides, which also reminds me of the fact that we are always on the way and what matters is to be on the way rather than arriving at the destination. Completing the LTHE Programme, as my review of theories and my actual teaching practice show in this paper, has provided me with new opportunities and experiences complementary to my approach to life and teaching process which echoes being open to change, development and learning.

APPENDIX 1: My Teaching Record Log as a Part of the LTHE Accreditation Route

This form is to provide evidence for my portfolio about the frequency and nature of my teaching practice, representing ten hours of my teaching.

Date of Session	Length of session	Your participants	**Session Title**	**Teaching and learning activities**
13 March	10 minutes	LTHE participants	Microteaching: What is Total Physical Response (TPR) Method in language teaching?	• Brainstorming ideas, activating learners' prior knowledge. • Questioning techniques to probe assumptions. • Eliciting answers related to the definition. • Applying the method by teaching action verbs in Turkish language.

25 Nov.	3 hours	3rd year students in the Institute of Arab and Islamic Studies (IAIS)	Intermediate Turkish I: Listening, Speaking and Writing about routines and problems in their daily lives in the past and biographies; introduction to vocabulary about food and drinks.	• Watching a video from a real-life context and answering questions related to the dialogue; inductive teaching of Simple Past Tense through the dialogue. • Role-playing the dialogue by turn-taking and adapting the situation to their own lives • Analysing the biography of a famous Turkish singer and writing their own biographies by using the words in the sample. • A demonstration of food and drinks through a slide show, listening to a song including the words in the pictures and singing the song all together.
29 Nov.	2 hours	3rd year students in the IAIS	Elementary Turkish I: Greeting and introducing oneself and learning vocabulary about jobs and the use of Simple Present Tense.	• Introducing yourself as a warm-up activity by the help of a slide show. • Realia: Learning jobs through photos as a direct method and making sentences like "I would like to be ... (a humanitarian worker)" in Turkish. • Game: Playing the hangman to revise the vocabulary about jobs in two groups.
2 Dec.	3 hours	3rd year students in the IAIS	Intermediate Turkish I: Revising vocabulary about fruits, vegetables, meals and drinks. Listening and speaking about ordering food in a restaurant.	• Practising the new words introduced through a demonstration last week; using the words in pair and group work activities such as interviewing their classmates about their most favourite food and drink and writing a report; revising the vocabulary through a Bingo game. • Understanding conversations and talking about dialogues by watching a video about ordering, shopping and having breakfast. • Role-playing their own dialogue and the use of camera to record the role-play.
5 Dec.	1 hour	3rd year students in the IAIS	Elementary Turkish I: the use of copula verb 'to be' and finding the structure from a text and making sentences.	• The presentation of the verb 'to be' and its different uses through a slide show on Prezi. • Eliciting the verb structure from a text about Republic of Turkey and conjugating the verb according to different subjects by using them in sentences.

6 Dec.	2 hours	3rd year students in the IAIS	Elementary Turkish I: Learning vocabulary about nationalities, languages and countries; listening and speaking about where one is from and what s/he does as a job.	• Finding the vocabulary of the unit in a puzzle; match words to the pictures before the listening. • Filling the blanks about the dialogue about a person's job, country, age and name while listening to the record. • Game: Finding the partner with the same role card by wandering and asking questions to their classmates.

APPENDIX 2: My observation of the present teacher's class

Teaching Observation Record

This Record mirrors the one used by academic staff across the University, for the peer teaching observations that take place annually within Schools. It is designed to be used as a three-stage process, set out in the paper.

Name and role of person observed	Mehmet Ertem (pseudonym)- Turkish Language Teacher
Programme of study	BA in Arabic, Middle East and Islamic Studies
Title of module	ARA1031- Elementary Turkish I
Level of module	Undergraduate
Location of class within the module (egg week number within the total weeks)	The eighth week
Type of class (lecture, lab, seminar...)	Lecture Theatre 2 in the IAIS building.
Number of students	9
Name of observer	Zeynep Gülşah Kani

1 Preparation - before the class is observed: to be completed before the class by the person being observed, and given to the observer before the class

Broad aims of this class within the programme

The overall aim(s) of this session is (are) to: enable students

- To revise new words about "Who is this?" part of the second unit and to learn present continuous tense in the Turkish language.
- To differentiate between positive, negative and question forms of the conjugation of the verbs.
- To practise present continuous tense by using the words about jobs.

Specific intended learning outcomes of this class

By the end of the session, students should be able to:

For example: describe*… explain… define… analyse… carry out… reflect upon… practise… make connections between… identify… justify… show… use… plan… criticise… evaluate… demonstrate…*

> identify the structure of present continuous tense and use it in sentences.

> make sentences according to the positive, negative and question forms of the structure.

> use the words about jobs in sentences.

>describe what they would like to be in the future.

Students' preparation for this class *How were the students expected to prepare for this class - general reading, specific reading, specific assignment, assignment given to selected students?*

Students are expected to look up the words of the new unit before the class. Each week they have homework sheets from different course books to revise what they learned. They would be a preparatory task for them to learn new words and structures. Then at the end of each lesson, I collect them to grade and give feedback and we discuss their mistakes in one-on-one tutorials whenever they need and I try to help them by answering their questions about the structures they did not understand.

Assessment of the intended learning outcomes *How/when will these be assessed (whether informally or formally)? How will the students know the criteria for assessment?*

In addition to the in-class assessment and feedback through the assignments in the workbook, there is a scale of "What have I learnt in this lesson?" at the end of each unit. Formally there are two exams to assess their language proficiency at the end of the semester. The first is a written exam with structures and words that they learnt. The second is an oral communication exam to evaluate their speaking and listening. Moreover, I check their understanding via regular individual tutorials in my office.

Students' learning after the class *What learning activity will the students be expected to undertake after the class? How will this be set this up during the class? How/when will that learning activity be checked on?*

The worksheets will be distributed to the students so that they can revise the words and structures they have learnt in the class. Also, a verb list with English translations will be given for them to memorise to use them in sentences according to the tenses. I check them and give feedback each week either in the class or in my office, and we discuss their mistakes one by one and I focus on them more to help their learning.

2 Observation of the class: to be completed immediately after the class by the observer, and given, with verbal feedback, to the person who being observed.

Opening the class *Clarity of purpose/intended learning outcomes - review of previous work - links to other classes/module/programme - activity expected of the students in the class - reference to assessment?*

- Greeted the class and asked about how they are.
- Explained the aims of today's lesson.

- Linked to the previous lesson about materials and things and continued with people's jobs.
- Played the record about the pronunciation of the words about jobs in the book.
- Translated each word for the class to note down and made them repeat after the record.
- Asked them to read and listen to the information about people's jobs and fill in the blanks.

Main part of the class *Appropriateness of structure, presentation and pace - sensitivity to students' reaction – variety of learning activities - conveying enthusiasm?* ***Engagement of students in active learning?***

- Following the structure in the book, he opened a word file about the present continuous tense on the computer and explained the positive, negative and question forms with different examples.
- After teaching the structure, he asked the students to conjugate different verbs in different forms one by one. He asked for volunteers and sometimes directly asked individual students by saying their names.
- Making sure that they have understood the structure, he asked them to make sentences by using the tense and the new words they learnt.
- Engaged students' interests by asking what they would like to be in the future.
- Used a Turkish etymological dictionary to show the roots of some words and checked the English translations of the jobs students asked on the internet.

Closing the class *Summary of learning achieved - further linking to later/parallel work - expectation of learning activity to be undertaken* ***after*** *the class?*

- Ample repetition of structures and words.
- The completion of the activities in the unit.
- Handed out worksheets as assignments and verb lists to be memorised.

Overview *Appropriateness of structure/pace - effectiveness of presentation - encouragement of personal skills development - appropriate use of resources - rapport with students - motivation/engagement of students?*

- The selection of a colourful book whose syllabus is appropriate for the elementary level and organised by the use of themes such as Greeting, Materials, Jobs, The Family, Countries and Nationalities and so on.
- The use of the CDs of the book, a projector and a computer; the presentation of grammar points via a word document.
- Encouraging the students and engaging them in activities.

Quality of the apparent student learning experience in this class:

Points of good practice worthy of wider dissemination

- Practising activities from different book sources.
- A well-prepared grammar presentation if deductive teaching is aimed at.
- Checking what students have learnt by wandering around the classroom.
- Looking up new words in English from the internet whenever needed.
- Appropriate worksheets to measure the intended learning outcomes.
- Supporting their learning through tutorials after the class.
- The end-of-lesson cultural readings in both Turkish and English are really important for learners to get familiar with the context of the language where it is spoken. The texts include the structure and the new words of the unit as well.

Suggestions for areas to develop

- Adapting the individual book activities for group and pair work.
- Presenting the grammar structures in a context through a story of a person doing his/her job to indicate the present continuous tense.
- Inductive teaching rather than a deductive presentation of structures.
- Eliciting answers from the students.

- Giving them the opportunities to produce a story using the words or describing pictures about people doing actions at that moment so that they can use the structure without necessarily knowing that it is Present Continuous Tense.
- More integration of four skills with language components like grammar and vocabulary rather than a mere focus on accuracy and error correction about structures.
- Less repetition but more meaningful and enjoyable activities which engage learners in producing output in visual, auditory and kinaesthetic ways.

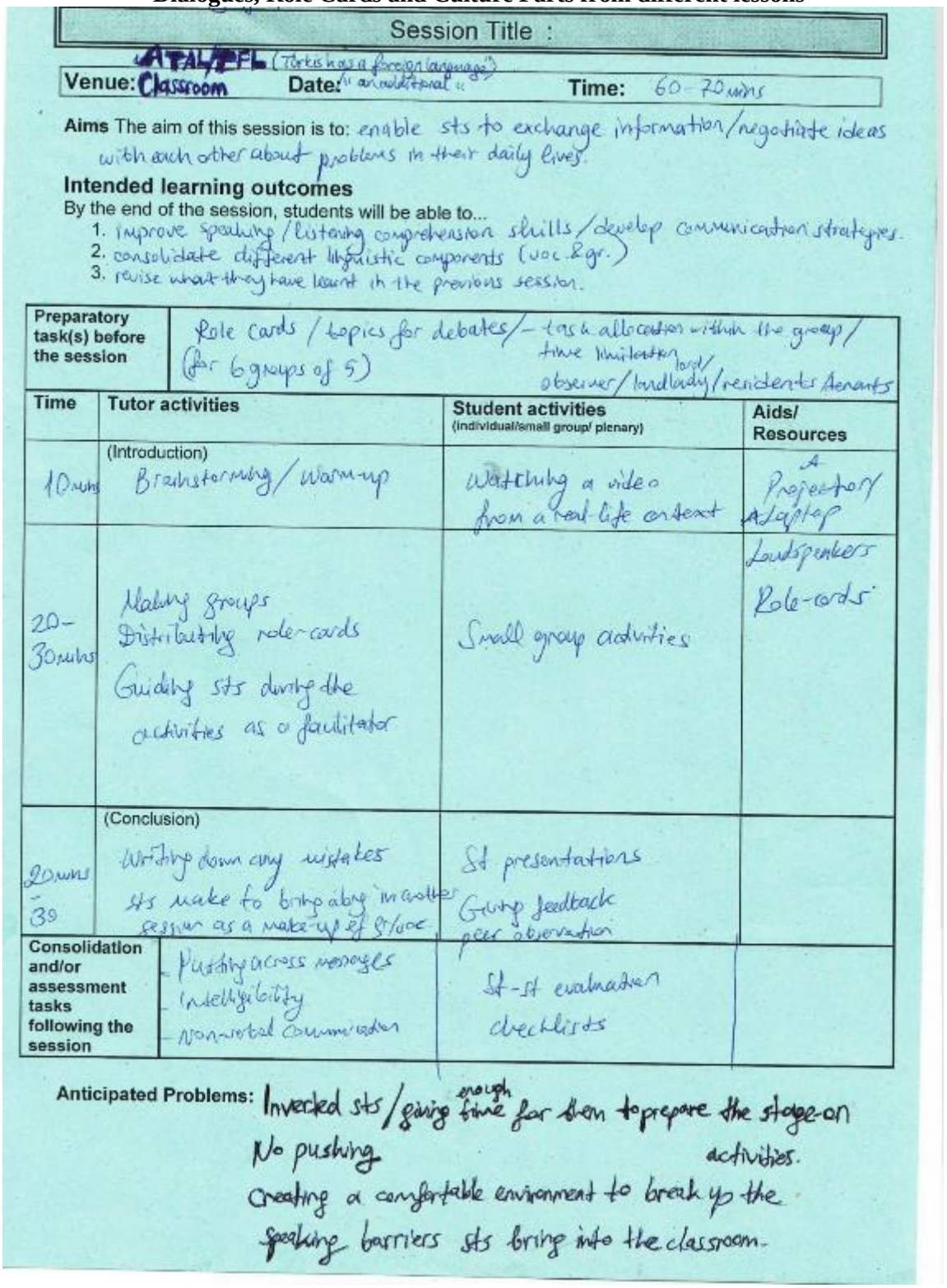
3 Reflection following the class : to be completed by the person who taught (or supported learning in) the class, following receipt of the observer's comments

Reflection on achievement *To what extent do you feel you achieved your aim(s) for this session? What were you particularly pleased with?*
I feel that I have covered what I aimed the students to learn. They are very quick learners and good at using the structures and the new words in sentences. Now they are able to describe things and people, ask questions about people's jobs, give positive and negative answers to the questions about people and things, differentiate between singular and plural words and use singular and plural demonstrative pronouns in conversations. We have done consolidation activities to practise the new unit and I hope the worksheets will be useful to prepare them for the exam and to understand what they need revising before proceeding to the next unit.

Reflection on planning *If anything did not go as planned, was it a problem or a benefit? What is there to learn from it with regard to future planning?*
As we followed what was planned beforehand, there was not a surprise in general. The English words that students asked me to say in Turkish were a bit difficult to understand as there is not an exact equivalence in Turkish sometimes. I translated them by using the internet dictionary and asking my colleague who observed me. These are good experiences both for me and my students. We always learn new things from each other in terms of cultures, languages and lifestyles.

Reflection on observer's feedback *Are these fair comments? Did anything here surprise you?*
What action will you take to build on and share with colleagues the points of good practice noted by the observer, and to follow up any suggestions for development? I found Gülşah's feedback very useful for improving my teaching skills. I was also aware that I need to involve students in pair and group work activities, and from now on I will try to find some language games as she suggested to me. It would be more engaging for the students to use the four skills through different activities. I see that students do not speak much at this level, and I emphasise grammar and vocabulary which will be covered in the exam. However, in time their progress will be better to produce outputs, and such activities can promote their speaking while they have a chance to use the structures they learnt too. Therefore, I will definitely take her comments and suggestions into consideration in my future lessons. Also, I will see the activities from her lessons as a sample to me during the following weeks as she said she would adapt or omit some of the activities in the book and add more interactive ones from her experience and real life games.

APPENDIX 3: A Sample Lesson Plan from an LTHE Session and Examples from Games, Dialogues, Role Cards and Culture Parts from different lessons



Session Title :

Venue: Classroom Date: Time: 60-70 mins

Aims The aim of this session is to: enable sts to exchange information/negotiate ideas with each other about problems in their daily lives.

Intended learning outcomes

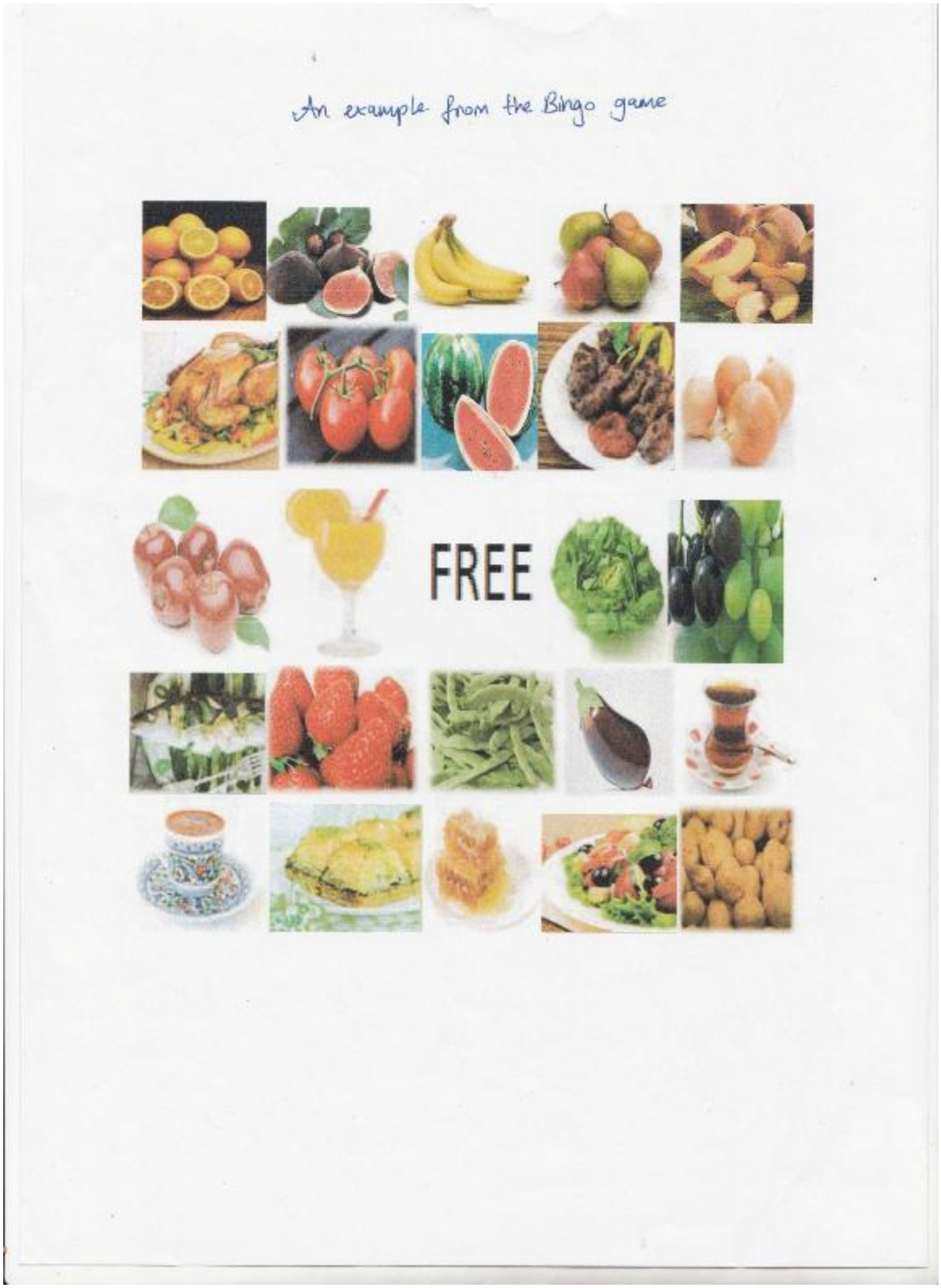
By the end of the session, students will be able to...

1. improve speaking/listening comprehension skills/develop communication strategies.
2. consolidate different linguistic components (voc.&gr.)
3. revise what they have learnt in the previous session.

Preparatory task(s) before the session	Role cards / topics for debates / – task allocation within the group / time limitation (for 6 groups of 5)		observer / landlord/landlady / residents / tenants
Time	**Tutor activities**	**Student activities** (individual/small group/ plenary)	**Aids/ Resources**
10 mins	(Introduction) Brainstorming / Warm-up	Watching a video from a real-life context	A Projector Adaptor
20-30 mins	Making groups Distributing role-cards Guiding sts during the activities as a facilitator	Small group activities	Loudspeakers Role-cards
20 mins - 30	(Conclusion) Writing down any mistakes sts make to bring about in a later session as a make-up of sts/oc.	St presentations Giving feedback peer observation	
Consolidation and/or assessment tasks following the session	– Putting across messages – Intelligibility – Non-verbal communication	St-st evaluation checklists	

Anticipated Problems: Inverted sts / giving enough time for them to prepare the stage-on activities.
No pushing
Creating a comfortable environment to break up the speaking barriers sts bring into the classroom.

An example from the Bingo game



Words drawn in the Bingo game (fruits, vegetables, meals & drinks)

Balık	Patlıcan	Çay	Kahve	Baklava
Bal	Köfte	Çilek	Marul	Soğan
Patates	Elma	İncir	Fasulye	Armut
Domates	Karpuz	Portakal	Şeftali	Üzüm
Muz	Salata	Tavuk	Portakal Suyu	

Role-play (pair work) about ordering meals and drinks in a restaurant



*The dialogue has been taken from http://users.metu.edu.tr/hisik/materials.html

A game about finding the other half of the information on the cards about the name/surname, age, country, city, marital status and the job of the person by asking appropriate questions to their classmates. Examples from students' answers:





İskender Kebab



Adana Kebab

Kebab Türk mutfağında çok çeşitli et yemeklerine denir. Türkiyede kebab sadece ızgara ve şiş şeklindekileri değil, güveç ve kapama şeklindeki et yemeklerini de kapsar.

Kebab refers to a great variety of meat-based dishes in Turkish cuisine. Kebab in Turkey encompasses not only grilled or skewered meats, but also stews and casseroles.

TÜRK MUTFAĞINDAN BAZI TATLAR…

SOME DELIGHTS FROM TURKISH CUISINE…



Simit yuvarlak susamlı bir ekmektir. Türkiyede yaygın bir kahvaltı ürünüdür.

Simit is a circular bread with sesame seeds. A common breakfast item in Turkey.



Döner Kebap

Pide-Turkish pizza





Yoğurdun sulandırılmasıyla yapılan ayran tamamen Türkiye'ye özgü bir içecektir...

Ayran, which is made by watering yogurt down, is a drink that is only special to Turkey…

Bir top köpüklü taze *ayran*…

Fresh *ayran* with a head of foam…

Dünya çapında ün kazanmış olan *Türk kahvesi* *fincan* denilen küçük bardaklar içinde servis edilir.

Turkish coffee, which has become world-renowned, is served in small cups called *fincan*.







Baklava Türk mutfağının dünya çapında ünlü tatlılarından biridir. Baklava antepfıstığı ya da cevizle yapılır. Geniş tepsilerde hazırlanır ve çok çeşitli şekillerde kesilir.

Baklava is one of the world-renowned desserts of Turkish cuisine. Baklava is made either with pistachios or walnuts. It is prepared on large trays and cut into a variety of shapes.

EGE KIYISININ İNCİSİ, FETHİYE



Eski zamanlarda Telmessos diye anılan Fethiye uzun bir tarih geçirmiştir ancak bunu gösterecek pek bir şeyi kalmamıştır. Deniz kıyısındaki cazibeli kordonuyla, geniş bir koy üzerine kurulu, yeterince hoş bir yerdir, fakat 1958 depremi Fethiye'nin uzun tarihinin son kalıntılarının çoğunu harabeye döndürmüştür. Günümüzde merkez müzesini ziyaret edebilir, kayaya oyulmuş dikkat çekici bir mezarlığa tırmanabilir ve merkez boyunca yayılan eşsiz Likya lahitlerine hayret edebilirsiniz. Ama kendinizi kısa süre içinde dağlar üzerinden, gölgeli bir çam orman parkından saklı bir laguna uzanan her yönüyle müthiş bir beyaz kum sahil şeridi olan Ölüdeniz'e götüren bir dolmuşta bulacaksınız. Bugün, Ölüdeniz insanların fethiye'ye gelme sebebidir.

Fethiye'ye Geliş Otobüsler sıklıkla marmaris'ten Fethiye'ye kalkar. Ayrıca her gün İzmir'den altı ve diğer şehirlerden de birkaç tane otobüs vardır. Fetur şirketi Dalaman Havaalanı'ndan Fethiye'ye minibüsler işletmektedir.



THE PEARL OF THE AEGEAN COAST, FETHIYE

Fethiye, called **Telmessos** in ancient times, has seen a lot of history but has very little to show for it. It's a pretty enough place, set on a wide bay with an attractive waterfront esplanade, but the 1958 earthquake turned to ruins many of the last vestiges of Fethiye's long history. Today you can visit the town's museum, hike up to a striking rock-cut tomb, and marvel at the odd Lycian sarcophagi which are scattered through downtown. But you will soon find yourself in a dolmush bumping over the mountains to Oludeniz (Ölüdeniz) the absolutely perfect ribbon of white sand beach which stretches from a shady pine-forest park to a hidden lagoon. Today, Ölüdeniz is why people come to Fethiye.

Getting to Fethiye Buses depart frequently from Marmaris to Fethiye. There are also six buses per day from Izmir and a few from other cities. The Fetur company operates minibuses from Dalaman Airport to Fethiye. http://www.ephesustoursguide.com/must-see-places-in-turkey/the-pearl-of-aegean-coast-fethiye.html



APPENDIX 4: TEACHER EVALUATION FORM*

Dear Student,

I would be happy to get your feedback about my teaching in this course.

Thanks very much for your valuable opinions ☺

All the best,

Zeynep Gülşah Kani

Ed.D in TESOL

Part I. Please describe your opinion regarding the following questions by rating from 5 to 1.

1. What is your overall rating of this instructor's teaching effectiveness?

almost
always effective - usually effective – sometimes effective – rarely effective-never effective
5 4 3 2 1

2. How much of the subject covered do you feel you have learned in the lessons that this instructor taught?

a considerably good
amount – more than usual – about as much as usual – less than usual – almost nothing
5 4 3 2 1

3. What is your overall rating of the lessons that this instructor taught?

one of the best- better than average- about average- worse than average- one of the worst
5 4 3 2 1

4. Rate the usefulness of the in-class activities (language games, group work, role-playing, etc.) in the lessons in helping you learn?

almost always useful- usually useful- sometimes useful- rarely useful- almost never useful
5 4 3 2 1

5. What is your rating of this instructor compared with other instructors you have had?

one of the most effective	more effective than most	about as effective as most	less effective than most	one of the least effective
5	4	3	2	1

Part II. What did you take into account when you answered the following questions on the previous page? Please note down your thoughts as thorough as possible on the lines provided, and any suggestions are welcome.

1. What is your overall rating of this instructor's teaching effectiveness?

Rating: _____

_____
_____
_____
_____

2. How much of the subject covered do you feel you have learned in the lessons that this instructor has taught?

Rating: _____

_____
_____
_____
_____

3. What is your overall rating of the lessons that this instructor has taught?

Rating: _____

_____
_____
_____
_____

4. Rate the usefulness of the in-class activities (language games, group work, role-playing, etc.) in the lessons in helping you learn.

Rating: _____

_____
_____
_____
_____

5. What is your rating of this instructor compared with other instructors you have had?

Rating: _____

_____
_____
_____
_____

*This form has been taken from the work of Beaudrie, Brown and Thompson (2004).

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DIE FUNKTIONEN DES CODE-SWITCHING IM DAF-BEREICH MIT DEN MIGRANTENKINDERN*

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ZUSAMMENFASSUNG

Die vorliegende Arbeit analysiert das Thema „Code-Switching“, welches in multikulturellen Gesellschaften im sprachlichen Handlungsraum öfters vorkommt, sich aber auch im sprachlichen Handlungsraum an den Universitäten außerhalb des Seminarraums der Deutschabteilungen verwirklicht. Durch diese Analyse wird es bezweckt Bezug auf seine Funktionen und Struktur im und außerhalb des Seminarraums zu nehmen.

Diese Forschung gehört zu den Fallstudien. Es wurde mit 3 Migrantenkindern aus Österreich und mit 3 Studenten aus der Türkei, die an der pädagogischen Fakultät an der Abteilung für Fremdsprachendidaktik, am Lehrstuhl für deutsche Sprache und ihre Didaktik studieren, die in einem Saal über ein bestimmtes Thema, die sie aus verschiedenen drei Themen sich auswählen konnten, eine 30 minutige Aufnahme verwirklicht.

Diese Aufnahmen wurden nach EXmAralda transkribiert und aus der Sicht der funktional-pragmatischen Methode nach seiner Struktur und Funktion hin untersucht. Die Daten wiesen darauf hin, dass auch im gelenkten freien Diskurs das „Code-Switching“ seinen Platz einnimmt. Code-Switching als eine sprachliche Handlung, das zur Weiterführung des Diskurses beiträgt und zur Verarbeitung des fremdsprachlichen Denkens und sprachlichen Könnens verhilft, könnte durch den bewussten Einsatz außerhalb des Unterrichtsdiskurses zur Bearbeitung des fremdsprachlichen Könnens der Studenten führen. Diese sprachliche Handlung könnte auch dazu behilflich sein, auf das gemeinsame Wissen der Studenten neues Wissen durch die Migrantenkinder effektvoller und produktiver zu übertragen.

Schlüsselwörter: Code-Switching, Fremdsprachenlehre, Institutionelle Sprache, Migration, funktionale Pragmatik.

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