



Course Information				
Course Code	Course Name	Location	Time	Instructional Modality
ELT615	Approaches to Language Teacher Education	G101	Fri 18-21	Face to face

Course Lecturer Information	
Name:	Doç. Dr. Ufuk BALAMAN
Office:	H104
E-mail:	ufuk.balaman@tedu.edu.tr
Office Hours:	e-mail me

**Scope and rationale:** This course introduces diverse approaches to training pre- and in-service teachers of foreign languages. After presenting a historical overview of English language teacher education research, the course mainly introduces ways of operationalizing empirical research findings on language learning and teaching in and beyond classrooms in language teacher education practices. The course will dedicate substantial time and effort to the presentation of the conceptual and practical basis of a new approach to language teacher education (LTE). The Conversation Analytic Language Teacher Education (CALTE) approach is conceptualized based on;

- (i) the proposal of a new *knowledge base* for LTE,
- (ii) the identification of research-informed *defining features*,
- (iii) the mapped-out trajectories showing the scope of the *praxis base*,
- (iv) the provision of *research evidence* from the implementation of this approach in and for digital spaces, and
- (v) the rich *implications* for the wide implementation and the improvement of this approach in the future.

#### Assessment:

	Weight
Active participation in nine discussion events	30%
Delivery of progress reports	10%
End of semester paper presentations	10%
Term Paper	50%
Total	100%



**Grades and Grading Policy**

Percentage Scores	Grade Points	Letter Grades
100-90	4.00	AA
89-85	3.50	BA
84-80	3.00	BB
79-75	2.50	CB
74-70	2.00	CC
69-60	1.50	DC
59-50	1.00	DD
49-0	0.00	F
<u>Absent &amp; Unsuccessful</u>	<u>0.00</u>	<u>FX</u>

(vi)

(vii)

**Term paper (basic) guidelines:**

- Times New Roman, 12 pt., 1.5 line spacing
- Avoid quotations, paraphrase
- Refer to primary sources in citations
- Min. 3.500 words, max. 5000 words
- Title (max. 14 words), Abstract, Introduction & Literature Review, Methods, Analysis/Results/Findings, Discussion (& Conclusion), References

**Weekly Schedule**

1.	<b>06.10</b>	<b>Introduction to the Syllabus and Course Contents</b>
2.	<b>13.10</b>	<p><b>The Good, The Bad, and The Ugly: Understanding Quality in English Language Teacher Education Research</b></p> <p>In the second week, we will have a whole class discussion about quality indicators for English Language Teacher Education (ELTE) research. This week aims to equip PhD students with necessary skills to easily understand the quality of a research paper as well as a research topic, which should save a lot of valuable reading time and lead you to better and more widely accepted research choices. I will introduce international established quality standards and present a paper critically evaluating Turkish ELT Academia.</p> <ul style="list-style-type: none"> <li>▪ What are the quality indicators for ELTE research? SSCI, publication houses, citation counts, journal metrics Predatory journals</li> <li>▪ Which conferences to go, which journals to read?</li> <li>▪ How to keep yourself up to date? Recent special issues, monographs Book series Plenary talks in recent conferences</li> </ul>



3.	20.10	<p><b>Approaches to Language Teacher Education</b></p> <p><b>Social and Reflective Approaches to LTE</b></p> <p><b>Knowledge Base of LTE</b></p> <p>According to Johnson (2009), the knowledge base of LTE covers “(i) what L2 teachers need to know, (ii) how L2 teachers should teach, and (iii) how L2 teachers learn to teach”. All paradigms in LTE in one way or another seek and provide responses to these questions. I will provide a brief overview of the mainstream paradigms and relate them to the social and more recently reflective approaches to LTE. Please do not forget to read the suggested articles below and prepare for the end-of-class discussion session.</p> <p><i>Read before the lecture:</i></p> <p>Johnson, K. E., &amp; Freeman, D. (2001). Teacher learning in second language teacher education: A socially-situated perspective. <i>Revista Brasileira de Linguística Aplicada</i>, 1(1), 53–69.</p> <p>Wright, T. (2010). Second language teacher education: Review of recent research on practice. <i>Language Teaching</i>, 43(3), 259–296.</p> <p><b>DISCUSS:</b> What is the ideal way of doing LTE? Discuss your ideas related to LTE paradigms, mode/duration of training delivery (degree programs, certificates etc.), and practical aspects (feasibility, expected quality). Overall, share your stance towards LTE verbally in 3-5 minutes. Everyone will give a short talk and receive at least one question from peers. So, also prepare questions while listening to your classmates.</p>
4.	27.10	<p><b>Introduction to Conversation Analytic Language Teacher Education</b></p> <p><b>Situating CALTE in the Mainstream LTE</b></p> <p><b>The Defining Features of CALTE</b></p> <p><b>Knowledge and Praxis Bases of CALTE</b></p> <p>Conversation Analytic Language Teacher Education (CALTE) has recently been built on a perspective that requires (i) maintaining an evidence-based and data-led approach to LTE, (ii) recognizing multimodal CA research findings on interaction as the knowledge base, (iii) raising the interactional awareness of pre-service teachers by providing teacher learning opportunities to operationalize the knowledge base, (iv) centralizing reflective practice by strategically attending to reflection for-, in-, and on-action in and through talk-in-interaction, (v) maximizing interactional space in trainer-trainee and trainee-trainee participation frameworks during LTE practices and generating natural data in due course, (vi) documenting the LTE practices using multimodal CA and providing implications for future practices, and (vii) incorporating these defining features into dedicated CALTE models and putting them into action. This lecture will introduce the CALTE perspective and its defining features.</p> <p><i>Read before the lecture:</i></p> <p>Sert, O. (2019). Classroom interaction and language teacher education. In S. Walsh &amp; S. Mann (Eds.), <i>The Routledge Handbook of English Language Teacher Education</i> (1st ed., pp. 216–238). Routledge.</p>



		Walsh, S., & Mann, S. (2015). Doing reflective practice: A data-led way forward: <i>ELT Journal</i> , 69(4), 351–362.
		<b>DISCUSS:</b> What do you think about the CALTE perspective? Consider pros and cons by drawing on your earlier experience as a pre-service teacher, post-graduate student of ELT, and a practitioner in diverse workplaces. You will be given a 3–5-minute slot to share your stance and prepare at least one rebuttal while listening to your classmates.
5.	03.11	<b>READING BREAK (INGED CONFERENCE)</b>
6.	10.11	<p><b>CALTE Knowledge Base</b></p> <p><b>Multimodal CA</b></p> <p><b>CA Research on L2 Interaction</b></p> <p>CALTE knowledge base consists of an understanding of the fundamental structures of conversations as described in fine-grained detail through the methodological tools of multimodal Conversation Analysis in and beyond L2 interactional settings. Of direct relevance to CALTE are the studies on L2 classroom discourse (e.g., Seedhouse, 2004; Sert, 2015; Waring, 2016), L2 interactional competence (e.g., Hall et al., 2011; Pekarek Doehler, 2018), and classroom interactional competence (e.g. Can Daşkın, 2015; Walsh, 2006, 2011). Therefore, a closer look at multimodal CA in general and its use to systematically examine L2 interactions should unpack ‘what L2 teachers need to know’; ‘how L2 teachers should teach’; and ‘how L2 teachers learn to teach’, which cumulatively describe the landscape of the CALTE knowledge base.</p> <p><i>Read before the lecture:</i></p> <p>Huth, T., Betz, E., &amp; Taleghani-Nikazm, C. (2019). Rethinking language teacher training: Steps for making talk-in-interaction research accessible to practitioners. <i>Classroom Discourse</i>, 10(1), 99–122.</p> <p>Sert, O. (2021). Transforming CA findings into future L2 teaching practices: Challenges and prospects for teacher education. In S. Kunitz, N. Markee, &amp; O. Sert (Eds.), <i>Classroom-based Conversation Analytic Research</i> (Vol. 46, pp. 259–279). Springer International Publishing.</p> <p><b>PRESENT:</b> Find one CA article published in a high-quality venue and dealing with L2 interaction. Present the research context, data type, and main findings of the article and discuss the pedagogical implications of the article with reference to LTE. The discussion should also evaluate the transferability of the research findings into actual teaching and learning facilitation practices; teachability of the findings in LTE settings; and the personal/professional take-away lessons that you found useful for your own current/future teaching. Each presentation (PPTs are not compulsory, pitches are welcome) should take max. 5 minutes followed by 1-2 questions each.</p>
7.	17.11	<p><b>CALTE Praxis Base – Part 1</b></p> <p><b>CA-Based LTE Models</b></p> <p><b>Interventionist CA and LTE</b></p> <p>In CALTE praxis base, there are three domains informed by multimodal CA that can be categorized as preparation, implementation, and revision. In the first domain, <i>preparation</i>, LTE practices are orientated to prepare teacher trainees for their actual practices based on hands-on pedagogical design procedures including lesson planning</p>



		<p>(e.g., Greer &amp; Leyland, 2018), task design (Badem-Korkmaz et al., in press; Ekin et al., 2021), setting the agenda for trainer observation (e.g., pre-observation cf. Box, 2017), and materials development (Bowles &amp; Seedhouse, 2007). The second domain of the praxis base is the implementation that covers teaching and learning facilitation in interaction. The third domain of the praxis base is the revision. Drawing on the actual practices in the second domain of the CALTE praxis base (i.e., implementation) and mostly (preferably) using the recordings of the learning facilitation and teaching activities, revision is the richest domain studied in literature, therefore we discuss the third domain next week. After introducing the territory of CALTE praxis base, this lecture will primarily focus on CA-based LTE models (e.g., IMDAT Sert, 2015, 2021; SETT, Walsh, 2006; SWEAR, Waring, 2021; FAB, Waring &amp; Creider, 2021) and the implications of interventionist CA for LTE.</p> <p><i>Read before the lecture:</i></p> <p>Waring, H. Z. (2021). Harnessing the power of heteroglossia: How to multi-task with teacher talk. In S. Kunitz, N. Markee, &amp; O. Sert (Eds.), <i>Classroom-based Conversation Analytic Research</i> (Vol. 46, pp. 281–301). Springer International Publishing.</p> <p>Carpenter, L. B. (2021). Supporting student–teacher development of elicitation over time: A conversation analytic intervention. <i>Classroom Discourse</i>, 1–19.</p> <p><b>DEBATE:</b> What do you think about the potential of these models for LTE practices in Türkiye? Are they feasible? Do relevant LTE policies leave any space for CALTE models? During the debate, you will argue for the problems with integrating CALTE to LTE practices in Türkiye, and I will deliver counter arguments.</p>
8.	24.11	<p><b>CALTE Praxis Base – Part 2</b></p> <p><b>Defining Reflective Talk</b></p> <p><b>Reflection-for-action, reflection-in-action, reflection-on-action</b></p> <p>While the earlier lecture presented a review of the systematic attempts to navigate the praxis base, this lecture specifically deals with the reflection component in LTE settings and elucidates the interactional architecture of reflection-for, -in, and most commonly on-action. In line with Dewey (1933), Schön (1983), Mann and Walsh (2017) and by taking Farrell’s (2015) definition as the basis for the formulation, I define <i>reflective talk</i> as critically analyzing the micro-moments of teaching and learning facilitation practices to in interaction with others (supervisor/peer) commonly for the purpose of ensuring informed, improved future practices. We will discuss ways of eliciting and managing reflective talk and discuss how it becomes consequential for creating opportunities for teacher learning.</p> <p><i>Read before the lecture:</i></p> <p>Waring, H. Z. (2017). Going general as a resource for doing advising in post-observation conferences in teacher training. <i>Journal of Pragmatics</i>, 110, 20–33.</p> <p>Ishino, M. (2018). Micro-longitudinal conversation analysis in examining co-teachers’ reflection-in-action. <i>System</i>, 78, 130–147.</p> <p><b>DISCUSS:</b> What is your understanding of reflection-for, in-, and on-action? Did you attend/organize any reflection sessions? Did you engage in reflective practice before? What are the implications of reflective talk for teacher learning? What do you think is the best way to facilitate reflective thinking? Respond to the questions during the class and share your earlier reflective experiences. Or simply reflect on your reflective histories.</p>



		<p><b>SHARE A CONTEXT OF POTENTIAL RESEARCH INTEREST:</b> Either select an existing dataset or share your data collection plans for a research idea that aligns with the scope of the course.</p>
<p>9.</p>	<p>01.12</p>	<p><b>CALTE in Digital Spaces</b></p> <p><b>Identifying Gaps and Devising Digital Solutions</b></p> <p>Since the beginning of the semester, the conceptualization of CALTE has been enacted in four wheels under two main axes, namely the knowledge base and praxis base; the latter comprising (i) preparation (ii) implementation and (iii) revision. Although the state-of-the-art presents a very promising operational capacity based on the methodological underpinnings of multimodal Conversation Analysis and its practical outcomes for LTE, there is still a number of unexplored domains that require closer attention for a fuller understanding of CALTE. This lecture will primarily identify these gaps with reference to the knowledge and praxis bases of CALTE and provide the diverse digital solutions that would eventually lead to a well-established conceptualization of CALTE based on the empirical research findings presented in the subsequent lectures.</p> <p><i>Read before the lecture:</i></p> <p>Mann, S., Davidson, A., Davis, M., Gakonga, J., Gamero, M., Harrison, T., Mosavian, P., &amp; Richards, L. (2019). <i>Video in language teacher education</i>. British Council.</p> <p>van Es, E. A. (2012). Examining the development of a teacher learning community: The case of a video club. <i>Teaching and Teacher Education, 28</i>(2), 182–192.</p> <p><b>EXPLORE:</b> Explore CEAPP, Talkbank, Youtube for samples of natural classroom data and share at least one idea to use classroom recordings in LTE.</p> <p><b>Ask the professor – Case 1:</b></p> <p><b>Case 1: Operationalizing the CALTE Knowledge Base in Digital Spaces</b></p> <p><b><i>Pre-service teacher learning in video-mediated peer interactions</i></b></p> <p>The first case study presents a longitudinal account of teacher learning as result of a systematic effort to operationalize the knowledge base of CALTE. I will initially present the CALTE context that is the LTE cycle pursued across multiple teacher education events and the data generated in due course. The multimodal Conversation Analytic examination of the video-mediated interactions among groups of pre-service teachers shows that this CALTE model provides rich teacher learning opportunities. I will exclusively focus on one group and track the teacher learning processes around a specific teacher learning object (i.e. reformulation as a teacher interactional resource) drawing on Markee’s (2008) learning behavior tracking. I will also provide CA evidence for the longitudinal aspect of the teacher learning process by retrospectively and prospectively tracking the focal learning object.</p> <p>Markee, N. (2008). Toward a learning behavior tracking methodology for CA-for-SLA. <i>Applied Linguistics, 29</i>(3), 404–427. <a href="https://doi.org/10.1093/applin/amm052">https://doi.org/10.1093/applin/amm052</a></p> <p><b>DISCUSSION:</b> Take notes while listening to my lecture. Ask at least one question (or one rebuttal point) and participate in the discussion.</p> <p><b>PROGRESS REPORT:</b> Give an oral report of your research progress, provide updates, and talk about subsequent steps.</p>



10.	08.12	<p><b>Ask the professor – Case 2:</b></p> <p><b>Case 2: Exploring the CALTE Praxis Base in Digital Spaces</b></p> <p><i>Reflective talk in video-mediated post-observation conversations</i></p> <p>The second case focuses on a previously unexplored interactional context, video-mediated post-observation conversations oriented to the online practicum teaching of pre-service teachers. Using Multimodal Conversation Analysis as the research methodology, I will present a collection of cases that include two dimensions of reflective practice; reflection-in-action and reflection-on-action. The teacher trainer uses VEO to deliver feedback and selects the real time interventions to the trainee’s online language teaching among other subjects of reflective talk. In doing so, the teacher trainer successfully draws on the affordances of a digital observation tool and creates pre-service teacher learning opportunities by strategically attending to technical, pedagogical, and interactional troubles during the online practicum teaching and to relevant resolution mechanisms. The findings bring new insights into LTE in digital spaces and help establish a strong ground for the operationalization of CALTE.</p> <p><i>Read before the lecture:</i></p> <p>Schwab, G. (2020). Conversation analysis gets mobile: Student participation in a bilingual primary classroom in Germany. In F. Lenz, M. Frobenius, &amp; R. Klattenberg (Eds.), <i>Classroom Observation</i> (pp. 85–114). Peter Lang D.</p> <p>Bozbiyik, M., Sert, O., &amp; Bacanak, K. D. (2021). VEO-integrated IMDAT in pre-service language teacher education: A focus on change in teacher questioning practices. P. Seedhouse (Ed.), <i>Video Enhanced Observation for Language Teaching: Reflection and Professional Development</i>. Bloomsbury.</p> <p><b>DISCUSSION:</b> Take notes while listening to my lecture. Ask at least one question (or one rebuttal point) and participate in the discussion.</p> <p><b>PROGRESS REPORT:</b> Give an oral report of your research progress, provide updates, and talk about subsequent steps.</p>
11.	15.12	<p><b>Ask the professor – Case 3:</b></p> <p><b>Case 3: A Fully-Fledged CALTE Model for Digital Spaces</b></p> <p><i>Design, feedback, and reflection for video-mediated L2 interactions</i></p> <p>The third case is an investigation into a full CALTE model that aims to equip pre-service teachers with necessary skills for designing Virtual Exchange tasks to be implemented by actual L2 learners via video-mediated interaction. The study specifically deals with the emergent teacher learning opportunities afforded by the multiple LTE activities fully informed by the CALTE approach comprising a purpose-specific knowledge base and the preparation, implementation, and revision phases of the CALTE praxis base. The pre-service teacher learning is evidenced through the transformation of actionable disciplinary knowledge about Virtual Exchange task design co-constructed in LTE classrooms into teacher knowledge in action. I will primarily present the CALTE context and data to present the operationalization of teacher learning in situ with reference to the co-construction of the relevant disciplinary knowledge (i.e., CALTE knowledge base) and the multiple LTE activities associated with the diverse phases of the CALTE praxis base.</p>





		<p><i>Read before the lecture:</i></p> <p>Ekin, S., Balaman, U., &amp; Badem-Korkmaz, F. (2021). Tracking telecollaborative tasks through design, feedback, implementation, and reflection processes in pre-service language teacher education. <i>Applied Linguistics Review</i>.</p> <p>Badem-Korkmaz, F., Ekin, S., &amp; Balaman, U. (in press). Pre-service language teachers' resistance to teacher trainer advice on task design for video-mediated L2 interaction. <i>Classroom Discourse</i>.</p> <p><b>DISCUSSION:</b> Take notes while listening to my lecture. Ask at least one question (or one rebuttal point) and participate in the discussion.</p> <p><b>PROGRESS REPORT:</b> Give an oral report of your research progress, provide updates, and talk about subsequent steps.</p>
12.	22.12	<p><b>The Way Forward: Translocating Language Teacher Education</b></p> <p>I argue that the impact of CALTE on pre-service teacher learning would be maximized if the following are warranted:</p> <p>(i) wider access to the use of purpose-specific videos for the operationalization of the CALTE knowledge base in digital spaces</p> <p>(ii) transnational collaboration among pre-service teachers and teacher trainers in and through video-mediated interactions.</p> <p>I will present two original CALTE models for truly translocating LTE. The first model targets practicum teaching while the second is oriented to learning facilitation through the design of multimedia learning environments.</p> <p><b>PROGRESS REPORT:</b> Give an oral report of your research progress, provide updates, and talk about subsequent steps.</p>
13.	29.12	<p><b>Supervision Meetings:</b> Ask for a 15min. supervision meeting before finalizing your research paper.</p>
14.	05.12	<p><b>Paper Presentations</b></p> <p>20 min presentation + 10 min group discussion for each paper</p>

**Available datasets:**

- **Classroom discourse**

Micro-teachings in faculty classrooms and actual teachings (of the same PSTs) in pre-school classrooms

- **Oral Communication Skills**

Final interviews (role play tasks) as the end point for CA-based Interactional Competence Instruction

- **Task Enhanced Virtual Exchange**

Pre-service teachers' task design conversations (audio recordings)

- **Pre-service Teachers' Video-mediated Group Interactions** (screen recordings)

PSTs' analysis and discussion meetings oriented to classroom recordings of experienced L2 teachers





**TED UNIVERSITY**

**YOUR NOTES:**