

## PRELIM 2

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# Turkey: **INGED** (Ingilizce Egitimi Dernegi) with **Lila\***

August 2022

# Project background

Partnership overview		
<b>Course overview</b>	<b>ETA partner</b>	Turkey - INGED
	<b>UKI partner</b>	Lila*
	<b>Course length</b>	6 wks x 2
	<b>Number of groups/cohorts</b>	2 group / 2 cohorts
<b>Participant profile</b>	<b>Total number of CPs</b>	25 / 25 (average of 12 people attending the lessons)
	<b>Language level(s)</b>	B2 - C1
	<b>CPs' teaching context</b>	Primary and Secondary and FE
<b>Mode of delivery</b>	<b>Synchronous platforms used</b>	Zoom
	<b>Synchronous session length</b>	90 minutes
	<b>Synchronous session frequency</b>	twice a week
	<b>Asynchronous workload</b>	approximately 60 to 90 minutes a week via google classroom and WhatsApp
<b>Course content</b>	<b>Language development focus</b>	Pronunciation, sub-skill focus
	<b>Methodology focus</b>	Primarily methodology focus (TBL, inductive presentation methods)
	<b>Technology focus</b>	Padlet, Google Classroom

## Description of the partners

Lila\* is a medium-sized independent language school situated in the centre of Liverpool. Prior to Covid Lila\* operated with an average of 18 teachers, this has been reduced to 6 permanent teachers at the time of writing. Primarily, Lila\* operates as a school for General English and exam preparation classes for adults and as a CELTA teacher training centre.

INGILIZCE EGITIMI DERNEGI/ENGLISH LANGUAGE EDUCATION ASSOCIATION (INGED) was established in 1995 and has over 600 members. The association aims to bring together English Language Professionals from all levels of education in Turkey, and does this through face to face and online events and providing information about current news related to international professional organizations via the INGED Newsletter.

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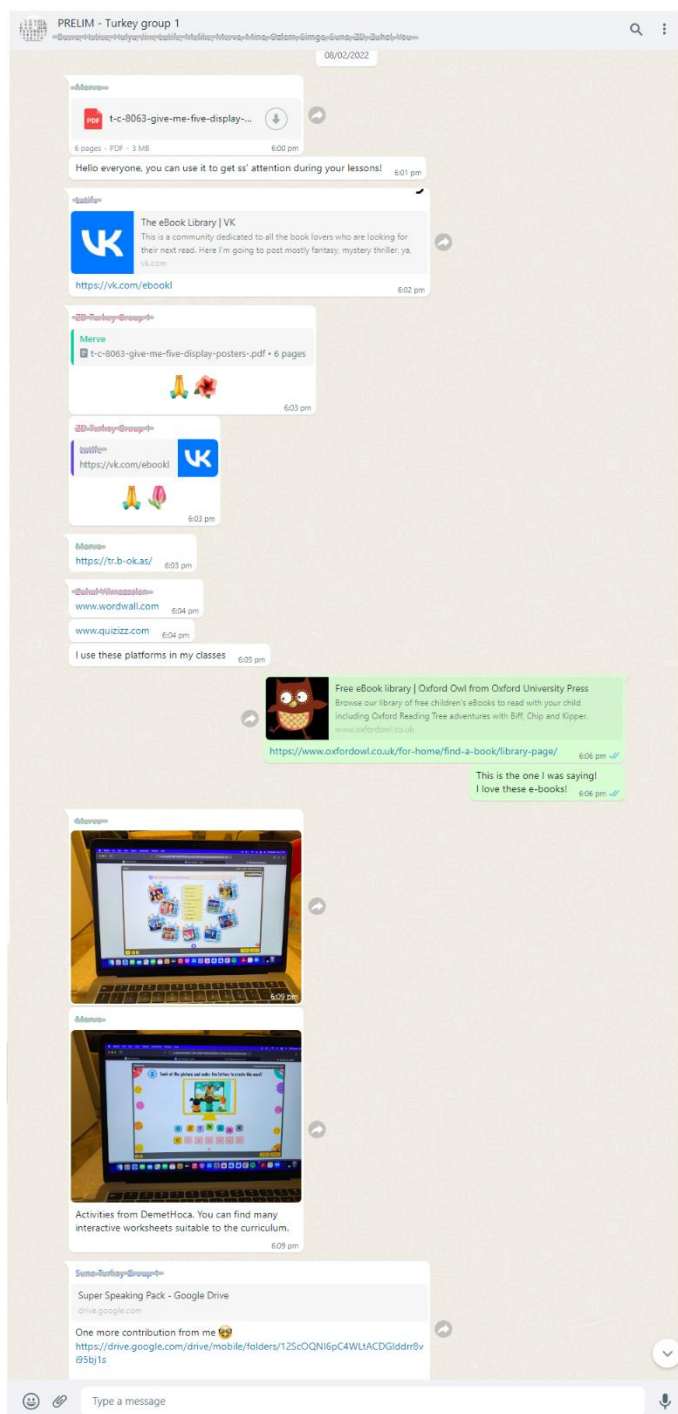
## Key features of the context

Key to this course was to introduce a significant proportion as asynchronous as the ETA reported that the internet in Turkey is prohibitively expensive. It was necessary to ensure the content was functional and practicable for both the CPs and the tutors setting the work.

## Outline of the course and rationale

The initial course outline was for 2 groups and 2 cohorts studying for 6 weeks each, with each one doing 60 minutes twice a week synchronous content and approximately 90 minutes of asynchronous content. However, this ultimately changed to 90 minutes of synchronous content as 60 minutes of content felt rushed and insufficient.

Course content was divided into 2 key areas: language development and teaching methodology and each delivered via synchronous and asynchronous platforms. Research was done initially in discussion with the CoP and then by LB, a senior teacher within Lila\*, who ultimately opted for Google Classroom as the platform for the asynchronous content as it is free, intuitive and allows for data to be pulled regarding attendance and completion of tasks. Zoom was used for the synchronous lessons as Lila\*, the teachers and CPs were all familiar with it.



In general, it was observed that Turkish teachers tend to have a relatively high level of English meaning that a modern methodological focus was preferred over specific language instruction. CPs did state that pronunciation was an area in which further practice and presentation was required. However, there was more interest in the theory of pronunciation and reflection on how and why English pronunciation works as it does than targeted training in isolated sounds Turkish speakers struggle with such as /w/ or /v/.

This idea of language development followed by a theoretical overview of what and why certain methods and practices were undertaken in the said lesson, formed the backbone of the course.

# Project findings

## Working in partnership

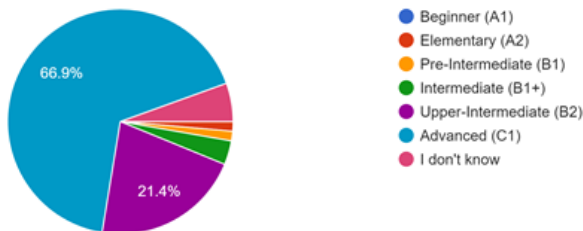
The ETA's role in the development and implementation of the course was 2-fold in that they were active in the recruitment of the CPs and sure of what they expected of the content of the course. All recruitment for the course was carried out by the ETA which proved to be crucial in ensuring the course was accessed by those most in need. The ETA gave preference to teachers in more rural areas with less access to training and development than their larger city counterparts. Beyond recruitment, the ETA carried out mid and end of course feedback and reported back to Lila\*. A member of INGED was present for the initial Welcome and final Closing ceremony. The feedback provided was largely subjective but worked well in partnership with the more specific feedback carried out by Lila\*.

It should be noted in future courses that whilst the UK does observe daylight savings, Turkey does not. This caused some confusion over times, and although quickly rectified, it meant lessons started and finished an hour later at the end of the course.

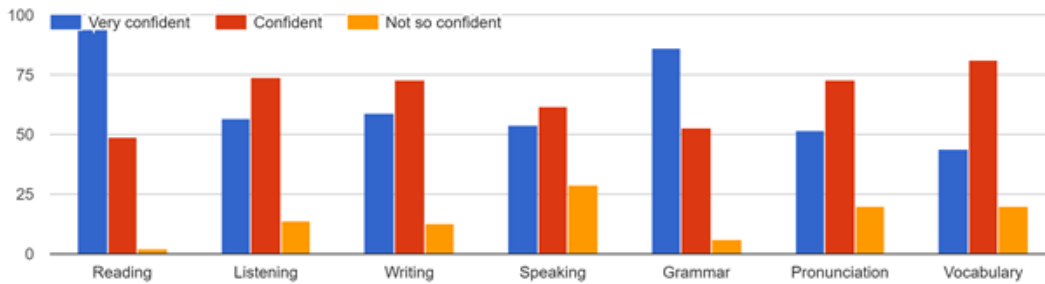
INGED was quite specific about the requirements of the teachers in terms of days, times, content etc. and our initial suggested timetable and syllabus was amended to better suit the needs of the CPs enrolled. The ETA was instrumental in gathering the CPs and little changed from their initial suggestions of delivery logistics.

The initial aim was to focus on teachers with a generally lower ability or lack of confidence but rather than using a time-consuming level test for each participant, instead they were surveyed and asked to state their CEFR level and levels of confidence in certain areas of teaching. In fact, most replies stated that CPs were confident to very confident and had C1 or higher as a level. This led to a rethink on context resulting, by request, for more methodology focus over language.

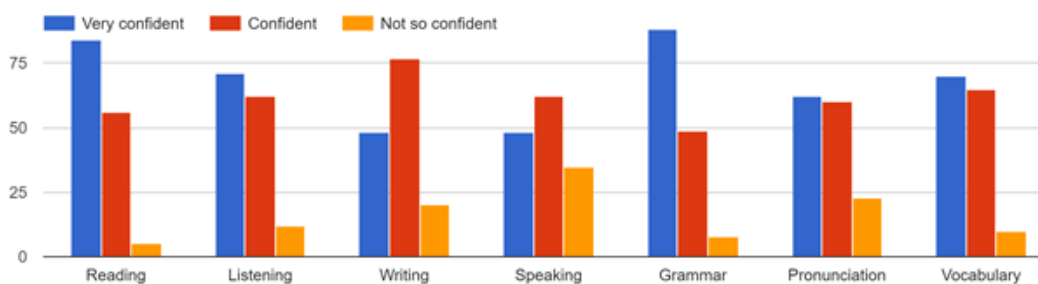
What is your level of English?  
145 responses



How confident do you feel with your ... ?



How confident do you feel teaching ... ?



## Working within the CoP

A highlight of Prelim is how the CoP are brought together to share ideas and methods. In addition to the scheduled whole CoP meetings, Lila\* communicated with one or two schools in particular with a strong relationship between Lila and CELT (Cardiff) being forged. Further to sharing advice, methods and concerns with the Prelim project, Lila\* invited staff members from CELT to an internal workshop on using Google Classroom, the chosen platform for asynchronous activities on the course. In turn, further collaborations have taken place with the DoS of CELT assisting in some aspects of course content beyond Prelim and a scheduled podcast/interview with QE in the coming weeks. We expect this strong working relationship between the schools to continue.

## Working with the CPs

Working with CPs in Turkey has provided invaluable insights into the working practices, difficulties faced and highlights of practising English teachers.

Participants' experience varied greatly from 6 months to over 30 years. Rather than a constraint, this in fact led to increased discussion within the groups as each CP was able to offer something insightful from more modern teaching techniques to greater experience with different learners and their preferences.

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A significant consideration to be made when working with Turkish teachers is the nature of their employment. That is, many teachers teach primary, secondary and FE so course design had to reflect this by catering not only to one sector but designing tasks, lessons and projects that would build confidence in a variety of classroom settings for each CP. Many CPs would one week reflect on the nature of their lessons for primary level children, only the following week to be concerned with secondary or FE English learners. From the outset, it was important to cater for all professions, so course design was adapted to focus on primary, secondary and FE.

An example of where training was adapted to suit young learners as well as secondary and FE students was in the implementation of inductive teaching materials such as guided discovery, CCQs and form manipulation tasks. The perception is that these are only suited to adult learners but by working with the CPs and using their expertise, as a group we explored how to make these questions fun and engaging for young learners. The group was able to share ideas and create concept checking questions and worksheets that better lend themselves to children. For example, using true/false statements and making the activity into a game (stand up for true, sit down for false). The CPs soon established that while many modern teaching methods cater to adult learners, they can relatively simply be adapted to suit younger learners without detracting for their purpose.

Because of the nature of their employment and working hours, it was vital to ascertain a time that not only fitted in with a busy working day, but also one that considered many had busy family lives following a day's work. Ultimately, the lessons took place relatively late in the evening for the CPs. However, this didn't prove problematic as many teachers reflected on the fact that professional development was hard and/or expensive to come by so were genuinely receptive to the opportunities to expand their professional knowledge.

## **Designing/delivering the course**

Teachers with little to no teacher training experience as well as the more experienced were each invited to offer input and content based on their personal experiences and past difficulties. Whilst some were content to leave it at that, at least 2 teachers who have not had any teacher training experience came forward and went beyond offering content (synchronous and asynchronous) to present said content.

The asynchronous content was perceived as a highlight of the course. Previous projects have made some use of this, but work was needed to ensure it was accessible and functional whilst not occupying too much time for the tutor who presented the tasks. By using Google Classroom, activities were well-organised and the platform allows for plenty of data to be pulled from it. Furthermore, it acted as a messenger board for teachers in the UK and Turkey to share their pleasures and pains. However, due to accessibility, WhatsApp proved to be the preferred platform for this type of communication.

## **Course outcomes**

Staff members at Lila\* have shown themselves to be resourceful, and keen to develop their own skill set and confident in their delivery of teacher training to others. LB was a teacher selected in Prelim 1 to aid with the development and delivery of the project, and excelled in many ways whilst doing so. Prelim 2 allowed LB to take more of a leadership role and manage most the project setup, from recycling, revising, amending materials and content to assigning roles with the teaching staff at Lila\* and supplying training to staff and colleagues from other schools. This personal progress has served to reaffirm that a role in

academic management would be well-suited to her skills and preferences. LB has still to complete DELTA that was put on hold during the pandemic and is keen to adopt a managerial and training role beyond that.

Regarding CPs' outcomes, feedback suggests that they benefitted from the course and whilst confidence was high initially, the course exposed areas of their teaching that some had never encountered and for others served as needed revision. For example, using concept checking questions was new to most teachers, as was the use of guided discovery and form manipulation to create more student-centred lessons.

Several CPs have questioned the tutors about taking a CELTA course at Lila\* resulting from Prelim. They voiced their appreciation of the methods presented and the tutors' experience and knowledge. Turkish teachers' experience of CPD varied greatly with some stating that they have access to lots of developmental conferences and workshops whilst others have had little since their initial training. Many were keen to experience training from abroad to compare and contrast with their personal experiences within the Turkish education system.

Choose the best option for you



These results demonstrate that continued professional development in these areas is needed but in all, the main outcome of increasing confidence has been at least partially achieved.

## Emergent learning

Prior to the project, asynchronous content had been used to support courses. However, there was an over reliance on the teacher who created the work to also mark the work. Furthermore, the delivery (email) was time-consuming and often lost amongst busy working teachers' emails. Therefore, a method where all staff, including those not directly involved in the project, could contribute and whereby the work could ideally be self-marked or sample answers provided, was preferred. After reviewing several platforms (Moodle, Zoom, WhatsApp) Google Classroom was chosen as it offered everything that was needed, albeit a simplified version of some of the paid-for platforms. Following positive feedback from the CPs, Lila\* will make greater use of GC in future projects and as additional resources for existing students.