Title of example of practice:	Sabancı University School of Languages Trainer Education Program

Author
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Institution and initiating department/faculty
(i.e. where example of practice takes/took place):

Sabancı University School of Languages

Departments/faculties in which initiative implemented/to be implemented:

Various educational institutions (schools and universities) in Turkey where course participants teach and/or train

Abstract
(QA question: What are/were you trying to do?)

The Sabancı University School of Languages Trainer Education Program (SLTEP) is designed to provide an introduction to teacher training in ELT, aiming to help participants develop the knowledge, skills and awareness required for effective teacher training with a view to catering for the training/ development needs of teachers in their own institutions and in the wider training context.

Based on the growing demands in teacher training, the course was first initiated in 2004 by Dr. Deniz Kurtoglu Eken as a two-week intensive program for English language teachers (in schools and in higher education) with a professional interest in the area of teacher training and is open to all teachers who would like to work in this area as well as less experienced teacher trainers in the field. In this respect the course runs both as pre-service and as in-service.

Background – contextual issues giving rise to the initiative
(QA questions: Why are/were you trying to do it? / What are/were the aims and objectives?)

Trainer training is an area where there is a growing demand for both formal and informal training. Even if they may not be called 'trainers' as such, more professionals in the field are getting involved in training activities in their own contexts and elsewhere. There is therefore a need to have more trainer training opportunities in the form of courses or developmental activities and input sessions, but equally a need for sound trainer training principles based on experiential training knowledge and research.

The SLTEP aims to provide such principled trainer training by:
- raising participants' awareness and knowledge of issues related to effective teaching and learning

- giving participants an opportunity to reflect on their own and others' practices as teachers and (potential) trainers
- raising participants' awareness and knowledge of effective training methodology and presentation skills
- giving participants practice in providing methodological and affective support to teachers through classroom observations and individual supervision planning and presenting training sessions
- helping participants develop their knowledge and skills in conducting research in the area of teacher training
- helping participants develop their knowledge and skills in designing teacher training courses and activities

Since 2004, SLTEP has been catering for the training needs of over 80 teachers from both private and state institutions in over 10 different cities in Turkey. As the feedback on the course continues to be highly positive and as the demand for it also continues, SLTEP will be running again this year between June 22 and July 3 for the fifth time. A future target for the course is to offer it as an international trainer training program.

Description of activity or initiative
(QA question: How is/was the activity/initiative implemented?)

The 52-hour SLTEP explores and focuses on the following core input components:

- effective teaching (beliefs about teaching and learning, criteria for effective teaching, standards in teaching, affective factors)

- affective factors in teacher training (teacher and trainer expectations, anxiety, self esteem, confidence and competence, support and encouragement)

- classroom observation (supervision styles, counseling and feedback skills, trainer language, principles in giving feedback, procedures and approaches for pre and post-observation meetings, assessment of teaching practice, fish bowling)

- training methodology (effective training, approaches to training, trainer language, micro training, approaches to input, session planning, giving presentations, designing training tasks and materials)

- research in teacher training (the role of research in training and development, approaches to classroom research, designing research instruments, etc.)

- course and activity design in training (PRESET and INSET, principles of course design, types of training courses, approaches to evaluation)

In terms of program methodology, based on participants' needs/wants, sessions are in the form of interactive lectures and workshops where participants are actively engaged in tasks and activities. There are also video-based classroom observations, simulation activities, micro training, and discussions in the light of the session material presented. In terms of course requirements, participants are expected to attend all sessions and take active part in all activities. Participants are also expected to complete all tasks assigned. These consist of tasks based on a variety of readings, reflection and analysis tasks, etc. Participants who fulfill the Program requirements are awarded a Certificate of Attendance by Sabancı University School of Languages.

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Evaluative comments

(QA questions: What are/were the outcomes? What is/was the impact? Is/was the activity/ initiative successful? How do you know whether or not it works/worked?)

Although course evaluation and reflection activities are carried out at the end of each course, more importantly delayed program feedback is sought 3 months after the completion of SLTEP with a view to creating a healthier and more meaningful opportunity for the evaluation of the course. It is believed that participants will be able to give more objective and useful feedback after they are back in their institutions and have had the opportunity by then, to put into practice at least some of what they have learned on the course.

Since 2004, SLTEP has proven to be highly beneficial and successful in helping participants develop the knowledge, skills and awareness required for effective teacher training. This can be observed in the detailed data obtained through participant course evaluations over a four-year period: 2004, 2005, 2006, 2008 all of which is available in the 'Development and Projects' section of the School of Languages website at the following addresses:

- http://do.sabanciuniv.edu/eng/pdfs/sltep2004_feedback.pdf

- http://do.sabanciuniv.edu/eng/pdfs/sltep2005_feedback.pdf

- http://do.sabanciuniv.edu/eng/pdfs/SLTEP2006_CollatedFeedbackFromParticipants.pdf

- http://do.sabanciuniv.edu/eng/SLTEP2008/SLTEP2008FeedbackFromParticipants_November 2008.pdf

Through training and developmental opportunities provided by former participants, SLTEP has also been successful in helping support the training needs of teachers in different institutions and in the wider training context; over 65% of all former SLTEP participants have been/are actively involved in various pre- and in-service teacher training related activities both within their own institutions and elsewhere. Many of them also actively take part in national and international conference presentations.

Also, as mentioned above, since 2004 SLTEP has been catering for the training needs of over 80 teachers from both private and state institutions in over 10 different cities in Turkey and the demand for the course continues to increase.

N.B. The reason why SLTEP was not offered in 2007 was due to a major international conference organized by the School of Languages in Spring 2007.

Advice to others

Although there are ample teacher training opportunities provided, considering the growing number of professionals involved in teacher training yet the limited number of formal trainer training opportunities available in many European language teaching contexts, programs such as the SLTEP is clearly a worthwhile investment institutions can engage in either by offering it as a pre- or in-service course to their own teachers (to be) involved in teacher training practices and/or as a pre- or in-service course to interested professionals from outside their institutions with a view to catering for the trainer training needs in their national and potentially also international contexts.

Data and feedback suggest that such courses need to provide hands-on practice through the kinds of methodology suggested above and ideally need to be no less than two weeks to allow for an in-depth exploration of the input areas, skills and practices discussed above.

Reflection/any other comments

QA question: Is/was that the best way to do it? Why/why not? What improvements or adjustments are needed?

In the light of the feedback received on all former SLTEPs, it is believed that – if not the best way – the course is clearly a highly effective way of providing trainer training input and practice. Although no major areas have been suggested for improvement by former course participants, it is essential that all future SLTEPs continue to build on the views expressed in the needs and interest analysis carried out during the application process for the course. Please see 'Application Form 2009' available at for areas where data is sought for needs and interest analysis :
http://do.sabanciuniv.edu/eng/?content/development_and_projects.html

Further details

e.g. web links; relevant references/publications; alternative contact names

The SLTEP Brochure for 2009 is available at:

http://do.sabanciuniv.edu/eng/SLTEP2009/SLTEP2009brosur.pdf

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