

ACADEMIC BACKGROUND AND PERSONAL BIBLIOGRAPHY
Betül TARHAN

September 2009



Betül Tarhan graduated from Istanbul University, *Hasan-Âli Yücel* Faculty of Education, Foreign Languages Education Department / ELT Section and started her MA program at Yildiz Technical University. She completed the *Teaching Turkish as a Foreign Language* MA Program with her MA thesis titled “*A Self-Learning Language Model and Teaching Turkish as a Foreign Language*”. In this work, she made a comprehensive study in the field of self-learning and established a model by which self-learning materials can be produced. She completed her research and studies at Istanbul University, Graduate School of Social Sciences, Language Teaching PhD Program with the PhD thesis titled “*Scaling the Knowledge and Attitudes*

of Teachers of English as a Foreign Language in Relation to the Principles of Brain-Based Learning”. As part of her PhD studies, she also carried out observational research at the Neurology Clinic of a university hospital in Istanbul, Turkey.

Education :

Degree	Field	University
B.A.	English Language Teaching	<u>Istanbul University, Hasan-Âli Yücel</u> Faculty of Education, Foreign Languages Education Department, English Language Teaching Section
M.A.	Teaching Turkish as a Foreign Language	<u>Yildiz Technical University</u> , Graduate School of Social Sciences [A SELF-STUDY LANGUAGE LEARNING MODEL AND TEACHING TURKISH AS A FOREIGN LANGUAGE , (Supervisor: Dr. Aybars ERÖZDEN)]
Ph.D.	Language Teaching	<u>Istanbul University</u> , Graduate School of Social Sciences [SCALING THE KNOWLEDGE AND ATTITUDES OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE IN RELATION TO THE PRINCIPLES OF BRAIN-BASED LEARNING , (Supervisor: Dr. Necmettin K. SEVİL)]

Publications

(2009) “Learner Autonomy and Trainee Teachers’ Readiness for Self-Directed Learning”, *Bogazici University Journal of Education (BUJE)*, Turkey. Accepted for publication in Issue no.25.

Abstract: The level of “readiness for self-directed learning” of a group of prospective teachers, who are supposed to help their own learners to become autonomous, was investigated by means of a readiness scale. The research group of the study was composed of 1st, 2nd and 3rd year students at a university English Language Teaching Department. The testing instrument

used is a scale developed by Fisher et al (2001), containing 42 testing items grouped in three components as “self-direction”, “desire for learning”, and “self-control”. The results constitute 48 groups of data. Within the scope of the present paper, 13 of these groups of data are selected as prominent and discussed and evaluated subsequently.

Key words: Learner autonomy, self-directedness, readiness, scale

- (2009) “A Proposed Model for the Design of Self-Learning Language Materials”, *Zonguldak Karaelmas University, Journal of Social Sciences*, Turkey. Accepted for publication.

Abstract: Course books and other aids play a major role as facilitators of learning in both educational institutions and for the individuals who wish to learn on their own. When the work on the nature of educational materials is investigated, their required properties seem to have been gathered outside a desirable systematization. Among the shortcomings of such disorganization, different terms to denote the same concept and a lack of accuracy in categorization can be mentioned only as a few. In the present article, the necessity of a model for educational aids is discussed and validated, and the basic points of such a model are set out. As a consequence, the structure of the model can be further described and presented for evaluation.

Key words: Textbooks, materials design, self learning, self directed learning, model

- (2009) “Yabancı Dil Olarak Türkçe Öğretimi Ders Kitaplarının Beyin-Uyumlu Öğrenme İlkeleri Bakımından Değerlendirilmesi (An Evaluation of Turkish as a Foreign Language Textbooks in Terms of Brain Compatible Learning Principles)”, *The XXIII. National Linguistics Congress*, Eastern Mediterranean University, Famagusta. May 14 – 15, 2009.

Abstract: The features that should be taken as the criteria for designing brain compatible foreign language textbooks can be classified under these titles: purposefulness, meaningfulness, memory, information processing, trial and error, feedback, support items, attention, emotions, motivation, input, association, presentation of subjects, group work, music, enrichment of the environment, games, raising the brain compatible learning awareness and learner responsibility, repetition, and challenge.

For this study, 5 of the textbooks used for teaching Turkish as a foreign language have been selected by means of random sampling. The textbooks were analyzed on the criteria set above and statistical results were obtained. Based on the results, some suggestions were further made for the design and improvement of the textbooks in that field.

Key words: Brain compatible learning, foreign language teaching, teaching Turkish as a foreign language, textbook evaluation

- (2009) “The Knowledge And Opinions Of English Teachers In Respect Of Enriched Environment In Brain Compatible Foreign Language Teaching”, *International Conference Of The Faculty Of Philology “Building Cultural Bridges: Integrating Languages, Linguistics, Literature And Translation Into Education”*, Republic Of Kazakhstan, Ministry Of Culture And Süleyman Demirel University Of Kazakhstan, Almaty. April 24 – 25, 2009.

Abstract: Foreign Language Teaching methods and approaches have been undergoing a constant change since speaking a second language became a must for individuals. Studies in search of a better way of teaching and improved educational system stem from the existing burdens of the present education system. The effort in pursuit of providing the best way of teaching for the learners has made the fact clear that it is a prerequisite for us to learn the organ, the brain, among the functions of which is learning. The principles of teaching in compatibility with the nature of the learning organ having been discovered, the concept of brain compatible learning has taken its unique place in the terminology of education. Brain compatible learning involves adopting the rules of the brain for meaningful learning and organization of teaching with rules of the brain, providing effective learning (Caine and Caine, 2002: 4).

Creating enriched environments is significant in respect of the effectiveness of learning and the richness of neurons. In learning what, when and how we learn are as important as where we learn. An environment equipped with enriched stimuli provide the growth of the dendrites in axons of the neuron and its connection with the other neurons (Duman, 2007:29). It is essential that abundance of the connections be necessary for the learning activity to be realized in an easier and more effective manner.

For the present study, the items emphasizing the importance of the enriched environments have been distinguished following a thorough investigation of relevant literature. These items were then pre-evaluated prior to the research and its pilot study carried out and item analysis done. The research was conducted by means of a questionnaire designed in this way on the target group consisting of fifty English Language teachers. In the paper, the results obtained from this research are given and subsequently evaluated and interpreted with a set of conclusions

drawn from these data.

Key words: brain compatible learning, foreign language teaching, enriched environments, teacher knowledge, teacher opinions

- (2008) (co-authoring Aybars EROZDEN), *Türkçe Terim ve Sözcükler: TTS—Dilbilim (A Multilingual Lexicon of Turkish Linguistics Terminology)*, Yalin Publ., Istanbul, x+314pp.

Content: A two-way lexicon of linguistics and applied linguistics terminology between the source language lexical forms in English, French, German, Italian and their counterparts in the target language Turkish, and vice versa.

- (2008) (co-authored by Hatice Muge SATAR), “IT Tools for Foreign Language Writing Practice in Pre-Service Teacher Education: User Experience and Autonomy” *The SITE Conference*, Las Vegas, NV, USA, March 3-7, 2008

Abstract: In formal education being an autonomous learner means to be able to “develop a capacity for detachment, critical reflection, decision making, and independent action” (Little 1991:4). Previous studies on learner autonomy mainly concentrate on the development of autonomy in the classroom and among the language learners rather than as part of the teachers’ own development. While recent studies (such as Little, 2007) have begun to focus on the teachers, the literature is yet to suggest ways to diminish the ‘teacher skepticism’ and ‘lack of teacher know-how’. Therefore, this paper aims to demonstrate an approach to incorporate information technologies (online concordance, thesaurus and dictionary) into the language teacher education program for foreign language writing practice as tools to foster autonomy in teacher trainees which would in turn develop their linguistic skills and create an awareness of autonomous language learning for their future practices.

WEB link: (to be typed in the address bar of a web browser wholly as a single line)

http://www.aace.org/conf/site/sessions/index.cfm/fuseaction/PaperDetails?CFID=674255&CFTOKEN=14325872&presentation_id=34165

Key words: IT tools, teacher education, autonomy

- (2007) (co-authoring Seda SARAC), “European Language Portfolio and Learner Autonomy”, *Journal of the Faculty of Science and Letters*, 2007/2, 99-119, Maltepe University, Istanbul. (Journal indexed in *Philosopher’s Index*)

Abstract: Learning at least one foreign language is a must in our global world. The Council of Europe has agreed to attach importance especially to language policy within the education and cultural policies that have been determined for the future of Europe. The subject of this study is the European Language Portfolio, one of the most important initiatives of The Council of Europe in the field of foreign language learning. In this study, the aims and functions of the European Language Portfolio is discussed and one of the pedagogical functions of the European Language Portfolio, namely, promoting learner autonomy in language learning, is reviewed.

Key words: European Language Portfolio, learner autonomy, Common European Framework of Reference for Languages

- (2007), “A View of Trainee Teachers in Respect of Learner Autonomy”, *UNESCO Mevlana Year VII. International Conference of Language, Literature and Stylistics –Proceedings*, pp.29-43, 2-5 May 2007, Selçuk University, Konya, Turkey.

Abstract: In line with the technological developments, the accessibility and nature of information turns into a speedy process and the information contained in educational institutions gets less and less sufficient for individuals. These have led to the emergence of the concept of “life-long learning”. The more the individuals are autonomous, the more “life-long” the learning is. It can be said, therefore, that a goal of educational institutions today is to enhance learner autonomy. With the research conducted as part of the present study, the level of readiness for self-directed learning of the prospective teachers, who are expected to help their own learners to become autonomous, is found out by means of a readiness scale. The research group of the study is composed of the 2nd and 3rd year students at a university ELT Department. The measuring instrument used is a scale developed by Fisher et al (2001), comprising 42 testing items grouped in three components as “self-direction”, “desire for learning”, and “self-control”. The results obtained on the basis of the study constitute 48 groups of data. Within the scope of the present paper, 13 of these groups of data have been selected as mostly prominent and discussed and evaluated subsequently.

Key words: Learner autonomy, self-directedness, readiness for self-directed learning, scale, readiness scale

(2007), “Course Books and Learner Autonomy”, *The Conference on Foreign Language Teaching: Use of Course Books in Foreign Language Teaching*, April 26-27, 2007, Mersin University, Mersin, Turkey.

Abstract: One of the recent goals of formal education is helping learners become autonomous. Autonomous learners can manage, monitor and evaluate their own learning process. While there has been so much research on autonomy, it can be said that course books are not always designed in a way that facilitates learner autonomy and that they do not always provide opportunities for language learners so that they can study on their own. In this study, five course books are analysed on the criteria specially derived from Sheldon (1998) and Nunan (1997). The data from 43 criteria are further evaluated both qualitatively and quantitatively and relevant conclusions drawn.

Key words: Textbooks, foreign language learning, learner autonomy

(2006), “Social Roles in the Materials for Teaching Turkish as a Foreign Language”, *The VI. International Conference of Language, Literature and Stylistics—Proceedings*, pp.105-109, June 1-2, 2006, Suleyman Demirel University, Isparta, Turkey.

Abstract: Social roles, which may not be considered independently of culture, can directly shape discourse and specify the exponents in oral/written communication. The language items to be taught should not be presented in an isolated fashion with no context, but the components that establish the situation should even be implied on the learner. In this study, five course books for teaching Turkish to speakers of other languages are analyzed on the criteria of 44 social roles derived from the Threshold Level (Van Ek, 1971) to explore to what extent the texts and reading passages contained are written with a consideration of the social roles. The data are evaluated both qualitatively and quantitatively as the scope of the paper permits.

Key words: Textbooks, social roles, the Threshold Level, teaching Turkish as a foreign language

(2006) (co-authored by Seda BIRYAN-SARAC), “A Diachronic View of the Self-directedness and Autonomy Constructs in Learning,” *Journal of Hasan Ali Yucel Faculty of Education*, Istanbul University, 3(2), pp.139-152.

Abstract: Terms like self-directed learning and learner autonomy, which have become prominent with the evolving interest in lifelong learning, have been interpreted differently by several researchers. These terms which have been started to be discussed in the field of adult education in North America in 1960s and then moved to Europe in 1980s and influenced the field of foreign language learning, have changed their meanings during this journey. In a literature review, it is seen that these terms have sometimes been used interchangeably. With the aim of helping the researchers who want to study in this field, the related literature is reviewed and the terms are explained comparatively regarding the whole process.

Key words: Self-directed learning, learner autonomy, lifelong learning

(2006), “The Threshold Level Settings in the Materials for Teaching Turkish as a Foreign Language”, *The XXth National Linguistics Congress—Proceedings*, pp.91-99, May 12-13, 2006, Maltepe University, Istanbul.

Abstract: The spoken and written texts that are found in the teaching materials for the learners of Turkish as a foreign language at different levels play an important role in contributing to learners' language competence and enhancing learner-motivation due to the settings which these texts utilize. Therefore, the settings that take place in language learning-teaching materials need to be selected by taking learners' needs into consideration. In the present research, the texts found in Turkish-teaching materials are analyzed to identify which settings take place in them and to explore their rate of frequency. 78 types of settings for the Threshold Level and 205 texts found in 5 Turkish-teaching materials are taken as the criteria for and database of the research respectively.

Key words: Turkish as a foreign language, language teaching materials, settings, the Threshold Level, tests for language teaching

Administrative positions:

(2006) *Educational Vice-Coordinator*: EILC (Erasmus Intensive Language Course)
Turkish, August – October 2006.
Yildiz Technical University,
EU (European Union) Office,
Istanbul,
Turkey

Awards:

(2007) US Institute of International Education Fulbright Grant

FLTA (Foreign Language Teaching Assistant)
University of Georgia
Athens GA,
USA

(1999 – 2003) Scholarship for Successful Students

Istanbul University
Rectorate
Istanbul
Turkey

Courses taught:

1. Turkish Syntax and Semantics
2. Analyzing and Teaching Short Stories
3. Analyzing and Teaching Novels
4. Research Skills
5. Course Book Evaluation
6. Introduction to Linguistics
7. Teaching Practice (Practicum)
8. Elementary Turkish
9. Intermediate Turkish
10. Advanced Turkish