RESEARCH PROPOSAL

Teacher Education/ Teacher Training

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**ABSTRACT**

*In this essay, I wrote about what kind of features teachers, the most important part of education, should have and how should they be educated, what kind of results may occur if the teachers are well educated or not, how does the difference between well-educated teachers and insufficient teachers reflect on students' education, and how much contributions teachers provide in education. The teachers who are well-educated, who put their hearts to education, and who are experienced are expected to have a positive impact on students. Moreover, articles written on this subject often argues that as society progresses, teachers need to be conscious and better equipped.*

**INTRODUCTION**

It is very important fact that teachers play a vital role as a training organ. After our families, we are first taught by our teachers and we take a step to life with them. They take the lead in our education level and so; most of us owe our knowledge to them. Moreover, the more the education level of the community increase, the more the responsibilities that teachers undertake against students increase; therefore, teachers are very important to ensure a qualified education. Additionally, there a lot of studies about the significance of the teacher factor in learning and Rao (2004) states that if a revolution in education has to be initiated, it is the teacher-education which can be taken as the starting point. In order to raise the level of education, teachers should have sufficient knowledge in their field. Besides, being equipped with the skills and attitudes they should love the teaching profession, choose this job willingly; furthermore, they should be aware of the importance of this profession and should be prepared to take this heavy responsibility and show enough dedication.

In other sense, education is a process that a person improves the values, abilities and other behaviors that have an importance in the society he lives and it is seen that teachers have directly effect on the development of individual’s behaviors. For example, Türkkahraman (2014) states that

“The importance of education in the development and shaping of individuals and societies is incontestable. Studies on the realization of education and its goals have pointed out that student success depends on genetics 50%, teacher quality 30%, and other factors 20%. This finding underlines the close relationship between the quality of schools and the quality of teachers.”

We can assume that if teachers have such an effect on education, teachers must be well educated, effective, and qualified in order to provide an illuminated generation. There are two examples of the definitions of “what is the effective teacher? And how a teacher can be effective? "

Dunkin (1997) considered that teacher effective-ness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. (p. 1)

Furthermore, Anderson (1991) stated that “…An effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students” (p. 18). If we look at these two definitions; in general we can say, being an effective teacher is to meet the expectations of the students in the field of education and to grow the students in every sense. Briefly, in this paper I focused on that while the teachers have such an efficient role in education, what kind of qualities they should have, what is the qualified teacher, the duties of teachers in education policies, the policies for improving teacher quality, and the results of these policies.

**LITERATURE REVIEW**

Hökkä, P. (2014). Seeking New Perspectives on the Development of Teacher Education: A Study of the Finnish Context. *Journal of Teacher Education*, 65(1), 39 –52.

This essay tries to specify the difficulties in development of teacher education and solve these obstacles and the investigations about writer’s study were done in Finland. According to their study results, they separated three major challenges and they deduced that teacher educators’ must be supported to provide them professional learning and organizational change.

Kelemen, G. (2014). Ways to Improve the Training of Teachers for Early Education. *Journal Plus Education / Educatia Plus*, *10*(2), 165-176.

In this essay writer defends that "no child without education and care" and he tries to show the ways of increasing education quality through initial training of teachers.

Türkkahraman, M. M. (2014). Social Change, Education And Teacher Training Policies. *International Journal On New Trends In Education & Their Implications (IJONTE)*, *5*(2), 26-33.

In this essay the writer tells us that education is a process which is always exposing to developments. In order to have o qualified education, writer points out some training policies and combines teacher education with sociological perspective.

Eisenschmidt, E. & Löfström, E. (Eds.). (2011). DEVELOPING QUALITY CULTURES IN TEACHER EDUCATION: Expanding Horizons in Relation to Quality Assurance. Tallinn University, Estonia: OU Vali Press.

This book is consisting of many articles about teacher education, teacher education policies and programmes. One of the name of these articles is “Comparative Study of Teaching Content in Teacher Education Programmes in Canada, Denmark, Finland and Singapore”. In this article writers Rasmussen and Bayer investigate the comparative study of the content in teacher education programmes for primary and lower secondary teachers in different countries. As a result, they found differences between the education programmes in different countries.

Goodwin, A. L., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M.Y., Reed, R., & Taveras, L. (2014). What Should Teacher Educators Know and Be Able to Do? Perspectives From Practicing Teacher Educators. *Journal of Teacher Education*, 65(4), 284 –302.

This article focuses on that qualified teachers are the students of qualified teacher educator and the writers ask the questions like "what teacher educator should know?" They use Cochran- Smith and Lytle's theories about “relationships of knowledge and practice". They associate this theory with teacher educator. As a result, they found that practicing teacher educators are more suitable for the term “qualified teacher educator".

**REFERENCES**

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Relevance for Improving Education in Latin America. Washington, DC: PREAL.

Rao, R. R. (2004). Methods of Teacher Training. New Dherli: Discovery Publishing House.