

Learning the Deep Approach: Language Teachers' Voices¹

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ABSTRACT: Based on the Deep Approach and learning modules prepared for Turkish as a Foreign Language, this qualitative study analyzed the experiences of instructors working at five research universities in the United States and one university in Turkey. The focus was on understanding how the implementation of the new approach was negotiated by teachers as they reflected on pedagogies. As a result of the interpretive analysis, we identified three main themes. This article presents how teachers' *practices, professional and cultural identities, and transformations in learning and teaching* emerged during the process of employing the deep approach.

Keywords: Teacher education, deep approach, identity, pedagogy, Turkish, language teachers

El Aprendizaje del Principio Profundo: Testimonios de Profesores de Lengua

RESUMEN: Este estudio cualitativo analizó las experiencias de un grupo de instructores de lengua turca en cinco universidades en los Estados Unidos y una en Turquía basadas en el «principio profundo» y en el uso de módulos de aprendizaje del idioma turco como lengua extranjera. El enfoque del estudio fue la comprensión de las formas cómo estos maestros negociaron la implementación del principio profundo durante un proceso reflexivo sobre sus accionares pedagógicos. Se identificaron tres temas principales. Este artículo detalla cómo emergieron prácticas pedagógicas, identidades profesionales y culturales y transformaciones en enseñanza y aprendizaje entre los maestros durante la implementación del principio profundo.

Palabras claves: Formación de profesorado, principio profundo, identidad, pedagogía, profesores de lengua turca.

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1. INTRODUCTION

In teacher education programs, pre-service teachers explore commonly used approaches to language teaching. Research in teacher education has shown that, among prospective teachers, «teacher candidates who have a deep orientation to learning potentially develop deeper content knowledge» (Pinnegar & Erickson, 2008: 427).

Teachers who seek ways of enriching their instruction continue to explore emerging approaches after their entry into the profession. Understanding how these in-service learning processes continue to be experienced by practitioners is crucial. The importance of such inquiry was also underscored in a recent review. Focusing on teacher knowledge, the study identified «professional learning, mediations through facilitation and collaborations, conditions and factors influencing professional development and change, effectiveness of professional development, and specific areas and issues» as the major areas of focus for articles published in *Teaching and Teacher Education* in the last decade (Avalos, 2011: 11-14).

Teachers' thinking and motivation related to professional learning and instructional processes is a key consideration in successful educational systems. The relation between teachers' motivation levels and improved foreign language learning has been underscored in recent studies (Bernaus, Wilson, & Gardner, 2009). The relation between teachers' instruction and student motivation is also well documented in the research literature on educational psychology (Stipek: 2004). The nature of classroom activities should promote student motivation. Teachers should consider the following elements in designing instruction: clarification of the value of tasks in the classroom; providing tasks that prompt the learner to engage in learning with effort; promoting students' intellectual activity; assigning multidimensional tasks; facilitating students' discovery based learning through complex and interesting tasks; diversification of tasks over time (Stipek, 2002: 174-183).

A survey exploring post-secondary foreign language instructors' perceptions of effective foreign language teaching practices in the United States found that there was a strong agreement on the *national standards* for teaching foreign languages among teachers. Teachers' responses related to «error correction, focus on grammatical form, and individual differences of foreign language learners», however, revealed «less agreement» (Bell, 2005: 266). How do instructors differ in their perspectives regarding 'good' language teaching? What factors would lead to these different orientations? These questions become especially important while proposing new approaches to teaching. As it was revealed in studies exploring the negotiations of teachers in response to the introduction of *Content and Language Integrated Learning* (CLIL) programs, 'theoretical considerations, methods, and curriculum change' emerge as areas of challenge in implementing different approaches (Diaz & Requejo, 2007; Pavón & Rubio, 2010).

The goal of this qualitative study is to explore how a group of foreign language instructors reflected on their experiences of implementing recently developed learning modules designed as part of the Deep Approach to language teaching. The approach and its learning modules, titled *A Deep Approach to Turkish Teaching and Learning* (DATTL),

were developed with a grant from the United States Department of Education, for the purpose of improving the teaching of Turkish as a foreign language in higher education. In this article, we investigate how foreign language instructors experience self-directed in-service learning based on this approach. In particular, we investigate what the major areas of negotiation were during this pedagogical change process.

2. BACKGROUND

World languages are a necessity today in all countries for a world that communicates (Tochon, 2009). However education in foreign languages is a field presenting many contradictions due to its paradoxical neglect and urgency (Tochon, 2011a). Methodologies proposed for second language acquisition and foreign language education often clash because of the lack of an encompassing framework that would make them compatible within teacher education. Such is the transdisciplinary framework with its orientation towards deep learning proposed by Tochon (2010a). This meta-approach gathers the best practices that have been developed so far. The deep approach probably represents the next mainstream; indeed, the evolution of schooling within the coming decade will inevitably see the development of such a revolutionary approach. The criteria for change have been summarized by Tochon (2010b: 203) as follows:

- «In the deep approach, the teacher creates the conditions for deep learning. Deep teaching aims at depth in understanding and reflective, self-sufficient practice.
- Assisted self-directed learning is a major part of the activities.
- Classroom tasks are focusing on educative projects that can be negotiated and organized individually, among peers, in small cooperative or collaborative groups,
- The deep approach responds to a need for social action and acknowledges that every person is unique and deserves the right to be recognized in his or her unique characteristics, skills, aspirations, and realizations.
- Primacy of writing for language learning: connecting situations to authored communication and recording.»

Deep teacher education is in homology with the self-directedness of the deep approach: training of your own choosing matches personal and prolonged efforts along a professional development plan, grown from within, to find your own definition of depth and the practices that correspond to it. It requires the firm willingness to do better in a less than ideal world, and continue on this impulse to free others from the bondage of formal schooling by becoming a resource rather than the enforcing agent of institutionalized reproduction. Tochon (2010b: 210) mentions that

the creation of meaning is not accomplished in steps but in simultaneous, multiple interactions driven by the educative process itself. It is not a question of confining the student within a closed learning system that dictates a priori the modalities of progression. It is a case of expanding the possibilities for individual expression related to the development of an action that involves multi-level learning.

In teacher training workshops, instructors often ask what the difference between project-based learning (PjBL) and the deep approach is. PjBL is one possible inclusion in the deep approach. It can be very compatible if some conditions are met. First the project should have input from the student; otherwise the project won't trigger intrinsic motivation. Students must be given choices in terms of topics, ways of processing them, deadlines, pairing, teaming or ways of grouping, roles and the like. If it seems too fuzzy to teachers used to controlled learning, then the terms of the work can be specified in a 'specification table' or an instructional agreement. The deep approach makes projects both more open to many choices made by the students—not the instructor—and at the same time it requires that projects be better specified in terms of what is being done in each of the task domains and taxonomic levels. Tochon's unified taxonomy integrates the transdisciplinary dimension, which is not always present in PjBL as implemented in usual Second Language Acquisition (SLA) perspectives. Then, the difference between simple PjBL and what the transdisciplinary, deep approach adds to it becomes clear. Thus there is only partial overlap between project-based learning and the deep approach. The deep approach uses projects in a very special way, which is transdisciplinary, self-directed yet quite detailed as regards tasks domains to allow process evaluation to occur. The procedures for preparing instruction have been organized as follows:

- *Movies*. Different versions of videos—with Turkish or English subtitles—support different types of pedagogical work. 114 interviews have been videotaped around Turkey in which persons of all ages and professions narrated aspects of their biographies. The Ministry of Culture and Tourism provides a large number of films used to contextualize language learning.
- *Pedagogy*. PDF files describe pedagogical uses of video for each thematic unit. Their alignment with the American Association of Turkic Languages (AATT) Language Learning Framework was verified. Possible projects are scaffolded for students to develop various topics of their own interest.
- *Reading, writing and oral exchange*. Texts and writing practices are proposed that fit within the thematic units and accompany the video movies. All the materials are online.
- *Scaffolds and advanced organizers*. Videos, readings, writing practice, and projects are accompanied by preparatory materials such as glossary, grammar scaffolds, partial transcriptions, summaries, and the like.
- *New technologies*. Support for projects associated with the thematic units is provided online, with courseware links, online practices, annotated videos and streaming video clips.

To sum up, the materials prepared as part of DATTL contribute significantly to strengthening, expanding, and improving Turkish instructional programs in the U.S. and other settings where Turkish is taught as a foreign language. The project provides a new theory of learning and language acquisition based on the concept of a deeper approach. The theory has already been applied to French and Spanish, but this is the first time it enters the field of less commonly taught languages. It is a model that can be used in programs for other languages as well. Furthermore, the deep approach uses culture and

situated cultural events to teach language. Thus, the program provides excellent examples of culture in action that can be used in Middle Eastern studies, international studies, and global studies. Since many of the videos and units focus on cross-cultural pragmatics, they may prove useful for internationalizing higher education in other fields that are represented in the videos (e.g., engineering, the arts, the social sciences, and the hard sciences). In addition, the program provides a model of how digital video, video feedback, video pedagogy and video chats can be integrated in instructional units. The program also helps establish cross-cultural connections that are aligned with standards outlined by the American Council on Teaching Foreign Languages (ACTFL). There is also attention to being inclusive of other cultures. One key objective in teaching other cultures is to reduce the psychological distance between cultures. The proposed materials achieve this through the liveliness of the video cases and lived examples of field experiences in Turkey. The materials can also be used in multicultural education to increase sensitivity to issues of race, ethnicity, gender, ethnocentrism, dialectal differences, «linguicism,» and linguistic human rights. Finally, the program is exemplary in providing educational materials for in-service teacher development. With recommendations from instructors implementing the program, the team has been invited to several colleges to instruct faculty and other instructional staff on the deep approach and its application to their particular settings and disciplines.

3. METHODS

With a focus on the thoughts of educators, the analytical framework in this study is grounded in the paradigm of research on teachers' thinking (e.g. Berliner, 1989; Pinnegar & Erickson, 2008; Shulman, 1986). In this regard, there is emphasis on the connections between pedagogical actions, educators' cognitive planning, novice-expert differences, in-service teacher development, and learner-teacher transformations.

3.1. Data Collection

We invited instructors from several research universities to participate in the study. Five of the universities were in the U.S. and one was in Turkey. Over the academic year, participating instructors incorporated selections from the 24 self-directed learning modules prepared based on the deep approach. Data sources included semi-structured interviews, e-mail communications, and some program visits. Over a seven-month period, we interviewed 10 instructors of Turkish as a Foreign Language in the United States and Turkey. All participants were native speakers of Turkish. Two instructors were *men* and eight were *women*. Table 1 summarizes the characteristics of study participants.

Table 1. Participant Information

Years of teaching experience	Pseudonyms	Arithmetic Mean of Ages	Frequency
1-3 years	<i>Ceyda, Pınar, Tülay</i>	24	3
4-10 years	<i>Can, Dilara, Miray, Naz</i>	38	4
More than 10 years	<i>Arzu, Baki, Gonca</i>	53	3

Five participants were interviewed once. We interviewed five instructors twice due to the need for following up on the first interview. The interviews focused on professional background, descriptions of teachers' and learners' needs and interests, experiences of instructors while employing the learning modules, and teachers' views on the shifts in classroom practices such as those related to grammar, vocabulary, and skills learning. All interviews were audio recorded and durations ranged between 30 minutes and 50 minutes. The purpose of the interviews was to understand the experiences of these instructors as they explored and implemented Tochon's Deep Approach. We also visited and invited those instructors that expressed the highest interest in the project. Through these visits we were able to observe different teachers' work in their particular instructional setting.

3.2. Data Analysis

First, we transcribed all interviews. After an impressionistic review of all verbal protocols, we inductively developed a coding scheme which reflected the most important challenges related to teacher learning. All codes were color-marked and two researchers compared interpretive analyses. The inter-coder reliability² was calculated as .9. After a coding and reliability check, we generated an interpretive grid and placed discursive units within the most relevant coding grid. The codes were: teachers' beliefs, teachers' practices, identity (professional identity=(PI); cultural identity=(CI), and transformations in teaching and learning. The next section presents the findings that emerged.

4. RESULTS

As a result of the interpretive analysis, we identified the following three themes reflecting the experiences of the participants: *Practices*, *Identity*, and *Transformation*.

4.1. Practices: Reflecting on the New Approach or Maintaining Established Teaching Routines?

Our analysis has shown that teachers that invest substantial effort into making sure that students understand the approach being used achieve the most satisfactory outcomes

² The inter-coder reliability was calculated using the following formula (Miles & Huberman, 1994: 64):

$$\text{Reliability} = \frac{\text{number of agreements}}{\text{total number of agreements} + \text{disagreements}}$$

in their language classes. For instance, one instructor noted how she first provided detailed information about the deep approach. This involved discussing with students how they would commence working on activities, how they would complete tasks, and what they could achieve as a result. This teacher's attention to spending sufficient time on teaching learners how to learn facilitated student understanding and motivation. In instances where the learners struggle with comprehending new linguistic input, this teacher carefully observed the difficulty and found that the complexity of structures presented a challenge. Despite the difficulty, students would continue their efforts towards comprehension and task completion. To alleviate the risk of leading to a sense of inadequacy, the teacher felt the need to reassure the learners. She noted that students were relieved after being able to initially use their own lives as themes for the challenging projects. Based on this, students were able to confidently reflect on the experience and see that they could utilize the subjects they could talk about as transitions to the new themes. Furthermore, the teacher comforted language learners by drawing attention to the need for calm in the learning process. She said:

For example, they had difficulties in speaking. When they speak, their peers get bored of listening to them. They then further struggle because of the sense of misappropriating others' time. Five minutes pass and the presenter tries to at least generate one sentence. Of course, these learners have deficiencies at the elementary level. So, I told all of them: Relax; we are not stealing each other's time. At this time, you will learn from your classmate and she will learn from you. I approach them pedagogically. For instance, they are afraid of making errors. The students at our institution are all perfectionists. They are frustrated when they make mistakes or when they are notified of their errors. That's why I also make an effort to comfort them. (Naz: 6)

The reflections above demonstrate how this teacher acted as a careful observer and facilitator. She scaffolded student learning with her caring and encouraging attitude. Another factor that contributed to a successful learning experience was this instructor's competent analysis and adaptation of learning materials. Regarding how the module contents are received by her students, she particularly mentioned the advantage of being able to select parts that relate to individual interests. She found that the modules «provide nice ideas, they are rich in content, and they are multi-directional» (Naz: 26).

The following figure summarizes various experiences instructors had while employing the learning modules.

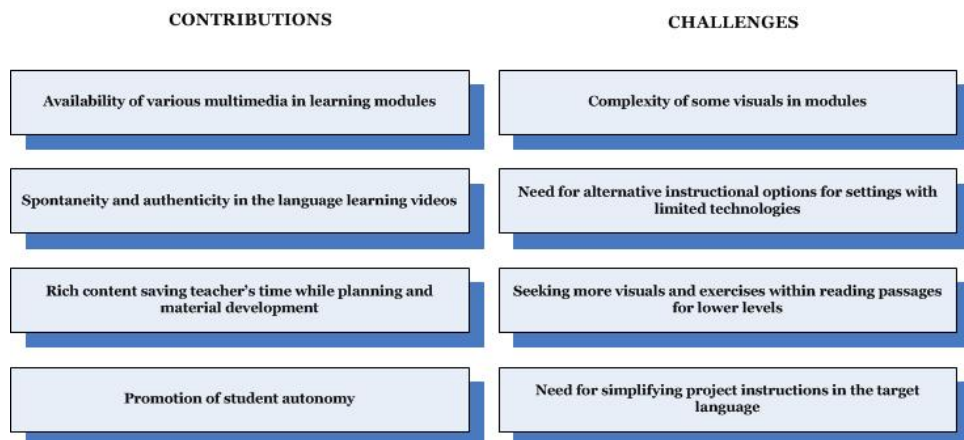


Figure 1. Teachers' Reflections on their Experiences with the New Modules

Several teachers underscored how the learning videos contributed to their instructional setting. For example, Can explained how his students meticulously work on the videos and even attempt to recite all content by heart. Along with the suggested project, Can found that the multimedia elements in the module significantly improved student engagement (Can: 38). Another instructor explained how the design of materials sustained student interest. She said:

...the authenticity of materials. I think when the videos were filmed; the speakers probably had no prior preparation. For instance, if there is an interview with an individual, that person begins to speak whatever comes to his mind. Very authentic. But, for example, you know in English teaching textbooks, the videos are obviously more direct. A question is asked and the respondent's answer is direct. ... One can guess what will happen next or even what the answer will be immediately. I mean, here the unpredictability is appealing to my students. ... I mean, because they hear 'actual' Turkish. ...Not fake. It's not like something that is just designed for instruction with only the vocabulary they would learn. They like that. (Ceyda: 51)

All instructors found that the availability of the new learning modules made their work easier. One instructor, in particular, compared how her instructional planning process in the past involved strenuous efforts towards gathering disconnected elements from the web.

There are not sufficient materials or modules for Turkish, which is a less commonly taught language in the United States. Therefore, I would sometimes spend hours writing stories and generating questions on my computer or notepad. Or, I used to search the web to find videos on Youtube so that I could use them to support my lessons. Thanks to the new modules, I found all these presented in an organized way with concepts and themes. This made our work, especially mine, easier. So, yes these make teachers' work easier. (Pýnar: 3)

This instructor also highlighted how her students learned autonomously. Since the students did not merely depend on her in the learning process, she was able to orchestrate learning as a guide. This instructor also sees value in creating the opportunity for learners to submit and publish their work online along with the modules. Such participation could provide learners further interactive opportunities and lead to deep learning.

As instructors worked with the new approach, various appraisals of the learning modules emerged. Of these, several relate to visions of effective material development. For instance, some instructors expressed a preference for different ways of visually organizing modules. Can expressed that he felt if the web design would be improved along with an overall refining of the visual elements, the materials would become more easily accessible. Further, rather than providing charts, having simple and clear instructions would make students' understanding more effective, according to him (Can: 38). After pointing to her desire to have more colorful materials for language teaching, Arzu added that she had concerns regarding the learning of new structures in the process. In particular, she felt that reading texts needed to be extensively supplemented by exercises explicitly demanding work on the micro skills: skimming and scanning (Arzu: 16). For Naz, on the other hand, having some exercises would be preferable for the beginner level. But, this would not be necessary for intermediate and advanced levels (Naz: 31). Pýnar considered the instructions in target language as too advanced for the comprehension of her students. (*Pýnar: 3*) *Another instructor expressed a need for designing alternative projects for settings where there might not be sufficient technologies* (Miray: 4).

For teachers with less experience, recent teacher education program experiences act as the reference framework for pedagogy. For experienced instructors, practices are guided by accumulated teaching routines. In this study, we observed that several instructors resisted change called for by the new approach based on these prior reference frameworks. In a sense, these histories had led to closed systems reactive to alternatives for aspects of language learning.

One instructor, with decades of experience in foreign language teaching, stated that she became interested in the deep approach modules because their structure partly matched her existing practices. She noted that she typically preferred to start her lessons with authentic videos. Specifically referring to the videos offering grammatical explanations, she argued that using those in her courses would be repeating what she already does herself in class. Therefore, for Gonca, these videos could only be optional self-study references for her students (Gonca: 6). According to Gonca, due to the lack of advanced level Turkish courses at higher education institutions in the U.S., the modules of DATTL would provide strong support for learners' ongoing self-studies. This perspective signals minimal interest in incorporating the modules in formal instruction.

Another interesting finding of our analysis was that most instructors were heavily influenced by students' demands regarding lesson structure. Clearly, students' existing beliefs regarding language learning and class procedures played a significant role in shaping the way these instructors conducted their work. One instructor who was aware of how some students initially resisted innovative practices in language teaching. She said:

In my experience of employing the Deep Approach up to now, the limitations are not due to the framework. The limitations arise from students. I mean because of

their previous schooling experiences in constantly controlled settings, these students who are not accustomed to learning in a free and comfortable manner cannot think about their own responsibilities and they struggle. Such students want to continuously be controlled. Such a student has the following thoughts about the teacher's role and learning: «You should always explain everything. I should not bear that much burden. Things should be easier. I do not need to be challenged that much.» Actually, initially it is difficult, but after these students identify an interest area and begin working on that topic, they also confirm that actually this is much more beneficial. They report that they learn much more through this experience (Naz: 30)

Naz's experience is a strong reminder of the challenges of engaging students in different forms of language learning. Because, the deep approach does not prescribe a 'controlled' class environment involving highly structured drills and because learners are given expansive freedoms in the learning process, these students had difficulties. They expected the instructor to constantly direct class processes. They also initially demanded packages of exercises and drills. Naz explained how she strove to convince these students. She reminded them that their expected patterns in class would not enable them to speak, read, write, and listen. For Naz, it was a priority to help her students to understand that achieving proficiency would require work beyond drills. The students found working on actual newspapers and listening to TV segments challenging. Naz observed that after working on two modules, the students became aware that they needed to think differently. She said: «Because they also learn other languages. They do not encounter such an approach while learning those languages. Therefore, initially they do not trust that they can learn this way. They do not have confidence in themselves» (Naz: 8). Naz's case demonstrates the importance of teachers' investment in helping learners understand different ways of being in the language classroom. Such work can only emerge if the instructors themselves have a deep understanding of the approaches being employed. In this study, it became clear that those instructors who had difficulty transforming their own teaching would not succeed in motivating learners to work with a different approach and establish a new contract. While Naz was successful in this endeavor despite the initial student reactions, several novice instructors could not even become aware of these negotiations.

Research in educational psychology has shown that «experts restructure the elements of a learning task into abstract schemas that are not available to novices, who focus principally on the surface elements of a task. Thus experts replace complex sub elements with single schemas that allow more abstract processing» (Hakuta & McLaughlin, 2004: 608). One novice instructor who structured her teaching based on student demands regarding lesson format explained how she struggled. She said:

I cannot exclude the textbook from my teaching. Strangely, the students want to focus on grammar. But, I also would really like them to practice. So, I merge the book and modules. I mean our lessons mostly involve questions and answers. (Ceyda: 49)

Like Ceyda, another novice instructor, Pýnar seeks exercises to accompany readings based on students' structural demands. In this regard, she proposes that exercises be added to modules to reinforce grammar when reading texts are studied. Because these exercises would be related to the themes, the students would not have problems with those additions, she argued (*Pýnar: 4*). *Among these novice teachers, we have observed patterns of procedural pedagogical action packages that signal a need to have more regulated stages in a traditional lesson. Furthermore, these instructors quickly shift their practices when they encounter students' negotiations of a different approach to language learning.*

4.2. Professional and Cultural Identities: Students and Teachers

Another major theme which emerged from teachers' voices was identity related. This involved both teachers' and learners' multifaceted identities with particular relevance to professional and cultural identity. Student identities were characterized by their own emphasis on teacher's role in instructional settings, sense of being an experimental subject, lack of confidence, having greater responsibility in learning, deficiencies in language proficiency, and career aspirations. In what follows, we provide examples for each category.

4.2.1. Learner Identities

Arzu observed how her students' images of a teacher involved continuous direct engagement in instruction. These learners' initial thoughts about the new learning modules were linked to how such projects require more work from them while lessening the direct lecturing effort of the teacher. These students asserted that «things should not be this easy for the teacher». The application proposals of the deep approach had challenged their learner identities by requiring more autonomous project work in class.

As discussed earlier, other instructors had also referred to how using the self-directed learning modules made their work easier. Naz expressed that she appreciated the ease provided by modules but underscored that what was more important for her was students' development of a sense of responsibility for their learning.

Some learners questioned the implementation of a 'new approach to language learning' with a sense of rejecting the possibility of being positioned as an experimental subject. After some experience with some modules, the students' views changed and they expressed their satisfaction with using them.

Another important dynamic is how learners' professional identities are viewed through teachers' eyes. For Naz, learner identities are characterized by deficiencies in proficiency and the lack of a sense of capability to develop in the second language among students. She said:

They seriously encounter *self-confidence* related problems; because, they arrive having forgotten many things. They begin to say, «We won't be able to this». So, there emerges an *esteem* issue. Secondly, they really cannot do those things, because they are *deficient*. (Naz: 25)

Therefore, the task of helping these learners to make up for their linguistic deficiencies and promoting their confidence creates an overwhelming amount of extra work for the teacher. Naz explained how at the beginning of the year, she had difficulties in organizing her instruction. The students had weaknesses in speaking and comprehension. The anxiety caused by these deficiencies had led to low self-esteem. But, this instructor continued with efforts towards empowering them with new learning schemes. Reflecting on their achievement at the end of the year, she stated that the implementation of the deep approach was very beneficial for these students (Naz: 25).

This teacher was very effective in dealing with fragile student identities. While these learners had proficiency related shortcomings, they also had high extrinsic motivation. An important tenet of their professional identity was the major motive for their work on foreign language. Many of them desired to apply for positions in Foreign Service and other state departments. Fulfilling the language proficiency requirement and becoming a diplomat was a common goal among these students. Because of their prior unsatisfactory experiences in language learning, the students had biases towards learning and this teacher had to reassure the learners of their potential (Naz: 4).

Though not as prevalent as professional elements, cultural identities of learners were also employed in their learning experiences. For example, while working on the jokes of the famous Turkish folk figure *Nasreddin Hoca*, Can found that his students were unable to grasp the intricacies of the humor. This was clearly a cultural struggle. Despite decoding the linguistic code, learners were unable to access the culturally-specific humor (Can: 39).

4.2.2. *Teacher Identities*

A dialogical conceptualization of identities of teachers would take into account the situational dynamics together with the unique characteristics of individuals (Akkerman & Meijer, 2011). In this regard, layers of being in educational spaces are not disconnected from individuals' personal senses of being. There were differences in the way teacher identities emerged in the process of implementing the new approach at different settings. Professionally, especially teaching assistants and beginning instructors referred to institutional frameworks. Such instructors frequently discussed how departmental policies govern how they design their instruction. For instance, one instructor noted:

I discussed the implementation of the modules with my director and she did not find the way the modules were organized to match our policy. So, I present based on my own lesson plan style. (Arzu: 15)

Arzu frequently referred to «departmental policy» and «director» when describing pedagogical actions. Her professional identity is closely linked to the institutional discourses. This incidence confirms the existence of a governance of pedagogies at many departments. While new instructors need mentoring, directing instructional design may lead to bureaucratic teacher identities. This can be considered a detriment to creativity and exploratory practice. In addition to referrals to supervisors, another pattern that we have observed among beginning instructors was frequent reference to the criteria generated by ACTFL.

The occurrence of the abovementioned institutional influence on beginning instructors is not surprising. Many beginning instructors are employed based on limited-term contracts. This employment scheme brings to mind the foregrounding of power relations since decisions on renewals of contracts of these teachers are made based on supervisor reports. Therefore, a new instructor is likely to choose to conform to existing models proposed by supervisors rather than experimenting with innovation.

Culturally speaking, we observed that higher education background, institutional setting, interests, and worldviews also influenced teachers' work. For example, generally speaking, teachers who were graduates of programs in humanities talked more about literature and language structures. Teachers who were trained in teacher education programs had an emphasis on methods. Whether an institution was a private or a public one and whether it was located in a cosmopolitan setting also led to different discussions about teachers' work. In one highly ranked private university located in a metropolis, for example, the teacher underscored how her students had the highest professional aspirations.

Instructors' worldviews and interests also emerged in their discussions of their practices. An experienced instructor discussed how she chose to include nostalgic Turkish songs from the 70's in her teaching. The poets that she chose to include among course readings were primarily Republican Turkish thinkers. For this teacher, the introductions to some controversial topics needed to be presented in a more «balanced» way. For example, she was concerned that discussing a past coup within the introduction for the module focusing on Family could give a «negative» impression for learners. Other instructors had differing perspectives based on their cultural identities. For another instructor, the Ottoman heritage was an important point of reference. She considered politics and sociology as increasingly popular themes for her students.

The teachers we interviewed went beyond instruction in the classroom. They dedicated additional time for all students who needed more assistance in learning. These instructors invested in their students' linguistic development with a genuine interest towards their achievement. For example, there were several cases of working with students at a distance when students traveled to different locations. Even after completing courses, some instructors continued to offer feedback to their students on their written work and research on culture and history. They noted that seeing student growth was so satisfactory that they did not mind the additional time they had to spend beyond course work.

4.3. Transformations in Learning and Teaching

The verbal protocols of the teachers also revealed that students' language learning schemes have in various ways been transformed with the implementation of the deep approach. These related to developing students' ability to creatively analyze language as used in society, autonomously select content related to own interests, research and produce transdisciplinary works in the target language, and increase effectiveness in language use.

One instructor reported that the new modules provided learners access to the intricacies of the language and culture. Arzu explained how she was delighted to find that technicist learning was avoided by truly immersing the learners in language and culture. Furthermore, with the diverse content provided online, she could continue to work with

her students who traveled overseas. The students could continue to do projects and research as they traveled.

Another teacher described how students fail to learn effectively from texts randomly accessed from papers. Her students; on the other hand, despite initial difficulties, after focusing on their interests were able to benefit from the scaffolding provided in the new modules and improve their reading comprehension. The students reported that they were able to learn more effectively with the new method (Naz: 29).

One student at a private university was able to research and produce transdisciplinary work as part of his advanced language course. Using the deep approach, he read texts related to his doctoral dissertation. When he spoke in class, he presented on those texts and wrote about them. This, according to his teacher, gave him the opportunity to develop in the target language in connection with other disciplines. Furthermore, he was able to generate an article based on his work over the semester and publish it. (Naz: 30) In this regard, Naz noted how students not only use the references provided in modules but they also go beyond them as they do their own research (Naz: 31).

Instructors have also begun to think differently about the potential of student work. New roles for learners began to emerge with voice and creative potential. For instance, after seeing videos presenting grammar topics, instructors considered having their own students at the advanced level create such videos. They felt that this would even be more appealing for other viewers. These productions, according to one teacher, would also demonstrate what students can accomplish after studies based on the deep approach (Naz: 31).

As discussed earlier, several students increased their motivation and achievement rates after an initial period of difficulty while learning with deep approach modules. Naz described her observations as follows:

It was a group of students with shortcomings in their background. For this reason, psychologically, it was very tiring to work with them. I mean, the student does not believe that she can progress and that she can do better. She's lost her determination. She thinks: «A year has passed and I've been taught nothing». I think they thought it would continue this way this year as well. But, I saw their satisfaction after the implementation of the deep approach. I mean they were pleased with the levels they had reached. They said: «We were not expecting it would be this way. We were very surprised and we are very happy.» (Naz: 7)

Another instructor took pride in how one of her students was able to creatively present a project to her peers by using symbols. During one project, they were discussing the process of making Turkish coffee. The student not only drew images on the board, but used symbols, mimics, gestures, and process mapping (Pýnar: 6).

Our interviews with the instructors also revealed that their exploration of the deep approach led to understanding how to promote project-based student work, effectively incorporating technology-enhanced learning materials in instruction, being able to organize different learning opportunities for diverse student groups, and executing improved planning processes with the help of mind-maps.

Exploring the deep approach led one instructor to develop her teaching with projects. Explaining how she considered not being able to guide students who work on projects

as one of her major shortcomings, Arzu discussed how she changed her pedagogy. She began to methodically prepare guidelines for student projects. The outcome was stronger student presentations and projects. (Arzu: 17) This transformation further encouraged this teacher to reflect on how she could more effectively conduct her lessons with these new ideas.

Teacher learning often emerges in professional social networks. This instructor expressed how she recommended the modules and especially the videos to another instructor teaching Turkish as a foreign language in Europe. Despite the challenges she experienced in terms of transforming her lessons, after being able to incorporate certain projects and multimedia in her teaching, she anticipated usefulness for her colleagues and chose to disseminate her findings.

LCTL instructors have access to less multimedia content designed for language education when compared to teachers of English and other more commonly taught languages. One instructor of Turkish discussed how she found relief by having access to a rich repertoire of multimedia content. She said:

I first watch the videos. Then I start...the rest of module...looking at the projects and questions. Then, after quickly completing this review, my lesson plan is ready in two hours. In the past, I used to prepare one lesson in six hours. Selecting videos etc. you know... (Arzu: 21)

Here, the shift in the pedagogy of one novice teacher is also noteworthy. Pýnar benefited from the instructions and guides in modules. With the help of these components, she was able to develop her lesson planning. The following excerpt demonstrates how both the teacher and students have transformed through the process.

I have been teaching Turkish for the last eight years. I previously had observed how the really bright students in classes could make high achievements. But, the experience with the deep approach has been very different for me. It opened my eyes... I have seen how students can make noteworthy progress and become productive in the target language in a short time. What's more, this also takes a considerable amount of weight off my shoulders. Students also enjoy the tasks they are engaged in more. This year has really been fantastic for me. It has shown how it is possible for students to make much more progress with the deep approach. (Naz: 32)

For Naz, using self-directed learning modules also provided a solution to the problems related to class organization. Rather than having multiple very small course sections for students with some variance in proficiency within the same level, she was able to plan her instruction for one class made up of diverse learners. The extensive possibilities for students' autonomous and collaborative learning when working with modules changed the way she grouped learners.

5. CONCLUSIONS

Beginning teachers can tend to rehearse scripted lesson plans primarily focusing on procedural skill teaching. The novice language teacher often gives the impression of being perplexed and concerned about completing the series of conventions that are typically expected in foreign language instruction. What is affected here is creativity and caring teacherhood expected by learners. With the prioritization of precision in the execution of procedures, necessary attention towards situational emergences and serendipitous variations in responses to student needs declines. The nature of the interaction shifts towards routines. Predictability and dullness in turn challenges the sustainability of a dynamic and engaging class culture. There is a need for environments allowing teachers who are open to new approaches to interact in meaningful ways, for example within video study groups that provide both socioaffective support and systematic, reflective feedback (Tochon, 2011b) or within collaborative teacher research workshops (Cisar, 2005). International field experiences also provide excellent opportunities for enhancing teachers' cultural and professional identity scaffolding (Karaman, 2010; Karaman & Tochon, 2010).

The analyses in this study revealed that the negotiation of whether a new approach can be implemented begins in the minds of teachers. Teachers' resistance to change in foreign language teaching is not uncommon. Several of the teachers we interviewed initially refused major different framings in instructional design as presented in self-directed learning modules. The critiquing process involves envisioning how components of the proposed framework would fail when compared with existing practices. It is critical for educators to go beyond replications of pedagogies for other foreign languages. While we acknowledge that there are important shared elements in the teaching of all languages, we draw attention to the risk of prescribing uniform pedagogies. The deep approach calls for a thorough reflection process while encouraging local pedagogies. We hope that the discussion of challenges encountered in self-directed teacher learning and the transformations observed in this study can help current and prospective educators reflect on their negotiations of foreign language curricula.

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