

# CALPIU'12

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CALPIU'12: Higher education across borders:  
Transcultural interaction and linguistic diversity

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### Understanding the effects of collaborative multinational teacher training courses at M level

In order to test the feasibility of such courses, an experimental course combining elements of two initial courses, one in Siegen and the other in Paris, has been planned for the autumn semester of 2011. It will include ten tandem students in the second year of a Master course (one student in Germany and one student in France, but not necessarily French or German). A bank of scientific and professional articles will be available including papers in French, German, English and another language spoken by some of the students as their language of education before joining the course (Chinese, Spanish or Japanese, ...). Five tasks (assignments) will have to be carried out jointly, each assignment will include some theoretical reflection and a practical application and will depend on reading three or four of the articles in at least three languages. The aim is to foster plurilingual collaboration and to study its effects on identity, epistemological responsibility and the understanding of what language learning and teaching is about. The course will be opened and concluded by a videoconference so that the participants feel acquainted. A mediated forum will be available (both the German and French course tutors will participate), face-to-face consulting sessions will be held weekly in both universities and Skype exchanges will facilitate the work of the tandems. The result of the course will be an online course open on the Moodle platform. Logbooks, interviews, recordings of the exchanges and the tasks themselves will provide the data that will help us (1) plan a more complex study with a larger population later and (2) begin to understand the effects of such courses on the students.

### ÖZLEM ETÜŞ on English language teacher identities: Perspectives in education in a Turkish context

This paper seeks to contribute to the emerging literature on language teacher identity research by examining how student teachers in a Turkish higher education context 'author' their own identities with due focus on the complexities of historical, institutional and socio-cultural forces operating both on local and global planes in foreign language learning and teaching sites. While exploring how student teachers 'position' themselves in the discursive construction of multiple identities, the study also tries to create room for the analysis of 'projected selves' and gives voice to the prospective teachers' emotions, expectations, aspirations and possible tensions in relating themselves to the teaching profession. The qualitative narrative-based research methodology adopted in this study involves three complementary phases of data collection. Initially, 63 students pursuing undergraduate and graduate studies at the ELT Department of a state university in Turkey are asked to write their language learning autobiographies. The narrative corpus is examined both for content, the key themes and patterns emerging from their personal learning histories and for form, the discursive construction of their mediated experiences. Semi-structured individual interviews with the study participants are conducted when further elaboration and clarification on the meanings they attribute to their experiences are needed. Adhering to a post-structuralist theoretical framework for identity research, a series of focus group interviews addressing the themes which emerge from initial data analysis are utilized at the final phase to investigate how professional identities are interactively negotiated, co-constructed and transformed in ongoing discussions and how broader socio-cultural and socio-political contexts inform this process.

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