

From the Editors,

This volume celebrates the life of a fine teacher, supervisor, researcher and human being, Dr Fehmi Sendan. It is concerned with learners' and teachers' personal theories: what they are and how they work as the locus for personal and professional development. This was at the heart of Fehmi's interests as a researcher and teacher.

The opening article (İlin) is an exploration of the role expectations and behaviour of a trainee teachers' supervisor, Sendan himself. The articles then focus on Turkish learners: the language learning beliefs of Freshman English students (Dişlen Dağgöl); reflection on learning Russian to inform practice as an English teacher (Sarıgöz); personal theories of self-efficacy and reading skill development in English (Üçgün); the role of learner self-efficacy constructs, in the context of using podcasts (Basaran and Cabaroğlu); the impact of feedback on writing, in particular self-editing skills (Kahyalar and Okan); oral task repetition, learner self-monitoring and skill development (Azimzadeh); and school age English learners' preferred reading medium (Duran and Alevli). Finally, focussing on teaching methods, Tunçel discusses the adaptation of Krashen's Natural Approach to the teaching of Russian. The final contribution concerns teacher development in another educational context: Apelgren uses constructivist and phenomenological tools to explore the personal and professional development of experienced schoolteachers in Sweden. Dönük and Sendan suggest constructivist approaches to bridge the gap between the curricula of Language Teacher Education programs and real classroom applications. We also included two more articles because of the connection with Fehmi; some word phrases in Turkish assuming they are reduplication (Akyalçın) and the probable reasons behind the identity crises of the characters (Çakırtaş and Şekerci).

There are some shared themes here. Methods to uncover learner and teacher insights are commonly participatory and context-sensitive. When relevant they integrate quantitative and qualitative data and use a range of complementary data gathering tools. In exploring individual perspectives, these methods aim to preserve the voice of the individual, while identifying themes and explanations at group level. Their purpose is to produce truthful descriptions, to enlighten participants and practitioners, and to ground further systematic exploration.

There are also common theoretical and ethical principles underpinning these contributions: the perception of research as a collaborative and mutually developmental enterprise; the need to engage learners with their learning by means of reflection and self-management; the requirement upon teachers and supervisors to exercise sociality, that is to strive to understand the perspectives of their students so as to enhance their learning; to value the individual and the personal while fully recognising that each individual grows by managing group expectations and by means of personal and professional relationships.

There is still much exploration to be done on personal and professional development: the fundamental processes; their interaction with social contingencies; the consequences of heightened awareness and reflection for learning and professional practice; and similarities and differences across intra- and inter-national contexts. The best way to honour Dr. Sendan's memory will be for us to continue to explore and to share our discoveries. We hope this volume will be a fitting tribute to Fehmi and that it contributes, even if just a little, to what he cared for most: the development of language learners and language teachers.

Guest Editors:

Dr. Jon Roberts worked as a teacher and teacher trainer in London, Libya and Mexico City before joining the Centre for Applied Language Studies, University of Reading from 1977 to 2003 where he supervised Fehmi Sendan for four years. He is now Honorary Research Fellow in the Institute of Education, University of Reading

Dr. Hasan Bedir obtained his BA, MA and PhD in English Language Teaching at Çukurova University. He he was able to complete his PhD Dissertation under the supervision of Fehmi Can Sendan in 1998. He studied PGCE programme at Leeds University in 1997. He has been studying ELT teacher training, cognitive and metacognitive strategy usage in language learning and infusing critical thinking skills into content area teaching. He is now working as an Assoc. Prof. Dr. in the English Language Teaching Department, Faculty of Education, University of Çukurova.