

3rd ELTER Colloquium: 'Researching Current English Language  
Teacher Education Practices in Turkey'

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## Researching Language Teacher Education

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### 1. Situating LTE Research

Richards & Nunan (1990):

the field of teacher education is a relatively underexplored one in both second and foreign language teaching. The literature on teacher education in language teaching is slight compared with the literature on issues such as methods and techniques for classroom teaching. Few of the articles published in the last twenty years are data-based, and most consist of anecdotal wish lists of what is best for the teacher. (p. xi)

#### Reviews of LTE

Crandall, J. A. (2000). Language teacher education. *Annual Review of Applied Linguistics*, 20, 34-55.

Johnson, K. E. (2009). Trends in second language teacher education. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 29-29). Cambridge: Cambridge University Press.

Wright, T. (2010). Second language teacher education: Review of recent research on practice. *Language Teaching*, 43(3), 259-296.

Borg, S. (2011). Language teacher education. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 215-228). London: Routledge

Tsui, A. B. M. (2011). Teacher education and development. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 21-39). London: Routledge.

Three collections of papers on LTE:

Burns, A., & Richards, J. C. (Eds.). (2009). *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press.

Edge, J. & Mann, S. (Eds.). (2013). *Innovations in pre-service education and training for English language teachers*: London; The British Council. Available at <http://tinyurl.com/mnhrrff9>

Johnson, K. E., & Golombek, P. R. (Eds.). (2011). *Research on second language teacher education* London: Routledge.

### **Specifically on INSET and CPD:**

Craft, A. (2000). *Continuing professional development: A practical guide for teachers and schools* (2nd ed.). London: Routledge.

Goodall, J., Day, C., Lindsay, G., Muijs, D., & Harris, A. (2005). Evaluating the impact of continuing professional development. London: Department for Education and Skills. Available at <http://tinyurl.com/l8ujzkc>

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Loucks-Horsley, S., Stiles, K. E., Mundry, S., Love, N., & Hewson, P. W. (2010). *Designing professional development for teachers of science and mathematics* (3rd ed.). Thousand Oaks, Calif.: Corwin Press.

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers*. Cambridge: Cambridge University Press.

Waters, A. & Vilches, M.L.C. (2010). '*Tanggap, tiklop, tago*' (receive, fold, keep): *Perceptions of best practice in ELT INSET*. London: The British Council. Available at <http://tinyurl.com/np6lk9o>

### **Broader educational perspectives on teacher education:**

Darling-Hammond, L. (2006). *Creating powerful teacher education: Lessons from excellent teacher education programs*. San Francisco: Jossey Bass

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world*. San Francisco: Jossey-Bass.

Darling-Hammond, L., & Lieberman, A. (2012). *Teacher education around the world: Changing policies and practices*. London: Routledge.

Cochran-Smith, M., Feiman-Nemser, S., McIntyre, J. D., & Demers, K. E. (Eds.). (2008). *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed.). New York: Routledge/Association of Teacher Educators.

Cochran-Smith, M., & Zeichner, K. (Eds.). (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Mahwah, NJ: AERA/Lawrence Erlbaum.

## 2. Themes in LTE Research

The review articles listed above highlight several key themes in LTE research (e.g. teachers' beliefs, the practicum, supervision, the LTE curriculum, subject matter knowledge, reflective practice, school-based teacher learning, collaborative teacher learning, and evaluating the impact of LTE).

**Here are some recent articles on LTE. What 'hot' topics do they suggest and how relevant are these to LTE research in Turkey?**

1. Banegas, D., Pavese, A., Velázquez, A., & Vélez, S. M. (2013). Teacher professional development through collaborative action research: Impact on foreign English-language teaching and learning. *Educational Action Research, 21*(2), 185-201.
2. Fisher, L., & Kim, D. (2013). Two approaches to the use of blogs in pre-service foreign language teachers' professional development: A comparative study in the context of two universities in the UK and the US. *Language Learning Journal, 41*(2), 142-160.
3. Gan, Z. (2013). Learning to teach English language in the practicum: What challenges do non-native ESL student teachers face? *Australian Journal of Teacher Education, 38*(3), 92-108.
4. Hargreaves, E., Berry, R., Lai, Y. C., Leung, P., Scott, D., & Stobart, G. (2013). Teachers' experiences of autonomy in continuing professional development : Teacher learning communities in London and Hong Kong. *Teacher Development-Triangle Journals, 17*(3), 19-34.
5. Kabilan, M. K., & Veratharaju, K. (2013). Professional development needs of primary school English-language teachers in Malaysia. *Professional Development in Education, 39*(3), 330-351.
6. Patrick, R. (2013). "Don't rock the boat": Conflicting mentor and pre-service teacher narratives of professional experience. *Australian Educational Researcher, 40*(2), 207-226.
7. Ping, W. (2013). Assessing the impact of 240-credit-hour programme for urban primary school teachers of English in China. *English Language Teaching, 6*(5), 97-104.
8. Walsh, C. S., Shrestha, P., & Hedges, C. (2013). Mobile phones for professional development and English teaching in Bangladesh. *International Journal of Innovation and Learning, 13*(2), 183-200.

### 3. Methodology in LTE Research

The full range of social research methods are available for research on LTE. Mixed methods and longitudinal studies are being increasingly used. One contemporary approach that has gained popularity in recent years is *self-study*. For example:

- Ambler, T. B. (2012). Autobiographical vignettes: A medium for teachers' professional learning through self-study and reflection. *Teacher Development*, 16(2), 181-197.
- Donnell, K. (2010). Learning to teach: A self-study of a new teacher educator's introductory education course. *Studying Teacher Education*, 6(3), 227-234.
- McDonough, S., & Brandenburg, R. (2012). Examining assumptions about teacher educator identities by self-study of the role of mentor of pre-service teachers. *Studying Teacher Education*, 8(2), 169-182.
- Olsher, G., & Kantor, I. D. (2012). Asking questions as a key strategy in guiding a novice teacher: A self-study. *Studying Teacher Education*, 8(2), 157-168.
- Russell, T., & Berry, A. (2012). Self-study and the development of new perspectives on pre-service teacher education. *Studying Teacher Education*, 8(2), 105-107.

**LTE research projects can thus be inward looking, not just 'conventional' studies which involve the study of others.**

### 4. Some Questions for LTE Researchers

Discuss these questions.

- a. What ethical issues arise when our [student] teachers are the research participants?
- b. If we are interested in studying the impact of teacher education, what measures need to be in place to ensure we can make legitimate claims about impact?
- c. Does teacher participation in LTE research (especially in INSET contexts) need to be incentivized? If so, what kinds of incentives might be used?
- d. LTE research can be for internal reflection or external publication. Do our choices here have implications for how the research is conducted?
- e. What strategies might teacher educators use to incorporate research into their already busy schedules?
- f. How can the development of teacher educators' own research skills be supported?