

# Teacher expertise in the Global South: Initial findings from a participatory comparative case study in India

Talk given at University of Warwick Applied Linguistics Dept. 26/05/2021

ESRC funded: Grant ES/P000771/1

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## Abstract

This talk will report on some of the methodological challenges and initial findings of a comparative case study (PhD) involving eight Indian secondary teachers of English, constituting one of the first studies of teacher expertise in a context in the Global South and the first to include a participatory element. I will discuss how expertise was theorised for the study and how participants were involved in the study design, also summarising key findings (i.e., similarities and differences in cognition, pedagogic and professional practice among participants) and potential implications for building understandings of appropriate good pedagogic practice for low-income contexts worldwide.

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