

ELT teacher training at a crossroads: Where now?

Judie Hudson (University of Hawai'i)

Gabriel Díaz Maggioli (Universidad ORT Uruguay)

Jason Anderson (University of Warwick)

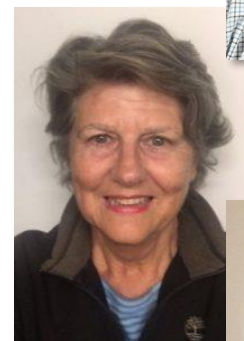
Ben Beaumont (Trinity College London)

Tuesday 16th April 2024 - 14:05-15:20 - Auditorium 1 - Brighton Centre



Panel Team

- Ben Beaumont: Head of English Language Teacher Strategy and Publishing at Trinity College, London.
- Gabriel Diaz Maggioli: Academic Advisor to the Institute of Education at Universidad ORT Uruguay.
- Judie Hudson: CELTA Tutor and Assessor and works as a consultant at the University of Hawai'i, USA.
- Jason Anderson [chair]: Teacher educator, author and researcher at the University of Warwick.



Structure of the panel discussion

1. Initial contextualisation: What we mean by 'ELT teacher training'
2. We will present three areas for discussion.
3. The panel will discuss these areas.
4. Questions and comments from the floor on any of the three discussion points - directed to individuals or the whole group.
5. If time, two further discussion points will be addressed.
6. Closing and thanks.



ELT teacher 'training'

- ELT (or TESOL) includes EFL, ESL, CLIL and related contexts (ESP, EAP etc.).
- By 'training' here we broadly follow Freeman's distinction (1989):
 - **Teacher education** is the superordinate.
 - **"Training** is a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher's teaching" (p. 39) - including much of what is typically called 'initial/pre-service' education.
 - **"Development** is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual." (p. 40) - including much of what is typically called 'in-service' continuing professional development (CPD).
- But we also reserve the right (for us and you) to critique/deconstruct the distinction.
- Important to acknowledge **both** nationally-specific pre-service programmes (the majority of training) and 'international' certification (e.g., CELTA, CertTESOL).

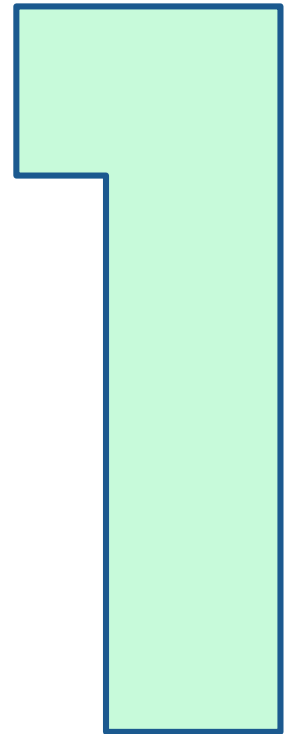
Freeman, D. (1989). Teacher training, development and decision-making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), 27-45.



Core discussion questions

1. To what extent is current 'initial' ELT teacher training (international and national programmes) relevant to the needs of (future) teachers and their learners?
2. What does research tell us about teacher learning and what trends are emerging in different programmes, courses and curricula for teacher education?
3. What are the potential future directions for teacher education (e.g., onsite, online, hybrid and flipped courses)?





To what extent is current ‘initial’ ELT teacher training (international and national programmes) relevant to the needs of (future) teachers and their learners?

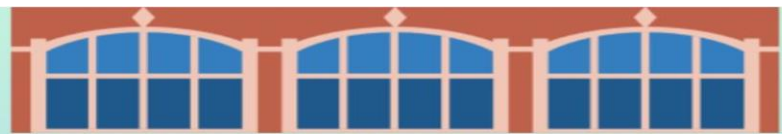


Relevant Teacher Education Programs...

- **address contextual factors** (linguistic, cultural, educational, socioeconomic, technological, DIEA, community and family, environmental, ethical, labor, global).
- **provide a comprehensive understanding of language teaching principles and methodologies** (theoretical and historical foundations, practical experience, reflective practice, technology integration, collaborative learning, ongoing, proactive feedback and assessment).
- **support language proficiency development** (courses on language, immersion opportunities, language practice groups, authentic materials and tasks, technology integration, reflection and goal setting).
- **promote cultural competence** (diverse perspectives, voices and cultural content in the curriculum, intercultural communication skills, cross-cultural collaboration).
- **offer practical experiences** (early professional experiences, scaffolded observation, microteaching, simulated classroom activities, technology integration, service-learning, reflective practice and feedback).
- **engage teaching candidates in ongoing professional development** (peer mentoring, coaching, PLCs, workshops, seminars, courses, books, journals, professional magazines, conferences, professional development plans, reflective practice and feedback).



Theory | Practice





What does research tell us about teacher learning and what trends are emerging in different programmes, courses, and curricula for teacher education?



Research on teacher learning / recent trends

- **Pre-service teacher education (national):** Broad shift from ‘front loading’ towards greater integration of theory and practice (Darling-Hammond & Lieberman, 2012; Darling-Hammond, 2017; Jensen et al., 2018).
- **Language teacher education:** Increased interest in aspects of sociocultural theory (SCT), incl. situated learning (e.g., Freeman, 2016) and Vygotskian SCT (Diaz-Maggioli, 2023; Johnson & Golombek, 2020).
- **Pre-service teacher education (alternative route):** CELTA/CertTESOL cohorts including more experienced teachers esp. for career progression; some evidence of impact on practice (Anderson, 2020).

Anderson, J. (2020). ‘Buying in’ to communicative language teaching: the impact of ‘initial’ certification courses on the classroom practices of experienced teachers of English. *Innovation in Language Learning and Teaching*, 14(1), 1-14. <https://doi.org/10.1080/17501229.2018.1471082>

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291-309. <https://doi.org/10.1080/02619768.2017.1315399>

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

Diaz-Maggioli, G. (2023). *Initial language teacher education*. Routledge.

Freeman, D. (2016). *Educating second language teachers*. Oxford University Press.

Jensen, I. S., Klette, K., & Hammerness, K. (2018). Grounding teacher education in practice around the world: An examination of teacher education coursework in teacher education programs in Finland, Norway, and the United States. *Journal of teacher education*, 69(2), 184-197.

Johnson, K. E., & Golombek, P. R. (2020). Informing and transforming language teacher education pedagogy. *Language Teaching Research*, 24(1), 116-127.



Research on Teacher Learning

- **Continuum of Professional Development:** Research suggests that teacher learning is a continuous process that occurs throughout a teacher's career. It acknowledges the Apprenticeship of Observation and its influence in teacher learning.
- **Contextualized Learning:** Effective teacher learning is situated within the context of teachers' own classrooms and schools.
- **Collaborative Learning Communities:** Collaborative learning communities, such as professional learning communities (PLCs) and communities of practice, have been found to be effective in promoting teacher learning.
- **Mediated Learning Experience:** If learning is the process by which we gain participation in communities of practice, then this participation needs to be mediated by old timers and newcomers in interaction.
- **Reflective Practice:** Reflective practice is a cornerstone of effective teacher learning as it promotes awareness raising and noticing.
- **Differentiated Professional Development:** Teachers have diverse learning needs and preferences, and research highlights the importance of providing differentiated professional development opportunities
- **Integration of Technology:** Technology is increasingly being integrated into teacher education programs to enhance learning experiences and prepare teachers to effectively integrate technology into their teaching practice.
- **Culturally Responsive Pedagogy:** Research emphasizes the need for teacher education programs to prepare teachers to work effectively with diverse student populations
- **Evidence-Based Practice:** Teachers are encouraged to critically evaluate the effectiveness of different teaching strategies and to incorporate research findings into their teaching practice.



A large, stylized number '3' in a light green color with a dark blue outline, positioned on the left side of the slide.

What are the potential future directions for teacher education (e.g., onsite, online, hybrid and flipped courses)?



Gap = Mirage

“the notion of a theory-practice gap is a myth, because what is actually being invoked is a difference between what we might call ‘academic theory’ and ‘practitioner theory’, and that is a very different type of gap.”

(Anderson, 2023, p. 2)

“What is often perceived as a gap between the application of theory and practice itself is actually a gap between different theories: those of academics and those of teachers.”

(Zilli, 2024)

Anderson, J. (2023). The myth of a theory-practice gap in education. *ELT Research: IATEFL Research SIG Newsletter*, 38, 1-7.

Zilli (2024). Unpublished dissertation.



ORTHODOXY

THEORY

PHRONESIS

ITE PEDAGOGY

PRACTICE

PRAXIS

ORTHOPRAXY

Public theory

Operation

Action

Activity

Mediated Practicing
of theory and
theorizing practice

Personal theory

Operation

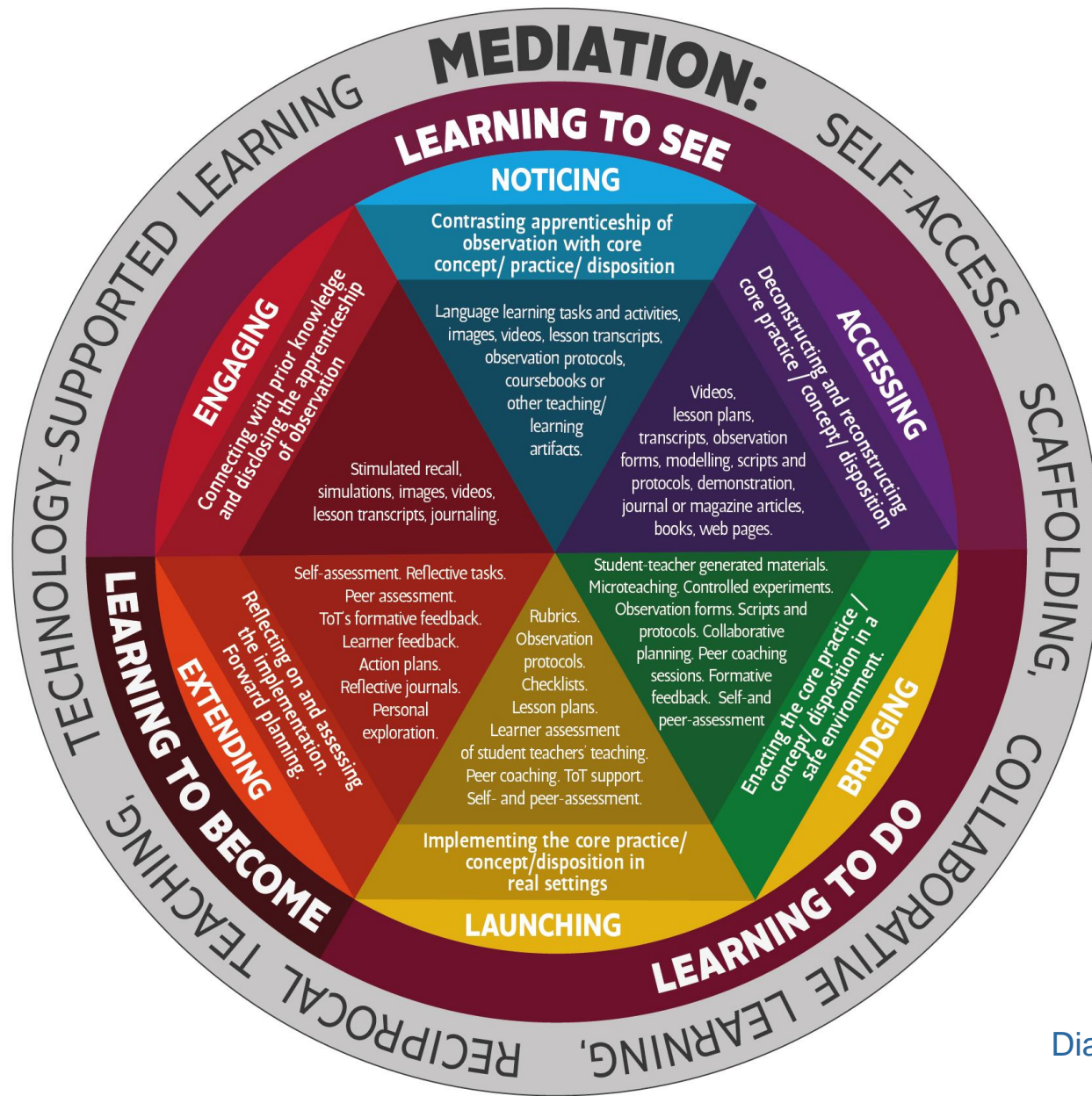
Action

Activity

ORTHODOXY

ORTHOPRAXY





Engage
Notice
Access
Bridge
Launch
Extend

Diaz-Maggioli, G. (2023). *Initial language teacher education*. Routledge.



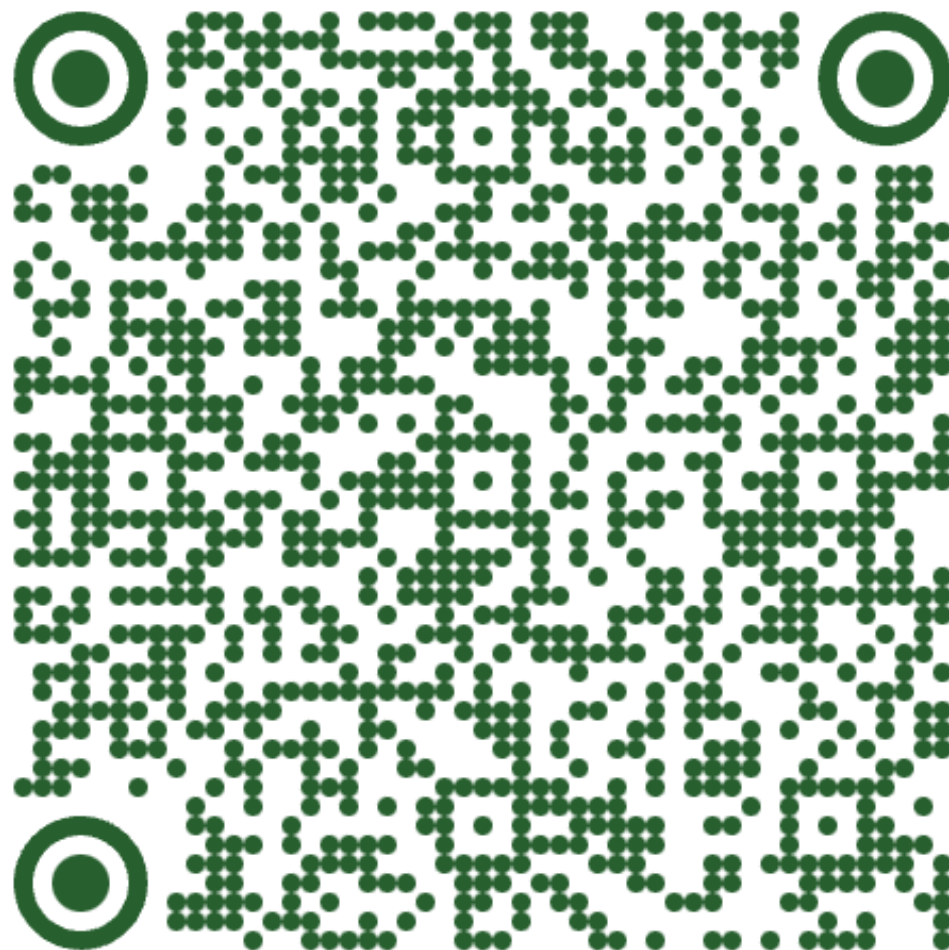
TEACHING ENGLISH IN GLOBAL CONTEXTS:

Language, Learners and Learning

Edited by
Valentina Canese
Susan Spezzini




EDITORIAL
FACULTAD DE FILOSOFÍA - UNA



iatef Brighton2024



Audience contributions: Comments and questions

Please indicate (briefly) your own ID and context:

1. Name / affiliation
2. National context(s)
3. Primary role(s)

Panellist names:

(in case you want to ask a specific person)

Gabriel (Diaz Maggioli)

Judie (Hudson)

Ben (Beaumont)

Jason (Anderson)

The core discussion questions:

1. To what extent is 'initial' ELT teacher training (international and national programmes) relevant to the needs of (future) teachers and their learners?
2. What does research tell us about teacher learning and what trends are emerging in different programmes, courses and curricula for teacher education?
3. What are the potential future directions for teacher education (e.g., onsite, online, hybrid and flipped courses)?



Thanks and closing



Slides here

Panellist contact details:

Judie Hudson: judiehud@yahoo.com.au

Gabriel Diaz Maggioli: gabriel@iatefl.org

Ben Beaumont: ben.beaumont@trinitycollege.com

Jason Anderson: jason.anderson@warwick.ac.uk



Extra discussion points (if time)

4. What is the relationship between national pre-service programmes and International ELT programmes (e.g. CELTA, CertTESOL).
5. To what extent do current training curricula/programmes provide teachers with the autonomy and resilience necessary for professional life?

