RESEARCHING LANGUAGE TEACHER EDUCATION

FURTHER READING


This volume is a compilation of some select presentations made at the fourth International Teacher Educator Conference on the theme 'Innovation in English Language Teacher Education' held at Hyderabad, India on 21â€“23 February 2014. The collection of papers in this publication reflects the diverse backgrounds, contexts and perspectives assembled at the conference. One of the most notable features of many of the papers is that they are based on bottom-up, grass roots research conducted by practitioners in their own classroom contexts. As Waters (2014) has pointed out, this kind of research is often not captured in the formal innovations literature. Language teacher education in this context concerns the education of pre-school, primary, lower and upper secondary school teachers of languages. Pre-school and primary school teachers are usually distinguished from lower and upper secondary school teachers in the educational paths they follow and in the language and language education training they receive, with the former following a generalist route and the latter receiving specific language teacher training. Teachers need new competences to meet the new challenges, among which might be the acquisition of reflective and research skills to be able to notice and study pupil needs and develop appropriate teaching and learning strategies. Teacher Education Preservice Teacher Educational Research Student Teacher Language Learning. These keywords were added by machine and not by the authors. This process is experimental and the keywords may be updated as the learning algorithm improves. The role of collaborative dialogue in teacher education. In D. Freeman & J. Richards (Eds.), Teacher Learning in Language Teaching. Cambridge: Cambridge University Press. Bailey, K., Bergthold, B., Braunstein, B., Fleischman, N., Holbrook, M., Tuman, J., Waissbluth, X. & Zambo, L. (1996). Researching English language teaching and teacher development in Oman. Muscat: Ministry of Education, Oman. Google Scholar. Borg, S. (ed.) Introducing action research into the education of postsecondary foreign language teachers. Foreign Language Annals 34.2, 131â€“140. CrossRef Google Scholar. CUREE (2003). Introduction Until recently, English-language teacher education in China was a neglected area. Even now, English major graduates from tertiary institutions, who have little or no specific training in language teaching, methodology or educational theory, are often recruited as English teachers. Professionally useful, and pedagogically potent programmes of teacher education. The action research project is our response to this challenge. Action research has a long history in the West, but it is something of a.