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Teacher Education and Professional Development in TESOL

Global Perspectives



Edited by
JoAnn (Jodi) Crandall
and MaryAnn Christison

TIRE

GLOBAL RESEARCH ON TEACHING AND LEARNING ENGLISH



Teacher Education and Professional Development in TESOL

At the forefront of research on English language teacher education and professional development, this volume presents new empirical research situated in different contexts around the world, including Canada, Denmark, Israel, Japan, Korea, Qatar, Sudan, and the U.S. It is framed by the volume editors' insightful overview and analyses of previous and ongoing work in a variety of related domains with an epilogue by David Nunan. The chapters are organized around three themes: teacher identity in ESL/EFL teacher education and professional development programs, second language teacher education programs for diverse contexts, and professional development for diverse contexts.

All chapters focus on the applied nature of the research and include a section on implications. To provide balance and a range of views, the volume includes both chapters reporting on empirical research funded by TIRF grants and several from invited authors who are senior scholars in the field. This is the third volume in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

JoAnn (Jodi) Crandall is Professor Emerita of Education at the University of Maryland, Baltimore County, U.S. She is a past president of TESOL International, WATESOL, and AAAL, and a founding and current member of the TIRF Board of Trustees.

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This volume is dedicated to Edward M. Anthony, one of the founding members of TIRF and a recognized scholar and language teacher educator.

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Foreword

Kathleen M. Bailey

It is my great honor to write the foreword for this edited volume of research on language teacher education. This book is the third in the series in the partnership between Routledge and TIRF—The International Research Foundation for English Language Education. Our agreement is for Routledge to publish studies related to TIRF’s research priorities, and particularly those studies that resulted from TIRF grants.

TIRF was voted into existence in 1998 by the TESOL Board of Directors, and in the following year the foundation was established. The TIRF Trustees are very grateful to the TESOL association for the seed money that started the foundation, as well as for TESOL’s ongoing logistical support in terms of meeting space and presentation time on the annual TESOL Convention program to share the results of the foundation’s research efforts.

In February 2001, funded by a grant from the Spencer Foundation, TIRF hosted a small invitational conference at the TESOL offices in Alexandria, Virginia, in order to determine the topics for the foundation’s research agenda. One of the key issues identified as a TIRF research priority at that meeting was the preparation of teachers (Duff & Bailey, 2001). We initially focused on the proficiency and preparation of non-native English-speaking teachers (NNESTs). In fact, this topic was first funded in 2003 with grants awarded to Lía Kamhi-Stein and Ahmar Mahboob (see Kamhi-Stein & Mahboob, 2003), to Ofra Inbar-Lourie and Antoinette Gagné (see Inbar & Gagné, 2003), and to Takahiro Saito (see Saito, 2003).

After a few years, the TIRF Research Advisory Committee began to see grant proposals being submitted regarding language teacher preparation that went beyond the training and target language proficiency of NNESTs. In 2010, we broadened this research priority to include the following foci:

- the status of English language teaching at elementary, secondary, and higher education levels;
- the impact of English as a global language on teacher education policy and practices;
- the role of technology in supporting initial and ongoing professional development;
- the effectiveness of teacher education, in relation to teachers’ English language proficiency;
- the effectiveness of ongoing professional development in relation to teachers’ English language proficiency;
- the assessment of teachers’ English proficiency and determination of levels of competence required for effective curriculum delivery in English;
- models of, and support for, ongoing professional development in public and private sectors (for example inquiry-based approaches to professional development);
- entry-level qualifications for English language teachers at elementary, secondary, and higher education sectors;
- standards of practice in teacher education, including standards for language proficiency in various contexts; and
- the relationship between teaching quality and learning outcomes (retrieved from <http://www.tirfonline.org/research-grants/doctoral-dissertation-grants/language-teacher->