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Anniversary article [Recurso electrónico] : the practices of encouraging TESOL teachers to engage in reflective practice : an appraisal of recent research contributions / Thomas SC Farrell

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 241-247

Within the field of education, reflective practice has become a very popular concept within teacher education and development programs. The general consensus is that teachers who are encouraged to engage in reflective practice can gain new insight of their practice. There have been similar developments in the field of teaching English to speakers of other languages (TESOL), where the allure of reflective practice seems to have also been embraced as an important educational paradigm that should be supported in teacher education and development programs. However, we really do not know what research has been conducted on the practices that encourage TESOL teachers to participate in reflective practice. This article presents a review of recent research that has been published in academic journals over the past five years (2009-2014) on the practices that encourage TESOL teachers to reflect.

Language teaching research. – 2016 (March), v. 20, n. 2, p. 223-247

1. Reflective practice 2. TESOL 3. Teacher beliefs 4. Teacher development 5. Teacher education 6. Teacher practices

2

EFL teachers' attempts at feedback innovation in the writing classroom [Recurso electrónico] / Icy Lee, Pauline Mak, Anne Burns

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 265-268

To date, research on feedback in second language (L2) writing has primarily focused on feedback per se, with little attention paid to the teachers' professional development with regard to feedback in writing. This study aims to explore the ways in which two secondary teachers in Hong Kong attempted to implement feedback innovation in their writing classrooms after receiving some professional development input, as well as the factors that influenced their attempts at feedback innovation. The findings indicate that the teachers were unable to fully translate into practice the feedback principles acquired from teacher education and reveal a string of factors that influenced their attempts at feedback innovation. The study has implications for teacher education and teacher professional development, shedding light on how teachers can be supported to bring innovation to conventional feedback approaches in the writing classroom.

Language teaching research. – 2016 (March), v. 20, n. 2, p. 248-269

1. EFL writing 2. Feedback 3. Innovation 4. L2 writing 5. Professional development

3

From spectator to composer [Recurso electrónico] : the roses and rocks in the life of a language teacher / Seyyedeh Fahimeh Parsaiyan ... [et al.]

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 207-208

The growing need for professional development requires the language teachers not to be mere consumers of commercial instructional materials or implementers of sets of mandated or recommended techniques, but to attempt to generate their own classroom materials, seek innovative pedagogical approaches, explore the contexts in which their designed practice is embedded, and become self-critics of their own personal and professional lives. The present article is a self-narrative of moments of epiphanies that an Iranian English teacher and materials developer began to experience over a period of 18 months during which she could see herself moving from a spectatorship position to that of a composership. Benefiting from the guidance and consultations of English Language Teaching (ELT), Persian Literature, and Islamic History advisors, the teacher commenced a

journey towards abandoning text-book defined routine practices and attempted for adapting literary works of art (mainly the ones deriving their roots in Persian classic mystic and epic literature) and designing reflective classroom activities instead. Reflecting on self and documenting the events narratively made the teacher come face to face with a number of long-held teaching assumptions and practices (or even nostrums) that she had overlooked or avoided in the past. In light of interplay of internal driving forces and external forces she began to see herself transforming from being an orchestrator in classroom conduct to a self-vocalist. This was accompanied by moving from the domain of words to the realm of non-words and worlds, and from fragmented practices to more interconnected ones. It is hoped that the narrated experiences and overt or covert challenges embedded within them would be instrumental to those other teachers interested in similar expeditions of self-inquiry.

Language teaching research. – 2016 (March), v. 20, n. 2, p. 196-208

1. Composer 2. Materials development 3. Orchestrator 4. Self-inquiry 5. Self-vocalist

4

Helping first-year undergraduates engage in language research [Recurso electrónico] / Mark Wyatt, Carmen Pasamar Márquez

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 162

Adopting an 'exploratory action research' design and drawing primarily on a reflective journal and interviews, this study recounts the process of supporting first-year Applied Languages students (learning French, German and Spanish) as they started to engage in language research. Certain challenges they faced in engaging with the inquiry-based learning were apparent at the outset, while others emerged; these were addressed ethically in the spirit of 'exploratory practice'. Our narrative account is structured around key themes. These are subsequently the focus of our discussion, which highlights the process-oriented actions that arose from our developing understandings and the future actions still required. Conclusions focus on the benefits gained by learners and teachers.

Language teaching research. – 2016 (March), v. 20, n. 2, p. 146-164

1. Exploratory action research 2. Exploratory practice 3. Inquiry-based learning 4. Language research 5. Supporting undergraduate research

5

'Tiny talks' between colleagues [Recurso electrónico] : brief narratives as mediation in teacher development / Rebecca Zoshak

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 221

During my third semester as a student pursuing a Masters in Teaching English as a Second Language (TESL) - which was also my second semester as an ESL teacher - I was encouraged by a professor of a graduate seminar to think outside the box about professional development (PD). After all, inquiry-based approaches to PD and teacher education emphasize reflection and collaboration instead of relying solely on 'traditional' methods that tend to favor theory over practice and can result in 'fact-cramming' (Warford, 2011). This challenge led me to ponder those quick moments of time that teachers spend walking and talking: between classes, on the way to their cars, catching up before a meeting. Could these short moments and the brief conversations that occur therein provide opportunities for serious reflection for a novice teacher? This project introduces 'tiny talks' as instances of narrative as mediation by examining four conversations between two colleagues (both teacher-students, but with different levels of teaching experience) and four individual reflections by the novice teacher, which followed each conversation. A grounded content analysis identified the most salient elements of the 'tiny talks' (charged emotional language, wrestling with dual identities, and connecting theoretical concepts from seminars with teaching in the classroom) and revealed how the 'tiny talks' project functioned as a mediational tool in transforming a change in what I thought and facilitating progress in how I came to think about my role as a teacher-student and both being and becoming a teacher. While a powerful benefit of the 'tiny talks' and the

reflection it fosters is the casual nature of the interactions, possible applications to teacher education and professional development are discussed.

Language teaching research. – 2016 (March), v. 20, n. 2, p. 209-222

1. Emotion 2. Mediation 3. Narrative 4. Professional development 5. Teacher education

6

Trouble in paradise [Recurso electrónico] : self-assessment and the Tao / Richard Pinner

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 194-195

In this article I outline how and why I have established a self-assessment system for class participation scores in an English-speaking skills course at a Japanese university. I explain how my experience with one particular student, who personally admitted to having abused the system, led me to realize that elements from Yin and Yang have been playing an important part in my beliefs as a teacher, helping me to improve my self-assessment system and further reflect on my practice. Narrative inquiry is employed as both the primary means of collecting and analysing data, although as this is Exploratory Practice inquiry I triangulate my narrative using other sources arising from pedagogically generated materials and my own teaching journal. Through this inquiry I came to realize that sometimes bad experiences and overcoming difficulties can actually become good learning experiences if the right attitude is employed. In trying to deal with one particularly problematic student I was able to identify problems with the design of my assessment system, and thus make changes which improved the course for all participants. I believe I was more reflexive and alert to these improvements because of the Exploratory Practice inquiry that I was conducting. I was also able to identify how I placed special emphasis on issues of trust and taking responsibility, which I now recognize as having been central justifications for designing the self-assessment system in the first place.

Language teaching research. – 2016 (March), v. 20, n. 2, p. 181-195

1. Autonomy 2. Exploratory Practice 3. Motivation 4. Narrative inquiry 5. Self-assessment

7

Understanding the development of Chinese EFL learners' email literacy through Exploratory Practice [Recurso electrónico] / Yuan-shan Chen

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 178-179

While many empirical studies demonstrate the effects of instruction on enhancing second language (L2) learners' pragmatic competence (Rose, 2005), few have attempted to gain an understanding of the quality of classroom life in addition to instructional efficacy. Drawing on the framework of Exploratory Practice (Allwright, 2005), the present study examines how intermediate-level Taiwanese students of English enrolled in an advanced writing class developed greater pragmatic awareness in email literacy. Instruction was divided into four distinct stages: Setting the context, Modelling, Joint construction and Independent construction. The outcomes, gleaned through questionnaires, class discussions, student presentations, and pre- and post-instruction emails, provide striking evidence of greater pragmatic awareness and positive attitudes towards instruction on email literacy, and pinpoint aspects of email literacy which may require more instructional attention. Overall, this Exploratory Practice offers interesting insights into how instruction on pragmatics in everyday life (email literacy) can contribute to the quality of classroom life for English language students and their teacher.

Language teaching research. – 2016 (March), v. 20, n. 2, p. 165-180

1. Email 2. Exploratory practice 3. Instruction 4. Pragmatics 5. Request
