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Arguing for a knowledge-base in language teacher education, then (1998) and now (2018) [Recurso electrónico] / Donald Freeman

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

References: p. 15-16

This article examines how the concept of a knowledge-base in language teacher education has changed since the 1998 proposal. Arguing that a knowledge-base evolves in two ways: through changes in the field of knowledge, and through changes driven by the work that knowledge supports, I describe two problems: 'translating' theory into practice and the 'positionality' of those defining what counts as knowledge. The 1998 proposal outlined a work-driven framework in response to the former without fully acknowledging the latter: who is doing English language teaching, with whom, and to what ends. Revising the knowledge-base now depends on taking that positionality into account. With this in mind, I suggest three concepts – of teacher language use (English-for-Teaching), participation and agency, and professional confidence as a measure of outcome – as work-driven alternatives to our present thinking.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 5-16

1. ELT 2. Language teacher education 3. Professional development 4. Teacher learning 5. TESOL

2

Academic English as standard language ideology [Recurso electrónico] : a renewed research agenda for asset-based language education / Jeff MacSwan

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

References: p. 34-36

The author situates language education policy and scholarship on Academic English within the broader historical context of standard language ideology, the view that the language variety of socio-economic elites is intrinsically more complex than other varieties. It is argued that the current predominant focus on the nature of school language gives the impression that school language alone can express complex ideas or use complex grammar, leaving little conceptual space for leveraging children's home language varieties. The author calls for a return to historical commitments to an asset-based approach to school and home language differences in mainstream language education research.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 28-36

1. Academic language 2. African American English 3. Basic interpersonal communication skills (BICS) 4. Cognitive-academic language proficiency (CALP) 5. Common core state standards 6. Standard language ideology

3

Informing and transforming language teacher education pedagogy [Recurso electrónico] / Karen E. Johnson, Paula R. Golombek

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

References: p. 126-127

Given emerging trends in where, why, how, and to what end English language teachers are being prepared, we argue that greater attention to the design, enactment, and consequences of language teacher education (LTE) pedagogy is critical in order to meet the needs of current and future English language teachers in an increasingly diverse, mobile, unequal, and globalized world. Through our experiences and conviction as researchers and teacher educators, we position a Vygotskian sociocultural theoretical perspective as foundational to informing and transforming LTE pedagogy. In this essay, we offer eight interrelated propositions that we believe constitute LTE pedagogy as a central domain for the knowledge-base of LTE.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 116-127

1. Knowledge-base of language teacher education 2. Responsive mediation 3. Sociocultural theory 4. Teacher cognition 5. Teacher professional development

4

The knowledge base for language teaching [Recurso electrónico]: what is the English to be taught as content? / Mary J. Schleppegrell

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

References: p. 26-27

English language teachers who work with children in schools need knowledge about how English works to construct and present knowledge. This article discusses three aspects of that knowledge: understanding variation in the registers needed to engage in different classroom tasks, being able to identify language features used in the disciplinary discourses of different school subjects, and being able to draw on meaningful metalanguage to raise children's consciousness about the ways English is used in the texts they read and write. Examples of these knowledge bases and how they are relevant in elementary and secondary classrooms are presented here, drawing on the meaning-based theory of systemic functional linguistics (SFL). Implications of the need to develop such understandings for the work of teacher educators are acknowledged. However, achieving this goal is argued to be especially important in school contexts where English language teachers are increasingly being asked to collaborate with and support subject-area teachers as they work with children learning English.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 17-27

1. Grammar 2. Metalanguage 3. Register 4. Systemic functional linguistics 5. Teaching children

5

Language teacher education in the age of ambiguity [Recurso electrónico] : educating responsive meaning makers in the world / Magdalena Kubanyiova

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

References: p. 57-59

Language learning happens across many sites of social interactions; those scarred by injustices, conflicts and structural violence as well as those characterized by conviviality of human encounters and acts of welcoming the stranger. This article outlines new directions for language teacher education in this age of ambiguity. I propose that its core task should involve educating 'responsive meaning makers in the world', that is, teachers who are critically conscious of the politics of their social worlds while, at the same time, committed to growing their capacity to respond to the particular moment of an educational encounter. I suggest that creative arts may play a crucial part in preparing language teachers for such re-envisioned roles.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 49-59

1. Creative arts 2. Critical turn in language teacher education 3. Knowledge base of language teacher education 4. Language teachers 5. Language teaching as acts of moral imagination

6

Missing a S-STEP? [Recurso electrónico] : how self-study of teacher education practice can support the language teacher education knowledge base / Megan Madigan Peercy, Judy Sharkey

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

References: p. 113-115

Inspired by the recognition of teachers and teacher learning in the knowledge base and the calls for greater attention to the pedagogies and development of teacher educators, in this brief essay we posit that a deeper understanding of the teacher educator as scholar, as practitioner, as researcher, is critical to the LTE knowledge base.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 105-115

1. Knowledge base 2. Pedagogy of language teacher education 3. Self-study 4. Teacher education 5. Teacher educator identity

7

Reframing teaching knowledge in Content and Language Integrated Learning (CLIL) [Recurso electrónico] : a European perspective / Lucilla Lopriore

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

References: p. 103-104

CLIL (Content and Language Integrated Learning) is a recent teaching approach widely adopted in numerous international contexts, especially in Europe where it was promoted as a way to promote language learning within the educational system. When implemented, CLIL predominantly involves subject content teachers using English to teach their subject. This has required the development of specific teacher education programs in Italy. This contribution illustrates how the teaching knowledge of both content and English language teachers is evolving as CLIL is implemented within Italian teacher education courses.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 94-104

1. CLIL 2. Content, language 3. Teacher education 4. Teaching knowledge

8

Reframing the space between [Recurso electrónico] : teachers and learners in context / Annela Teemant

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

References: p. 90-93

New audiences, new theoretical understandings of cognitive development and teaching, and the moral imperative to reach all learners and teachers require reframing how we assess our effectiveness in ELT. In this article, I present four areas of LTE that require reframing: (1) Who we prepare (2) with what content (3) to competently participate in personal and social change, (4) by making the space between teacher and students active with responsive assistance that improves learner outcomes.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 82-93

1. Multilingual learners 2. Pedagogy 3. Professional development 4. Sociocultural theory 5. Teacher education

9

Remapping the teacher knowledge-base of language teacher education [Recurso electrónico] : a Vietnamese perspective / Le Van Canh

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

References: p. 79-81

Situated in the Vietnamese context, this article argues that rather than sideline knowledge of learners in favour of subject matter knowledge and pedagogical content knowledge as the basis of the knowledge base of LTE, prominence should be given to knowledge of learners if teachers' competence to teach responsively is desired.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 71-81

1. Language teacher education 2. Pedagogical learner knowledge 3. Socially-situated identities 4. Teacher knowledge base 5. Vietnam

10

The 'subject' of Freeman & Johnson's reconceived knowledge base of second language teacher education [Recurso electrónico] / Russell Cross

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

References: p. 46-48

This article focuses on reframing the 'who' of second language teacher education (SLTE), building on the framework laid out by Freeman and Johnson (FJ) in 1998 with particular attention to their notion of the teacher-as-learner. The first half of this article is conceptual, outlining one way I have found helpful for engaging with this notion since first encountering the framework some twenty years ago. The second half, being more substantive in focus, risks misinterpretation without this broader perspective: propositional 'who's' that lack relevance on their own, not least in the way I see FJ's call to engage with 'the who of teaching', and a focus on not just the individual, but also the context, goals, and background from which one comes to take up that role. This includes a discussion of the teacher-subject as an increasingly communicatively-complex, conflicted-compliant, and collaboratively-creative agent within the kinds of spaces that their roles can be realized against emerging contexts for ELT.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 37-48

1. Activity theory 2. Knowledge base of second language teacher education 3. Sociocultural theory 4. Teacher identity 5. Teacher knowledge 6. Teacher practice 7. Teachers' work

11

The world of English language teaching [Recurso electrónico]: creating equity or inequity? / Denise E. Murray

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

References: p. 69-70

English language teaching takes place in a variety of different contexts around the globe, contexts that are affected by the megatrends of global competition, population mobility, and technological interconnectedness. These trends have resulted in increased demand for English as a tool for advancement individually and nationally. However, because language is a social practice, the introduction of English within existing linguistic, sociocultural, and political values and practices can create tensions. Learners investment in learning English depends on the extent to which they and their communities envisage any benefits from English or are positioned by societal forces. Additionally, local educational practices or quality may militate against the learning of English. English may therefore be rejected by communities or may maintain current societal inequities. Teachers, teacher educators, and teacher education programs need to be aware therefore that English teaching is not neutral, but a complex educational change.

Language teaching research. -- 2020 (January), v. 24, n. 1, p. 60-70

1. Immigrants 2. International students 3. Megatrends 4. Teacher education 5. Technology
