



Teacher Development: Recognising Skill as a Basis for Ongoing Change

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Abstract

This paper reviews key themes in language teacher development over recent decades, and outlines a way forward. First and second generation approaches to teacher learning and developments are described, and a third generation, based on recognising what teachers do well is set out. This is based on data from a teacher development initiative carried out with teachers in English for Speakers of Other Languages (ESOL) programme in the UK. Key features of this approach focussed on in this paper are the skills of teachers in managing interaction and learning opportunities, the complex cognitive activity which underpins

effective classroom practice, and the need to conceptualise teaching as constantly changing. These features are related to the ongoing challenge to develop programmes for teacher development which are effective in terms of teacher experience, and of wider policy goals of curriculum improvement.

Keywords: Teacher learning in TESOL, language teacher development, continuous professional development (CPD) for teachers and classroom episode analysis

1. Introduction

This paper outlines the development of approaches to teacher development over recent decades. It illustrates the shift from transmissive approaches, which were grounded in emerging theories in the fields of applied linguistics, psychology and education to collaborative and transformative approaches which draw on sociocultural theory and the role of interaction in learning more widely. The focus and orientation of these approaches constitute innovative teaching methodologies which emphasised task-based, collaborative learning rather than direct instruction. These teaching methods have proved difficult to implement in many contexts, leaving teachers with conflicting perceptions of what is possible and what is desirable in their classroom contexts. More recently a range of more situated approaches have been elaborated. These include action research, and reflective practice based approaches to teacher development. These have the potential to address the problems created by methods and techniques which teachers feel do not work in their classrooms. However, they are demanding in three ways: first, they require a lot of time, and thus may be difficult to combine with the established role of the teacher. Second, they require specialist skills and procedures which teachers are often insufficiently familiar with. And third, they may seem to conflict with the culture of the classroom environment: a conflict of role and identity which may have a de-motivating impact on initially enthusiastic teachers.

In this paper, I describe an innovative approach to teacher development which seeks address these issues: to engage, scaffold and use teachers' capacity for analysis of what goes on in their classrooms. This teacher development programme and research were carried out in an English for Speakers of Other Languages (ESOL) programme in a College of Further Education in the UK. The research was informed by the 'craft' perspective of Richard Sennett, a sociologist of work who identifies individual constructions of the task, skills related to that construction, commitment and ongoing learning to develop these skills

as the basis of excellence. The teacher in this sense of craftsman is proud of their teacher identity, engaged in the processes and interactions in the classroom and school, and both creative and persevering in achieving higher standards of performance and outcome. This perspective has important messages for language teachers in all contexts. In particular it shows that there is a need to move away from a deficit perspective in teacher development, recognise teachers' capacity for analysis of classroom interaction which has the seeds of further change, and link institutional and teachers' personal agendas of programme development and professional learning. These strands in the findings of this study outline the key themes of third generation teacher development.

2. First generation language teacher development

Early teacher development initiatives and programmes were based on emerging theories in education and applied linguistics. In education in the 1960s and 1970s theories of active, discovery-based and collaborative learning were promoted. The work of Douglas Barnes (1976) reflects very clearly this approach: engaged students working in groups discover principles and knowledge in a way superior to listening to direct instruction by the teacher. Within Applied Linguistics and language education, the focus on language learning through language use, in many ways parallel to the ways we learn our L1 were set out. The work of Stephen Krashen, for example Krashen and Terrell (1983), is particularly well-known and influential. This work within the field of Second Language Acquisition (SLA) was complemented by theoretical work in linguistics on the nature of communication and functional perspectives in understanding language. The work of Grice (1975), Wilkins (1976), and Munby (1978) are particularly important here: they provided a more social and functional account of language structure which supported the learning activities developed by Krashen and other SLA theorists. The theories based on these new understandings of language learning and language form came together in the work of language education

experts such as Widdowson (1978) and Brumfit (1984) as the communicative approach to language teaching (CLT). These innovative ideas were seen as the basis for teacher development – they established a framework of curriculum principles, teaching skills and classroom activities which had the potential to transform learning processes and outcomes. The key factor which determined success was the skill of the teacher in realising this new interactive pedagogy.

In many contexts where such curriculum changes, and then teacher development programmes were implemented, there was a Communicative versus Traditional conflict, for example, Tomlinson (1988; 1990), Markee (1993); Holliday (1994); and Waters and Vilches (2001). Teachers and curriculum leaders reported difficulties in moving away from lockstep teacher-led instructional approaches. A key element of the problem here was the assumed agency of the teacher, the idea that the teacher could manage the classroom in any way she chose. And if the right techniques were chosen, then success in learning would follow. A more realistic view would see the individual teacher as much less autonomous in this way: she is located in a classroom, institution and wider society whose norms and expectations she always has to work with. In educational terms she is limited in the kind of teaching she does by schemes of work, course books, and test and examination formats. Second generation teacher development approaches recognised this, and placed the teacher and her social and cultural context at the centre of teacher learning and curriculum change and enhancement.

3. Second generation language teacher development

Second generation language teacher development has at its core the involvement of the teacher as an active and agentive player in her own learning. There are many formats for

constructing this active role: action research (for example Wallace 1998, O'Brien and Beaumont 2000 and Burns 2005), reflective practice (Wallace 1991, Richard and Lockhart 1994, Richards and Farrell 2005), exploratory practice (Allwright 2003; Allwright and Hanks 2008), and programme evaluation by teachers Rea-Dickins and Germaine 1992, Kiely 2001; Kiely and Rea-Dickins 2005). These curriculum development strategies place the engagement of the teacher in systematic enquiry, sense-making and change at the heart of the process. However, there is no guarantee of success. Teachers often struggle to find the time to undertake research (Borg 2007). They may lack the skills to design a study which makes a convincing case for policy or institutional change (Lazaraton 2006; Kiely 2008). If they have the skills they may isolate them in the teaching context, leading to what Crookes described as a form of action research which does not have the potential to lead to change:

[Action research] must start with the ideas and concepts of teachers, but it must be recognised that these are quite likely to embody the unexamined assumptions of the school culture which play a role in causing many of the problems which teachers face ('false consciousness'). Consequently, these must be developed through reflection and enquiry.

(Crookes 1993:134)

While many teachers may feel ready to initiate action research within their own practice, few feel it is appropriate to question policy (which may be tacit, and embedded in educational cultures, or set out in government or institutional policy documents in the form of syllabuses, schemes of work and guidelines for teachers) and examine assumptions that are part of the institutional or wider culture. Reflective practice (RP) presents another challenge: it has been formulated as a means of collaborative sense-making, whether within

institutions, or in the framework of formal learning such as a masters or other higher degree. Thus, unless it is framed or documented in this way, it is not possible to know the extent to which it is happening. Exploratory practice (EP) appears to be constructed in the same way: its process is evidenced through products such as journal papers (the journal *Language Teaching Research* publishes an exploratory practice paper each volume) and conference presentations. So, for both RP and EP, we have no conceptualisation of how the practice they engender is different from ordinary teaching, and occurs with impact on the curriculum where there is no product for the public domain. The key notion in both approaches is *practice*, but it is novel, imagined practice constructed in an account which represents selectively the actuality and complexity of the classroom.

Both RP and EP have the merit of close alignment with teacher concerns. RP captures a creditable understanding of how we all learn from experience, and EP as characterised in a range of publications over two decades by Dick Allwright reflects important insights into the classroom issues as teachers deal with them. Three insights (Allwright 2003; Allwright and Hanks 2008) are particularly important for this paper: first, there is a need to focus on quality of life in classrooms illustrates the social nature of classroom learning and teaching, and the need over time to sustain and develop its social character. Second there is a need to involve all participants, a principle which clarifies what *social* means in terms of classrooms. Third, there is a need to understand and only after that, consider planned innovation and change. These principles are picked up again in the discussion section of this paper: they illustrate the ways in which reflection and teacher learning actually take place, and the value of locating these in teachers' accounts of their practice, and the rationales they provide for this.

Classroom evaluation as developed in recent decades through the work of Stenhouse (1975), Rea-Dickins and Germaine (1992) and Kiely and Rea-Dickins (2005), has sought to make the processes and tools of formal evaluations relevant and available to teachers

who want to improve their own classrooms. This approach has merged in many contexts with institutional approaches to stakeholder evaluation (Weiss 1986; Crabbe 2003), and in some ways, is perhaps a victim of its own success: the growth of concerns for quality and accountability in language programmes in all sectors of public and private education has meant that programme evaluation has become an institutionally owned process. This means it is led by institutional policy and procedures rather than the teacher, and seeks to understand the experience of students without inclusion of the teacher in the process. Thus it often marginalises the teacher, and reduces her autonomy (Kiely 2006; 2009) as it seeks to evidence compliance with established teaching norms and institutional policies.

Over the last two decades alongside these enquiry-based initiatives to support teacher development there has been a parallel programme of research and growing literature on language teacher cognitions (for example Woods, 1996; Borg 2006) and related areas such as teachers' practical knowledge (Breen et al 2001; Tsui 2003) and teacher identity and expertise (Varghese et al 2005; Block 2009). The findings of these approaches to research reflect the complexity and individuality of teaching, and the need for engagement with identity and performance as part of any process of teacher development. The InSITE project sought to draw together the strengths of these traditions of teacher research, the teacher development orientations they suggest, and the various concerns that had become apparent in designing and implementing and researching a teacher development programme.

4. The InSITE project

The InSITE project involved combining a situated approach to teacher learning – *in site* – with one which prioritized a teacher-led analysis of classroom episodes – *insights*. The

institutional context of the project was on the surface a positive one. It was a public sector college with a concern to improve the quality of its programmes through, among other strategies, the ongoing development of its teachers. As part of this strategy teachers had an annual performance appraisal, and learning opportunities within and outside the college were available to teachers as a result of this. Teachers felt, however, that the focus was on techniques based on current trends which teachers were expected to comply with in their classrooms. This focus was determined by issues external to the classrooms of the teachers, rather than based on them. This model of professional development has become particularly popular in institutions as a result of a positively evaluated programme with primary school teachers in the 1990s (Harland and Kinder 1997). Organised professional development opportunities also focused on policy initiatives such as use of technology and strategies for assessment without any real engagement with the actual current practice and expertise of teachers. The experience therefore was one where there was a focus on teacher deficits, even where teachers were highly qualified and experienced, and felt they were professional, creative, and effective in engaging their students. The comments of participating teachers in interview illustrate these perceptions. One teacher commenting on the impact of observations she had had:

I haven't really received any sort of practical pointers. The observers weren't really able to tell me anything I didn't already know.

Teacher 2008

Another teacher felt the InSITE project had succeeded in moving away from a deficit model:

We have confidently broken away from a deficit model of CPD; in the same way, we can see our learners as true participants, not simply as people who need to improve in some way.

Teacher 2009

The college as part of its commitment to innovative practice in all its processes agreed to fund the innovative approach to teacher development¹. The overall structure and approach to teacher learning of InSITE draws together the key themes in recent decades outlined above. It shares:

- a focus on actual classroom data with action research and programme evaluation;
- a focus on reflection and collaboration with reflective practice;
- a focus on effectiveness of learning with classroom evaluation; and
- a concern with social and interpersonal aspects of classroom life with exploratory practice.

The graphic below reflects the processes of teacher learning:

¹ I am grateful to Matt Davis, Graham Carter, Carolyn Nye and Eunice Wheeler, my colleagues working in the research site, City of Bristol College of Further Education, for their commitment, support and creativity over the two years of InSITE.

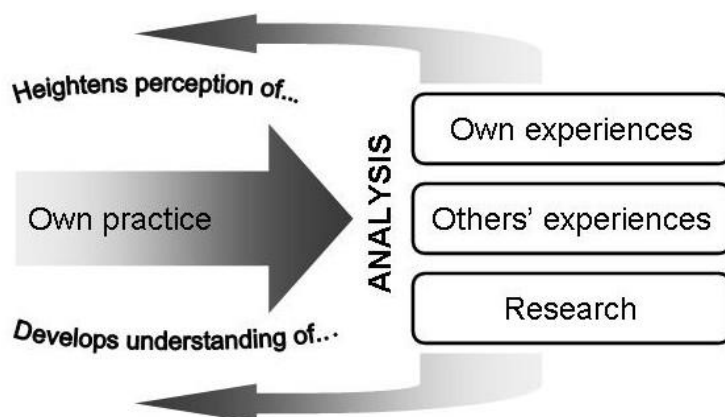


Figure 1: InSITE programme structure

The aims of the project, shared with the teachers and reviewed at the end of the programme, were:

- i) to implement reflective practice through an analysis of episodes from teachers' own practice;
- ii) to develop the research skills, particularly skills of interaction analysis, of the participant teachers;
- iii) to connect teaching practice and professional development with a variety of classroom research perspectives from the literature.

The CPD activities ran over twelve weeks and were carried out both in workshops and in the teachers' own time, and included reading, structured discussions between teachers and

professional leaders, peer discussions, and written reflections, all focused on analysis and sense-making of the episodes of classroom interactions.

A key element in the operationalisation of InSITE was analysis of an episode, a segment of classroom interaction. This use of episodes followed use in other contexts of classroom research, such as Kowal and Swain (1994); Storch (1998; 2001); Ellis (2001); Ellis (2006); Ellis *et al* (2001); and Richards (2006). Such episodes were short enough for micro-analysis which reflected the often intuitive management of interaction of the teacher. Teachers through reflection and discussion could explore aspects of the interaction which were not planned or even part of conscious action in the classroom. This form of analysis also had the potential to link the teachers' activity with *mainstream* research. Thus the professional development experience had the potential to initiate them into the activity of data analysis, but not as a novice: rather as an expert in terms of the key issues relevant to the analysis.

In this study, an episode is a segment of interaction in the classroom in which the following three characteristics can be identified:

- **Boundaries:** it has a start and a finish which are clear to the teachers and/or an observer.
- **Theme:** it has a single, unifying centre of gravity. This could be a word, a question, response or phenomenon which has attracted attention in the classroom and contributes to the discourse.
- **Significance:** it is important for learning. This could be the resolution of a problem or new understanding developing – learning in terms of classroom subject matter – or activities which contribute to the social or affective factors which support or

inhibit learning in the classroom – learning in terms of relationship and interaction management.

We worked with two types of episodes: excerpts of video-recorded classroom interaction where the video and transcript data are available for later analysis and discussion, and those identified by teachers and constructed after the lesson. The former are particularly rich in details which the teacher may not be aware of at the time, but which become clear in the analysis (Woods 1996; Borg 1998). The latter embody a strong teacher voice and perspective, and thus integrate teacher cognitions and principles as well as actual classroom behaviour (Tsui 2003).

Each episode involves a particular conjunction of elements; it is non-recurring data shaped by and fitted to the moment. The episodes were not classified and counted. Each one was regarded as unique with the potential to promote reflection, exploration and learning, such that teachers can gain novel insights into their own professional practice, and draw on these to enrich their learning and the development of their teaching. There is no *analytical resolution* which determines the meaning of an episode once and for all. This open characterization of episode was an early challenge in the project: teachers wanted a more specific definition, as the questions below which arose in a recorded workshop illustrate.

- So is an episode a teacher's question?

- Or a question from a student?

- Perhaps it's a light bulb moment for a student?

- I suppose it could be any thought-provoking incident?

- Is it just teaching naturally?

This discussion was valuable in communicating to teachers that what the focus of the project was capture and analysis of what ‘normally’ happens in their classrooms. Such normal practices reveal the complexity of teacher decision-making and their skills in interaction management. Analysis reveals the flexibility and diversity of teachers’ practices: they can *do* different kinds of teaching, as they respond the range of factors which shape classroom and programme practice.

5. Discussion

This was a wide-ranging complex programme and research study, and different aspects of it have been reported in other papers (Davis *et al* 2009; Kiely & Davis 2010; Kiely *et al* 2010). In this paper I want to focus the discussion on three particular issues which are likely to be relevant to the development of professional development programmes in other contexts. These are i) the need to recognise the expertise and skills of teachers, and build on these in proposed learning; ii) the complexity of teacher analysis in interaction; and iii) the importance of a commitment to ongoing change in the development of teaching skills and curriculum effectiveness.

5.1 Recognising the teachers’ skills

As set out above, a key feature of professional development for teachers in the past has been a deficit focus: desired practices were not happening because teachers did not know, and did not have the skills to implement them. We decided to work with the axiom: *Teacher knows best*. That means we started with actual practice, and if there was a context for changing the teacher's practice, it came from the teacher's analysis. Within this approach we found practice was complex, reasoned, and shaped by a number of factors. In many discussions teachers drew on the knowledge of the students, or recent occurrences in the classroom. In the episode below, the former was a key factor.

Turn No.	Speaker	Turn	Comment
1	S (to another student)	... I ask a friend if it's worth to see ...	Student use an incorrect verb form (worth to see) which the teacher judges appropriate to correct
2	T	... worth seeing	Teacher provides correct form, assuming the student will recognise the focus of the correction
3	S (to T)	If it's worth seeing	Student uses correct form, showing she has understood the teacher's intervention
4	T	Yes	Teacher confirms
5	S	[slight hesitation] not 'worth to see'?	Student checks again on the acceptability of earlier form, illustrating that she is working with the particular distinction that is the

			teacher's focus.
6	T	No	Teacher quickly confirms, judging that the student has made the necessary analysis and just needs confirmation
7	S	I ask a friend if it's worth seeing	Students uses correct form again
8	T	OK [nodding, moving on]	
9	S	[writes correct structure in notebook]	Student notes the point she has learnt, illustrating agency and responsibility for her own learning.

Episode: Worth seeing

The episode took place as the teacher was circulating while the students did a pairwork writing task. Embedded in this eight second interaction are three different decisions by the teacher. First, he intervenes to correct, largely because he judges such a correction as useful for that student. Second, he decides not to explain or justify the correction, judging that this was unnecessary for that particular student. Third, when the student asked for confirmation that what she thought was acceptable - 'worth to see' - was not, he simply confirmed this analysis.

There are different methodological positions a teacher might take here: he could share the wealth (Bailey 1996) and make this particular language point available to others by developing a wider discussion - either with the whole class or with the pair working on

this. Such a response would also be supported by student autonomy considerations: a learning opportunity raised by a student might well be considered one to extend and develop. An alternative response is one with a Focus on Form (FonF) framework: here the teacher corrects, but with such focus and succinctness that the communicative flow of the activity is not interrupted (Ellis 2001; 2006). The resolution here – a choice between two credible responses in terms of classroom interaction theory – is therefore down to the teacher’s judgement. In this case the teacher took the course of action he did because he wanted to correct this particular usage, and to avoid disrupting the students’ discussion. He was aware that the confirmation check by the student clarified for him that she realized what she had thought was correct was in fact incorrect, and that she understood fully how the structure worked. What we see here is a teacher’s knowledge in different domains coming together to inform practice: he understood i) the language structure issues – two verb form options (*to see* and *seeing*) determined by the particular lexical item which was the head word of the phrase (*worth*); ii) the particular students involved and their learning needs and classroom strategies; and iii) the ways pairwork activities such as this are managed. This knowledge is situated, in the sense that it is not visible or evident other than in an actual classroom context. Making it visible, as in this professional development context benefits the teacher and teacher learning, by recognizing the teacher’s contribution to classroom interaction and learning, by linking the practices evidenced here with classroom strategies in the research literature, and by sharing this analysis of the episode in the social context of the CPD programme.

5.2 Teacher analysis in teaching and of teaching

A second focus of the discussion in this paper is the capacity of experienced teachers to undertake complex analysis as part of their teaching, and the value of exploring further what is involved in this analysis. Many of the episodes had such analysis embedded in

them. This became apparent in the video-recorded episodes through the discussion between the teacher and CPD leader and in workshops, and in the teacher constructed episodes, through the rationale the teacher provided for selecting this episode. *Like for like* is one such episode, reported by a teacher as an episode which occurred in a lesson which she wanted to explore.

Slightly later on during the same vocabulary activity while we were all checking as a class one of the students wanted to return to a word, which we'd checked 2 answers before. The word was 'assessment'. This student had a thesaurus on her desk, which she had borrowed from the library and **I had noticed** earlier she had copied down the title and ISBN number, **I presume** because she intended to buy a copy for herself. She was unsure of the meaning of 'assessment' and asked if it meant 'determination' – **I had to think** for a bit and then replied that no it didn't in the noun form but as a verb yes it could mean the same. (**I remembered** that the week before we had been reading a survey report and the model sentence introducing the purpose of the report used the verb 'assess' - the purpose of the survey was to assess the levels of student satisfaction). She wasn't happy with this explanation and called me over to her desk and showed me the entry in the thesaurus, which indeed had 'determination' as a noun under the entry of synonyms for 'assessment'. I then tried to explain that although it was listed as a synonym, use of synonyms all depended on context and you couldn't just substitute one word for another. What I actually said was that you cannot use the words '**like for like**' using my hands to demonstrate this expression. The student sitting next to this girl, just the week before, had asked what expression he could use in a particular situation. The expression that I offered him was '**like for like**', so as I used the expression in my explanation of the use of synonyms I turned to him as I was speaking to check he remembered the phrase – he smiled and acknowledged that yes he had remembered.

Episode: Like for like

This episode was reported by the teacher as a written narrative a few hours after it occurred. Initially it was analysed by the teacher and one of the CPD leaders by email, and later in a workshop with other teacher participants.

The teacher identified two focal points in this episode: the two students and how she related constructively to them. The particular issue with the student with the Thesaurus had two elements. First, the teacher had to deal with her questions which were not going with the direction and pace of the lesson: the particular questions raised by the student (about the word *assessment*) were not helpful either for the student asking them, or for the class as a whole. Second, the point of reference for this student was the Thesaurus – a word listing reference book useful to native speakers as an aide-memoire when selecting words in a writing context. The teacher felt that this reference book and its lists of synonyms was not useful to language learners, but was hesitant to make this part of her response to the student. This response was socially conditioned: the teacher wanted to support any student initiative, even though the direction of the initiative in this instance was not judged useful. She thus did not want to discourage the student, and attempted to provide a fair answer to her question about the word *assessment*. The second focal point of the episode is the second student for whom the focus of a query in an earlier lesson was recycled. The particular type of recycling – same word and meaning but in a new context reflects the kind of vocabulary teaching strategy considered particularly helpful for learning (Schmitt 2008). In the social frame, the teacher works to keep both students engaged, to show them that she is mindful of their learning situation. In a more pedagogical frame, another set of skills can be observed here: the teacher is sustaining a high level of cognitive activity:

- Analysing tendencies in the behaviour of specific students;
- Making judgements on the abstract aspects of semantic meaning;
- Counseling a student on learning strategies;
- Obscuring her negative feelings about a student's questions in order to maintain an appropriate social perspective; and
- Remembering specific instances from previous lessons, and linking them to the current discussion.

The cognitive, analytic activity here reflects a key teacher contribution to the curriculum: the co-construction with students of an essentially social space, where opportunities for learning opportunities are fostered and actively led by the teacher.

The analysis of these two episodes illustrates the commendable qualities of the practice of experienced teachers. These are brief episodes, representing miniscule proportions of classroom time within these programmes as a whole. What, one might ask, is the significance of these glimpses of good, even excellent practice, captured within the context of a CPD programme for teachers? The answer to this question of significance is complex – and is the focus of the next section.

5.3 Ongoing change

As stated in the opening section of this paper the conventional approach to teacher learning within organised programmes for teacher development, has been to identify deficits in terms of teacher knowledge and skills, and provide input and activities to address these. This has led to transmissive and investigation-based programmes and initiatives in what I

describe as first and second generation teacher development approaches. These have been defined by two features which in many ways extend the *deficit* theme: limited confidence on the part of teachers in such programmes – they find such programme *deficient* in terms of addressing needs, and second, limited effectiveness in terms of achieving the planned curricular changes which motivated such programmes in the first place – *deficits* in terms of achieving wider policy goals.

In addition to the deficit hypothesis here, there is also an assumption that teachers do not change their practice without external prompting, that is, initiatives like CPD programmes. There are two themes in the literature which shed light on this issue. First, a range of accounts of the socio-historical roots of classroom practice suggest that teaching involves a set of practices which are developed in a given context and which have evolved to fit the philosophical and social construction of curriculum there (Fullan 1991, Markee 1993; Holliday 1996; Rampton 1999). Thus groups of teachers form communities of practice (Wenger 1998) and participate in established routines, valid in terms of stakeholder consensus and the collective investment to sustain them. Capacity for change in a particular direction, or to incorporate new resources may seem limited, and contexts characterised by resistance and inertia. This view reflects teacher practice as fixed and unchanging. However, within such established cultures and communicates of practice, change is not only possible: it is an inevitable and constant characteristic of learning at the level of individual teachers and the micro routines which make up their teaching. This second theme is one of teachers changing over time, such that experienced teachers work differently from novice teachers (Freeman & Johnson 1998; Farrell 2005), and teachers respond to new situations by developing their repertoire of activities, skills and resources (Woods 1996). Leung (2009) identifies such individual change as a facet of teacher professionalism: teachers who are effective, change their practice not only to incorporate new resources and institutional policies, but also to accommodate the social and ethical requirements which arise in classrooms.

The two episodes and the analysis of them in a professional development context illustrate how these apparently conflicting themes of stable practice and constant change can come together. The stability comes from the teachers' knowledge of language and learning processes established through experience, and through a community-based consensus on how classrooms operate. The teacher in *Worth seeing* identifies a particularly appropriate context for correction as he monitors a pairwork activity, and manages an intervention with minimal disruption, which connects to that particular learner's readiness to learn. The teacher in *Like for like* similarly displays understanding of the thinking of two different students. The response to the query based on the thesaurus list is engaged, respectful and polite, despite the teacher's reservation about the use of this particular strategy. It is combined with advice on the nature of vocabulary items and the strategies for learning them. This results in a serendipitous link to a classroom conversation in a previous lesson with another student, the recognition of which was marked by a smile. For both teachers, these classroom routines reflect both stable practice and ongoing learning from such practice. As they have become more skilled in the classroom, their pedagogy has changed in numerous small ways, all designed for more effective, engaged classrooms, all anchored in sound pedagogic principles and current theoretical rationales, and all evidenced through specific instances of classroom practice rather than abstract methodological principles.

The recognition of this constant changing of personal professional practice can make a key contribution to ongoing learning and development. The focus is not primarily on change, but on gaining insights to routine practice. Those insights, led by the teachers themselves, but scaffolded by the organised professional development process, constitute a further rationale for change. This rationale is not based on an analysis of deficits, and not based on recommendations from an external source to do things differently in some policy-led way. Rather, it focuses on continuing in the same direction with personal goals of reflecting,

understanding, and personally engaging with the analysis afforded by these processes. Third generation teacher development initiatives need to conceptualise change in this way, and support it not by a focus on deficits, by a recognition of the complexity and skill in what teachers already do. The voices of the teachers who participated in InSITE illustrate the ways such a celebratory approach can be effective in achieving the goals of teacher development initiatives. Recognition of good practice may sow the seeds of even better practice:

I believe this project has raised the possibility of a more valid approach to professional development, because while I admit it is necessary to gain some primary data (in this case in the form of the CLE) so that we can reflect and learn from our common experiences, I believe the really useful part of this project came from the recognition that teaching is not just about lesson plans and schemes of work, but is more about the way students and teachers interact and the skills teachers develop to make this relationship work.

Teacher 2009

I've been brought back towards why I'm doing what I do and also perhaps change it to be to be a bit more effective, to be sort of more observant about what I actually do rather than just doing it automatically.

Teacher 2008

6. Pedagogical Implications

The principles of third generation teacher development approaches, as developed from the findings of the InSITE study, have implications for the focus and organisation of activities to support the professional development of experienced teachers. First, as discussed in

Section 5.3, teachers' practice should be viewed as complex, situated and constantly changing. Activities involving teachers should explore what these features look like in classrooms, that is, how teacher deal with different factors in lessons, and how their responses vary from classroom to classroom, from lesson to lesson. Recognition that teachers work in this way can establish an open, engaging learning environment. Second, it is important to focus on actual practice, whether a recorded and transcribed segment of classroom interaction, or an episode constructed by the teacher. This constitutes a focus on evidence, on what happens rather than on what should happen. Third, the role of the teachers in this process, should be active analysts, rather than passive learners, or recipients of knowledge from outside the context. Their task should be to explain why episodes unfold in the way they do, consider how they constitute opportunities for learning, and explore the validity of alternative courses of action.

There is a role for theory within this approach. The knowledge and techniques in the ELT literature developed over recent decades are an important resource for all teacher development programmes. They are not, however, to be transmitted for application to solve existing problems in the manner which characterised first generation teacher development approaches. Or as frameworks for teachers to investigate and transform their own practice as implicit in second generation approaches. Rather, the accumulated wisdom of the ELT sector is a resource to be drawn on by teachers to assist explanation of practices and phenomena within episodes. This strategy has a specific mediation role for leaders of teacher development initiatives: they can link the analyses of teachers to findings and explanations in the literature. This can be achieved through readings, selected and possibly summarised and adapted as set out in Kiely *et al* (2010).

7. Conclusion

There is no shortage of analyses and principles of teaching and teacher learning which align with the perspectives set out in this paper. From the writings of Dewey, Schon, Kemmis and McTaggart, Allwright and Kumaravadivelu over many decades, we have accounts of how professional activities such as teaching work and can be developed. The key principles are engagement, creativity and autonomy. These are the values of teachers who are curious about, committed to, and proud of the myriad decisions and actions which characterise their classrooms. What we have fewer of is documented accounts of how these principles translate into programmes for teacher development, and the ways they are successful in getting teachers to identify what they do well, and continue on the track of change which got them to that stage. Such programmes are the way to a third generation of professional development initiatives for teachers, where they are the analysts and architects of their own learning, and the development of their programmes and curricula.

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