4 The P whose phone always goes off and who obviously feels free to come and go as s/he pleases

This P disrupts proceedings by bringing up personal problems and takes phone calls during the workshop, although s/he apologizes as s/he leaves the room and again when s/he comes back.

- You must call a halt to behaviors that you find detrimental to the training session, but discuss very negative behaviors in private. Arrange a break and firmly request, in private, a change in the Ps behavior. Or set up a small group activity and call aside the P displaying a problem behavior.
- Remind the P to do outside business before or after the session or during the breaks.
- Connect on a personal level. Even if the P is hostile or withdrawn, make a point of getting to know them during breaks or lunch. It is less likely that people will continue to give you a hard time or remain distant if you have taken an interest in them.

Note

1 There is also a separate intensive, month long preservice instructor certification course.

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Four perspectives in teaching teachers

By Gabriel Diaz Maggioli, USA

Becoming a teacher of teachers

If you are reading this article, then you are likely to fall into one of two distinct categories of teaching professionals. Either you are a teacher of teachers and are trying to enhance your praxis, or, you are about to embark in the teaching of teachers and are looking for information to inform your future practices. If you are reading this article because of the latter reason, then, in all likelihood, you are a very good teacher of English who will go into teaching teachers because of your proven record of excellence in helping students learn English. It stands to reason then, that you are in an ideal position to teach future teachers all your expertise so you should become a teacher trainer/educator...or should you?

Teachers become Teachers of Teachers (ToTs) because of a multitude of reasons, among which we may count:

Promotion – once you have been recognized as an outstanding teacher you may be promoted to the task of teaching teachers so that you can "pass on" your expertise to others.

Desired career change – you may have chosen to leave regular ELT teaching and become a ToT simply because you have furthered your knowledge of language teaching and want to share it with others or want a change.

Institutional need – it may be that your institution is experiencing a period of growth and it needs someone to induct new teachers into the institution's culture. Given your track record, you are the ideal person to take on this job.

Change in your teaching situation – some of you may have moved from primary or secondary teaching to higher education and have thus been charged with teaching in the Teacher Education program. Alternatively, you may have majored in an area of expertise, which is needed in the School of Education of the college, or university where you work and you may have been asked to step in.

Change in institutional role – the institution you work for has asked you to become a supervisor, head of department or mentor for other teachers, all of which are amongst the tasks a teacher of teachers performs on a regular basis.

Entrepreneurship – you may have decided to start your own teacher education venture or act as a freelance consultant to educational institutions. Among your tasks are those of delivering courses, workshops and lectures.

There is no one else – sometimes budgetary constraints or personnel shortages in schools or language schools force people to take on the extra commitment of guiding and teaching their fellow staff members.

"You will have to develop a new and specific kind of knowledge to be shared with student or in-service teachers."

Whatever the reason for this transition, moving from regular ELT to ToT implies a major shift in perspective in that you will have to develop a new and specific kind of knowledge to be shared with student or in-service teachers.

At the onset of its history, teacher education relied heavily on a *transmission* model. This implied that knowledge about teaching could be packaged and delivered as a final product to anyone willing to teach. This ready-to-be-consumed knowledge would apply to any situation, regardless of context, participants and previous experience. Hence, the task of the ToT was merely that of providing prospective teachers with this knowledge while making sure that the recipients of that knowledge were faithful in reproducing it exactly as it was given to them.

However, as time went by, other forms of "doing" teacher training/education surfaced, which challenged and/or added to the initial model. These new models evolved to make up a dynamic field where different perspectives have both coexisted and competed with one another. But above and beyond oppositions and developments, it can be said that the field of teacher training/education has a well-established knowledge base or, in other words "a professional self-definition" (Johnson, 2009: 11) which clearly specifies what teachers need to know and be able to do and which also separates professionals from those who are not. However, how ToTs develop their praxis is still a matter of contention.

Teacher learning can be seen both a process of enculturation into the practices of the community of teachers and learners, and as the process of reinterpreting and reconstructing those practices to fulfil the needs of the community (Johnson, 2009). In this context, learning teaching is not just an activity that deals with expanding one's repertoire of knowledge of teaching methods. It implies active participation in teaching and learning activities changing the way we come to know ourselves, our students, the setting in which we work, our curriculum and our community. Thus, ToTs should be professionally skilled change agents who constantly promote the reinterpretation and reconstruction of knowledge *with* their trainees. In other words, teacher training/education is not something we do *to* student teachers, but something we do *with* student teachers.

Four traditions in teacher training/education

Change is a natural characteristic of all forms of human activity. Because humans participate in activity, they change and, in doing so, bring new aspects to the activity.

The participation of ToTs in the development of a teacher training pedagogy has yielded four distinct traditions. Until fairly recently these traditions were understood as opposing and competing trends, with ToTs advocating for one perspective thus excluding the others. I would like to contend that the four traditions are better understood as a continuum of perspectives which can be taken in pursuing our ultimate aim: teacher learning. The traditions have derived from the work done by countless ToTs all over the world but have also been influenced by contributions by professionals in other fields, such as Applied Linguistics, Psychology, or Anthropology. It should be noted, however, that traditions were constructed to respond to particular These traditions have evolved over time into socio-historical products which have influenced one another. In other words, each new tradition was born as potential answers that ToTs posed about their reality in their 'here and now' and as such, we need to know the context in which each tradition surfaced in order to understand their true potential.

For the sake of simplicity, we will call these four perspectives: *look and learn, read and learn, think and learn and participate and learn.*

1 Look and learn

Also known as the craft tradition in teacher training/education (Wallace, 1991) this perspective sees the teacher of teachers as a model to be emulated, much in the same way as apprentices learnt their craft from masters in the Middle Ages and Renaissance. This tradition sees teacher learning as a process in which trainees need to appropriate a fixed body of procedures and knowledge which, when applied to any teaching situation, will result in learning by all learners, irrespective of their needs, backgrounds or learning situation. The "look and learn" perspective emphasizes the learning of "methods" or ways of doing teaching. These methods, developed by researchers and practitioners, can be transmitted to trainees by the trainer who, in turn, must monitor that trainees replicate the model as accurately as possible. It is expected that, after going through a course of this nature, trainees will be able to *DO* teaching, i.e. they will be able to teach in any situation. In the field of English Language Teaching, this perspective is the one favoured by most initial certificate level courses, and its origin can be traced back to the work of John Haycraft and International House in the 1950s and 1960s.

Many short-term teacher training courses around the world still use this model as the basis for the accreditation of those trainees who give proof they can faithfully reproduce the methods, techniques and procedures taught in the course, as well as handle the teaching materials associated with these. Evidently, the focus here is on practice more than on theory. It is assumed that, after completion of the training course, trainees will be able to access professional development opportunities and, if they want to, they will be able to deepen their understanding of the theory underpinning the practice.

This *look and learn* model has been criticized because of its reductionist approach (for example, training courses taught within this perspective tended to emphasise one model of teaching, such as PPP), and its unreflective stance. However, there are useful tools to be borrowed from such a model. To start with, the reality around the world indicates that there are not enough teachers to satisfy the needs of the many educational systems, which have made ELT mandatory. A *look and learn* approach may initially help these systems furnish the classrooms with teachers who are, at least, trained in the craft of teaching, albeit not fully prepared for teaching, i.e. teachers can apply techniques and teaching sequences but they do not always know why these are favoured. Hence, they become nothing but good technicists. Besides serving as a bridge to entering the profession, this kind of courses may help seasoned professionals learn new techniques, become acquainted with new materials and technologies and even serve as refreshers on new developments in the ELT field.

On the other hand, this kind of approach limits the possibility of trainees to fully understand the complex art of teaching by assuming that the course can provide all that is necessary to function effectively throughout their teaching lives, a fact which Freeman (1993) calls "frontloading." Since trainees have access mostly to actions modelled by the ToT, who, in turn supports his or her teaching with brief handouts, generally of a prescriptive nature, many trainees may think that all that it takes to become a teacher is mastering the techniques shown. Also, this kind of approach reinforces the notion that there is, indeed, one valid way of teaching, when in reality, the whole of the ELT field has started moving away from the constraints posed by the notion of method (Kumaradivelu, 2006). As Allwright (1991: 128) aptly put it: "Methods are relatively unhelpful...The concept of method may inhibit the development of a valuable, internally-derived sense of coherence on the part of the classroom teacher."

The *look and learn* tradition, with its strong emphasis on practice, has tilted the theory-practice scale towards the latter and in doing so has failed to engage trainees in constructing dialogues with the former.

2 Read and learn

Favoured mostly by graduate schools of education, the second tradition in teacher training/education I will discuss was born mostly as a reaction to "look and learn" and its lack of an explicit theoretical basis. This second tradition could be called *read and learn* due to its heavy emphasis on getting trainees to access relevant professional literature, mostly the product of research on Applied Linguistics. Within this tradition, the teacher of teachers acts as a selector of bibliographic resources as well as a model for the trainee, whose main role is to read theory in order to apply it to the classroom.

Again, this perspective views knowledge about teaching as a fixed body, which can be transmitted to trainees who will understand and incorporate it to their practice. Hence, the main goal of this perspective is to enhance the trainees' knowledge of theory as the main guide for practice with the expected outcome of having them KNOW about teaching.

However, theory and practice are both necessary to the development of a strong professional teaching identity. Thus, the theoretical orientation advanced by this tradition is limiting in that, once again, it fosters the idea that there exists one right way of doing teaching, this time, supported not by what works in the classroom but by theoretical and empirical research stemming from what research in Applied Linguistics, Psychology or General Pedagogy dictate. This emphasis denies trainees the possibility of claiming ownership of the teaching process they engage in, since theory prescribes what is to be done in practice. Hence, the scale tilts towards theory in this case, leaving practice as a subsidiary aim of the teacher education process.

continued >>>

On the other hand, this tradition also has value in that, when used in the right way, it gives trainees access to success stories experienced by researchers and teachers. By opening up a door into the academic world for trainees, this perspective affords them the opportunity to engage in their practice in a more informed way and for a sustained time their career.

This fact notwithstanding, there is more to becoming a true teaching professional than reading, and teachers of teachers soon found that a new perspective was needed, one which aimed at a true balance between theory and practice.

3 Think and learn

Hence, a third perspective was born, which can be called "think and learn." Spearheaded by the work of Donald Schön (1991) on reflective teaching, the role of the ToT shifted from that of an informant of theory and procedures to that of a facilitator and model of professional thinking for the trainees.

The role of the trainee prompted by this perspective was perhaps the most radical contribution to the teacher education arena so far. In this tradition, trainees were expected to become researchers into their own practice, thus bridging the theory-practice divide. In order to get involved in this process of reflection and action, trainees were expected to resort to their own experience – both as learners and as students of teaching – and contrast it with what theory claimed should be done in the classroom. The emphasis shifted from knowing about teaching procedures and theories to reflecting on the effects that teaching has on learning.

According to Schön (1991) the practice of every teacher is the result of some theory, whether the teacher is conscious of it or not. This theory is the result of the interplay between the teacher's tacit knowledge and the context in which the teacher operates. Tacit knowledge is made up of actions, understandings and judgments that we know how to carry out spontaneously. But it is when this tacit knowledge surfaces, that is to say, when we engage in reflection, that we are able to criticize, examine and improve it. Teachers continually create knowledge as they think *about* their teaching (reflection *on* action) and *as* they teach (reflection *in* action). These strategies encompass theories derived from practice and about practice, which allow us to realize the educational values we espouse. Reflection *in* action and reflection *on* action are the mechanisms reflective practitioners use that allow them to continually develop and learn from their experience by posing and solving problems. As practitioners continue to reflect in and on action and learn from practice, they interpret and frame experiences through the repertoires of values, knowledge, theories and practices they possess and which Schön calls "*appreciative systems*" (1991: 132). During and/or after their actions, practitioners reinterpret and reframe their situation on the basis of their experience. Tremmel (1993: 439) equates this kind of thinking with Zen mindfulness, "the ability to pay attention to right here, right now, and to invest in the present moment with full awareness and concentration."

This third tradition is intended to help trainees THINK like professional teachers and uses trainees' teaching experiences as the source for the development of personal action research projects. These action research projects faithfully model the way the way in which professionals develop their expertise along through their careers. These cycles of action and reflection provide the motivation for teachers to continue growing in the profession.

Although this third tradition manages to strike a balance on our theory-practice scale and has propelled many welcome changes in teacher education, it has also been criticized as reductionist and not fully functional. Some Critics (Roth, 1989; Zeichner and Liston, 1996) agree that reflection in and on action leads to better quality teacher learning (in that reflecting allows teachers to notice gaps in their knowledge as well as to make sense of their actions) but the *think and learn* perspective targets mostly the reflection carried out by individual teachers. This reflection is not always shared with colleagues so the gains of the reflective movement were individual, more than collective learning gains. As Burton (2009: 303) clearly explains it, "Teachers rarely write down their insights on reflection." Also, Hargreaves (1994) makes a point of the fact that most teachers operate within a culture of isolation, which is not conducive to institutional or personal development.

While the reflective teaching movement has contributed significantly and prompted many valuable changes to the practice of teacher training/education, it is not enough to promote a kind of teacher learning which is grounded in reality, can prompt innovation and helps teachers become adaptive experts (Darling-Hammond and Bransford, 2005) who can navigate the difficult waters of educational change.

4 Participate and learn

Thus, our fourth perspective *participate and learn* was born out of "converging research from anthropology, applied linguistics, psychology, and education" (Johnson, 2009:1) and it has become known as the sociocultural perspective in teacher education.

Such perspective sees learning as embedded in the practices of communities made up of old timers and newcomers. In this perspective, learning is equated to participating in the activities of the community. When you are a newcomer to the community (e.g. when you are a trainee) you begin as a *peripheral legitimate participant* (Lave and Wenger, 1993) and the old timers (ToTs, other teachers, students) modify their activity to make way for you. In this perspective, learning is no longer viewed as the property of an individual's mind, but as the collective endeavour of a community engaged in developing a specific form of practice, in this case, language teaching and learning.

This perspective is more inclusive than previous ones in that it does not restrict the sources of knowledge we can dwell on in order to learn. Within a sociocultural perspective professional knowledge (coded through theories and procedures), personal knowledge (tacit and explicit), and community knowledge (embedded in the day-to-day practices of the community as 'ways of doing') converge to help community members reconstruct knowledge through their involvement in the practices of teaching and learning. The emphasis of this new perspective is on helping trainees BECOME teachers through engagement in the practices so that these can be transformed in turn.

This kind of perspective on the teaching of teachers makes use of multiple procedures, professional theories, as well as reflection in and on situated personal and collective experiences thus allowing all members of the community to theorize their practice and practice their theory through engagement in meaningful, collective and collaborative teaching and learning. In so doing, trainees and trainers engage not just in learning skills or concepts and reflecting on them but in *reasoning teaching*. This reasoning will be judged according to its robustness (Johnson, 1999), that is to say, according to how complete the trainees' understanding of themselves, the students and the institutions in which they work is and also according to "the flexibility with which they make use of these understandings, the complexity of their reasoning, and the range of instructional considerations they use as they carry out their professional activities." (ibid., p 2).

While more appealing and, apparently, more engaging and encompassing, than the other three traditions, the *participate and learn* tradition is a relative newcomer to the field of teacher education and its true value still needs to be assessed. On the surface, it offers the possibility of doing away with the theory-practice dichotomy since both are in constant interaction and both are needed in order to participate in the practices of the community.

On the other hand, this tradition requires that both newcomers and old timers, trainees and trainers, be thoroughly grounded on the three other traditions since, in order to participate in the practices of the community you need the skills, knowledge and dispositions which are characteristic of members of that community. These are, in turn, a by-product of the knowledge accumulated by members before the arrival of the newcomers, as well as a reconstruction of that knowledge made possible by the incorporation of new community members.

The following table summarizes the four perspectives discussed so far.

	Look and learn	**Read and learn**	**Think and learn**	**Participate and learn**
Professionally known as...	The craft tradition	The applied science tradition	The reflective tradition	The sociocultural tradition
Main role of ToT	Model	Resources selector and model	Facilitator	Community member ("old timer") and change agent
Main role of student teachers	Apprentice	Reader and applier of theory	Researcher and practitioner	Legitimate peripheral participant in the community
Primary source of knowledge	Handed down theoretical and empirical fixed body of knowledge.	Empirical and theoretical research-based fixed body of knowledge.	Personal experience + empirical and theoretical research.	Professional knowledge + personal knowledge + community knowledge + collective exploratory knowledge.
Primary goals of training/education	Enhance knowledge of content through prescribed activities so that everyone knows the same.	Enhance knowledge of theory to guide practice.	Enhance reflection in/on action to inform practice and encourage theorizing.	Enhance participation in the community
Expected outcomes	DO teaching	KNOW about teaching	THINK like a teacher	BECOME a teacher
Main orientation to training/education	Focused on teaching methods, anchored in tradition of "what works." Uniform procedures.	Focused on theory stemming from research. Prescribed ways of teaching.	Focused on research anchored on action and reflection.	Focused on participation in the activities of the community and fostering the development of transformative intellectuals
Main sources for training	Uniform set of methods, techniques, procedures and materials modeled by ToT..	Sets of related research literature stemming from Applied Linguistics, Psychology and Pedagogy.	Personal action-research projects derived from the experience of teaching.	Situated personal and collective experiences of the community of practice.
Theory-Practice balance	Practice before theory.	Theory before practice.	Practice + Theory	Theorizing practice and practicing theory.

Table 1 – Four perspectives in teacher education. (Copyright Diaz Maggioli forthcoming)

Conclusion

In choosing to adopt a sociocultural perspective to teaching teachers, we acknowledge that, in order to participate in the activities of a community, participants need to be able to DO things well. But so as to know whether they are doing things well they also need to have access to the body of KNOWLEDGE OF and ABOUT the activity, which has accumulated over time and is part of the activity's history. Finally, being able to decide what knowledge needs to be applied in doing requires that participants actively REFLECT in and on their actions. Hence, our fourth perspective helps us incorporate all three preceding traditions into a unified whole which is the activity. A good metaphor to help us understand this is that of those Russian nesting dolls (called 'matryoshki'). These have the same shape, although each one has a different size, but they fit inside one another in terms of design. Likewise, the four different perspectives discussed in this article can come together to help shape the field of teacher education, which today presents itself as dychotomic and disjointed.

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