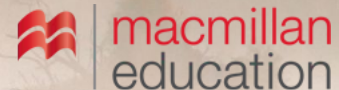


Online Language Teacher Education: An Annotated Bibliography

A commissioned bibliography for the
Association for Quality Education and Training Online



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To organize the articles, chapters, and books in this annotated bibliography for online language teacher education (OLTE), we have created three categories for the documents: (1) **research**, (2) **foundational**, (3) and **commentary/descriptive**. Research papers are focused primarily on reporting results from one empirical research study or from a series of studies. Foundational papers and books may not be about OLTE directly, but they are included because the ideas presented in these documents have been used to form the basis for theoretical and instructional frameworks that have influenced OLTE and its research base or have the potential to do so. Commentary and descriptive papers offer opinions and remarks on specific aspects of research or describe experiences related to and reflections on OLTE. These categories

provide but one way of sorting the contributions of these papers. We have included a variety of materials from a range of sources with varying quality: some are peer reviewed and others are less formal. Many of the OLTE-specific research studies used the community of inquiry (CoI) framework of social presence, teaching presence, and cognitive presence. This framework was initially articulated in Garrison, Anderson, & Archer (2000) and is included under foundational papers.

Elsewhere (Christison & Murray, 2017), we have classified “OLTE into five different types based on how online technologies are being implemented in the design of courses—enhanced, blended/hybrid, flipped, online with a synchronous component, and asynchronous online” (p. 17). In this annotated bibliography, we have included all types, not only those courses and programs that are fully online, because there are few extant empirical research studies that fall into that category. We have also included articles on the use of videos for promoting teacher reflection. While these articles are not specific to OLTE, the use of video in OLTE is thought to be a useful tool, especially for the practicum.

Note: There are many gaps in the extant research literature on OLTE. An AQUEDUTO commissioned literature review identifies these gaps and recommends areas for future research. The review is available at:

<http://aqueduto.com/research/>

Research Papers

Arnold, N., & Ducate, L. (2006). Future foreign language teachers' social and cognitive collaboration in an online environment. *Language Learning & Technology*, 10(1), 42–66.

Arnold and Ducate studied the use of discussion boards in a foreign language methodology course at two universities in the United States. They used the communities of inquiry (CoI) framework for their analysis of the data, finding that the participants were highly engaged in dialoging with their peers. Participants used this social presence to develop their understanding of pedagogy. Arnold and Ducate attributed cognitive presence to the structure of the discussions: the teacher educators did not participate in the discussions but were responsible for assigning specific topics and developing grading criteria for the discussions, thus, focusing students' attention on one another and the topic.

Banegas, D. L., & Manzur Busleimán, G. (2014). Motivating factors in online language teacher education in southern Argentina. *Computers & Education*, 76, 131–142.

Banegas & Busleimán used an online survey and interviews to investigate motivation in an online English language teacher training course for practicing teachers across Patagonia, Argentina. Some teachers needed a degree to continue teaching, while others were interested in English language teaching (ELT) but could not move to towns for such training. The authors found that students were motivated to participate in the course to obtain the qualification. Those who

persevered were individually invested in completing the required work, rather than in the collaborative interactions. There was a high dropout rate, which the researchers presumed was due to primitive technology and poor tutoring.

Brooke, M. (2014). Developing the reflective practice capabilities of pre-service trainees through online means. 4th CELC Symposium Proceedings (pp. 50-60). Retrieved from <http://www.nus.edu.sg/celc/research/books/4th%20Symposium%20proceedings/8.%20Mark%20Brooke%2017-10-2014.pdf>

Brooke studied preservice ESOL teacher learners during a practicum, wherein they reflected on and shared their experiences through asynchronous e-journaling and collaborative discussion forums. For their reflections to result in new understandings of language teaching, he found that he needed to use intensive, explicit scaffolding through questioning. Participants asked themselves: What did I already know but still benefited from when teaching in school? What did I not know but learned from observing teaching in school? What would I like to implement in my own teaching? What are my comments on and reactions to the experiences that I have had?

Chiero, R., & Beare, P. (2010). An evaluation of online versus campus-based teacher preparation Programs. *MERLOT Journal of Online Learning and Teaching*, 6(4). Retrieved from http://jolt.merlot.org/vol6no4/chiero_1210.pdf

The purpose of this study was to compare an innovative online teacher education program with traditional campus-based programs within a large state university system in the United States. The study analyzed data from

annual systemwide evaluations of teachers. Participants were supervisors and program graduates who had completed one year of professional teaching. Results showed that supervisors' ratings were consistently higher for teachers from the online program for both the selected campus-based programs and the system as a whole. Characteristics identified in the literature on effective online learning and on effective teacher preparation provided the frameworks that were used to describe the advantages of online teacher education programs over the traditional pathways.

Contijoch-Escontria, M. C., Burns, A., & Candlin, C. N. (2012). Feedback in the mediation of learning in online language teacher education. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 22-77). New York, NY: Taylor & Francis.

Contijoch-Escontria, Burns, and Candlin examined how feedback in OLTE mediates learning. They conducted an analysis of the feedback discourse from tutors to teacher learners in a masters' level program in Mexico and analyzed data from questionnaires and interviews with both tutors and learners. They found that the tutors needed to reflect critically on their methodological procedures and assessment practices, with a specific focus on the language used in the feedback, to prevent misunderstandings that resulted from online communication.

Copland, F., & Garton, S. (2012). Life after online learning. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 64-77). New York, NY: Taylor & Francis.

Through the use of a survey, Copland and Garton explored the impact of an OLTE course on teachers being able to implement new ideas and approaches from the OLTE course into their own ELT classrooms. For comparison, on campus students also completed the survey. They found that the online program promoted continuing professional development and career growth of online teachers through this situated learning. However, they noted that the cohorts in the two programs differed considerably, which may have affected the results.

Crichton, R., Edmett, A., & Mann, S. (2019). Video based observation and feedback for Thai in-service teachers: The mentor's role. *ELTED*, 22, 27-42.

This article focused on analyzing mentors' and Thai teachers' interviews, as well as recordings of teacher-mentor discourse. The purpose of the study was (1) to elaborate on elements of the mentors' role that helped Thai teachers reflect on their practice and (2) to determine how mentors could support a video-based intervention. The data came from a process wherein the mentors guided teachers' reflections on videos of their own teaching and videos of other Thai teachers; both online and face-to-face discourses were used. The research also considered the mentors' roles, identities, and interactions. Interviews revealed some of the challenges and affordances that video observations provided in this process.

Edmett, A.W. (2018). *Online professional development of English teachers: An analysis of cognitive presence via the community of inquiry framework* (Unpublished doctoral

dissertation), University of Bath, Bath, England.

This study explored the educational benefits of online dialogue using a Community of Inquiry (CoI) framework, which allows learners to collaboratively construct knowledge through critical discourse. CoI research has suggested that higher levels of reflective thought are not occurring in online discussions. This doctoral research investigated the extent to which teaching presence, in other words, the online course design and facilitation, affected the development of reflective thought. Two groups of in-service teachers were given differing discussion forum tasks. Results showed that the group using debate and case study-type tasks had increased incidences of cognitive presence.

Ernest, P., Catasús, M. G., Hampel. R., Heiser. S., Hopkins. J., Murphy. L., & Sticker, U. (2013). Online teacher development: collaborating in a virtual learning environment. *Computer Assisted Language Learning*, 26(4), 311-333.

Because teachers play an important role in facilitating learner collaboration online, they need skills to do so successfully. This research was piloted by two universities with the aim of advancing teachers' experiences of online group work. Twenty teachers trialed a set of pilot activities to raise awareness of factors that contribute to successful collaborative online activity. The research examined the competences and skills of the teachers as they implemented the activities. Quantitative and qualitative data were collected, allowing researchers to examine the amount of participation among participants, the

collaborative activity of two groups, and teachers' perceptions of the collaboration that took place.

Eröz-Tuğa, B. (2013). Reflective feedback sessions using video recordings. *ELT Journal*, 67, 175–183.

The practicum is an important component in the education of pre-service teachers. It introduces prospective English language teaching (ELT) professionals to the real world of teaching, which includes observing experienced teachers and putting theoretical knowledge into practice. This article presented the results of a qualitative case study investigating the contribution of reflective feedback sessions, which used video recordings, to the professional preparation of English language pre-service teachers. The results demonstrated the importance of clarifying expectations for teaching, sharing assessment criteria in advance, and giving regular feedback on teaching performances. Using videos of teachers' own classroom presentations contributed to the development of teaching skills and was more effective than simply talking about teaching.

Gakonga, J. (2012). *Collaboration or bust? An inquiry into the use of differing on-line models of delivery for a pre-service grammar course for English teachers* (Masters dissertation). University of Warwick. Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/jo_gakonga_glt_0.pdf.

The Internet has changed teacher education so that many in-service courses are now offered exclusively online. This mixed methods study traced the development of an

online course that was aimed at teacher language awareness. It described how the course could be taught most effectively using a range of technology and a balance of interactive and independent learning. Synchronous learning using a virtual classroom and asynchronously accessed recordings were compared. Results showed that asynchronously accessed recordings were preferable because they were both convenient and pedagogically useful, allowing for the freedom to replay, pause, take notes, and consult other reference materials for the consolidation of learning. The results also showed that asynchronous collaborative learning via the Internet had motivational value as the majority of participants in this study preferred independent learning.

Garton, G., & Edge, J. (2012). Why be an online learner in TESOL? In L. England (Ed.), *Online language teacher education: TESOL Perspectives* (pp.9-21). New York, NY: Routledge.

Using student data, Garton & Edge sought to reconceptualize distance learning so that teacher learners were not considered to be distant, but to be situated. In this reconceptualization, the scaffolding of concepts and different approaches to practice supported teacher learning as course participants experimented with their own practice in context. Through this experimentation of action, reflection, and action, teachers no longer saw theory and practice as separate.

Hall, D. R., & Knox, J. S. (2009). Issues in the education of TESOL teachers by distance education. *Distance Education*, 30(1), 63-85.

Hall and Knox reported on an international survey of OLTE providers to present an understanding of the range of programs and their characteristics. They identified 116 programs, receiving responses from 24 individuals from 23 institutions. These institutions represented a variety of different types in terms of size, utilization of technology, qualifications offered, quality, staffing configurations, and geographical location. Respondents identified issues, such as the need for quality standards, the high workload, the challenge in communicating digitally, and their changing roles as teacher educators. The authors conclude with a discussion of the need for research into the challenges and affordances of OLTE.

Hall, D. & Knox, J. S. (2012). Investigating assessment in online discussions: A case study of peer assessment in an LTED course. In L. England (Ed.), *Online language teacher education: TESOL Perspectives* (pp.137-153). New York, NY: Routledge.

Hall and Knox first reported on the results of surveys administered to both OLTE providers and students, which comprised online assessment issues, such as technology, situated learning, and the pedagogical value of assessing discussions. The chapter then reported on a case study in which they investigated peer assessment of contributions in online discussions from both distance and on campus students. Students found the task to be challenging as did the instructors whose workload increased significantly. The researchers concluded that the innovation was worthwhile, but ultimately, the validity of peer assessment of online discussions was critically dependent on individuals' responses to the task and context.

Johnson, M. (2002). The role of computer-supported discussion for language teachers: What do the students say? *CALICO Journal*, 20, 1, 59-80.

This article reported on findings from the author's on-going study of the use of computer-mediated communication (CMC) to support postgraduate second-language teacher education (SLTE). Participants were students enrolled in a distance education, computer assisted language learning (CALL) course that used web-based conferencing to support both required and optional computer-based assignments. Transcripts of students' online communication were analyzed to determine what they discussed and whether social cohesion in the discussions was enhanced through use of CMC. Findings from the study are reported according to organizing categories of social interaction and the different tasks that affected the online communicative exchanges. In addition, the article discussed curriculum design features and the implications of these design features for technology-enhanced instructional practice.

Legg, M. & Knox, J. S. (2012). Reflections on learning TESOL at a distance. In L. England (Ed.), *Online language teacher education: TESOL Perspectives* (pp.54-63). New York, NY: Routledge.

Using narrative inquiry, Legg and Knox examined their own experiences in the same distance learning master's program—Legg, when online discussion groups were available and Knox, when communication was restricted to paper/post and primitive early email. They shared similar experiences around the social nature of learning, in

particular, the challenges of studying complex concepts without intense engagement with other students. They identified strategies they used to compensate for lack of engagement. They emphasized both the importance of how quality instruction was organized, delivered, and assessed and how technology could facilitate or hinder learning.

Mann, S. & Talandis, Jr, J. (2012). Developing communities of practice at a distance. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 122-136). New York, NY: Routledge.

Mann and Talandis researched two different technologies for facilitating communities of practice (CoPs) in university-based OLTEs: a discussion list that was archived and a platform for networking groups. The archive was available to potential students, course participants, and program graduates. The other platform was available to course participants and program graduates. The researchers found that forming and supporting online CoPs was highly complex and needed to be carefully designed for the CoP to be sustained. In particular, they warned that the needs of individual CoP members should not be sacrificed in favor of the cognitive and social needs of the community.

McLoughlin, D. & Mynard, J. (2009). An analysis of higher order thinking in online discussions. *Innovations in Education and Teaching International*, 46(2), 147-160.

This paper described a study of online discussion forums as tools for promoting higher-order thinking. Online discussion

forum transcripts were collected over a 20th week semester, analyzed for evidence of higher-order thinking, and placed within one of the model's categories of triggering, exploration, integration, or resolution, (see Garrison et al, 2001 in foundational papers). The results showed evidence of higher-order thinking processes as the majority of the posts were categorized as exploration or integration. Specific conditions needed to be present in order for higher-order thinking to arise, suggesting that initial teacher prompts had a bearing on the nature of learners' posts.

Murphy, E. (2004). Recognising and promoting collaboration in an online asynchronous discussion. *British Journal of Educational Technology*, 35(4), 421-431.

Murphy's research of an online asynchronous discussion among pre-service teachers of French in a methods course was designed to investigate the efficacy of a collaboration framework. The instrument consisted of a continuum of six processes that move from social presence through to producing shared artefacts. She found the instrument to be effective in uncovering the teachers' processes. Participants engaged primarily in processes related to social presence and articulating individual perspectives, but they did not reach a stage of sharing goals and producing shared artefacts.

Murray, D. E. (2013). *A case for online language teacher education*. Retrieved from http://www.tirfonline.org/wp-content/uploads/2013/05/TIRF_OLTE_Two-PageSpread_May2013.pdf.

Murray's study on the state of OLTE involved a literature review, webpage analyses, and

case reports. The results identified what programs, workshops, and/or courses were being offered online, the levels at which such education was being offered (e.g., undergraduate, diploma, masters' degree, workshops, courses), and the issues that arose in delivering teacher education online and how to address them. Of the 186 institutions offering OLTE, 18 agreed to write case reports. The issues identified through the three data sets included distinguishing appropriate candidates for OLTE, developing communities of practice, the intersection of technology and pedagogy, and OLTE quality.

Murray, D. E., & Christison, M. A. (2017). *Online language teacher education: Participants' perceptions and experiences*. Retrieved from https://www.tirfonline.org/wp-content/uploads/2017/03/TIRF_OLTE_2017_Report_Final.pdf.

This research focused on the experiences and perceptions of teacher educators (instructors) and teacher learners (students) in online language teacher education (OLTE). To carry out the study, two online questionnaires were developed. One hundred eighty-five programs/courses were invited to participate and a total of 446 questionnaires were returned. The quantitative data were analyzed using Qualtrics, while the qualitative data were coded to create categories that related to the main constructs represented in the research questions. The results shed light on who is participating in OLTE, teacher learners' reasons for choosing OLTE, as well as both teacher educators' and teacher learners' perceptions of the different types or configurations possible for OLTE (i.e., enhanced, hybrid, synchronous online), indicators of quality, learning management

systems, and assessment practices.

Murray, D. E., & Christison, M. A. (2018). *Online language teacher education: A review of the literature*. A commissioned research report for the Association of Quality Education and Training Online. Norwich, England: AQUEDUTO. Retrieved from <http://aqueduto.com/research/>.

The spread of English as the global language for commerce, science, and technology and the development of new digital technologies have transformed transnational education and made online learning the fastest growing area of education in the 21st century. As more OLTE programs emerge in response to the demand for online learning, issues of quality in OLTE naturally emerge and practitioners turn to research for guidance. The authors note that there is a dearth of research available on OLTE, especially relative to learner outcomes. The authors structure their review of the research around the following issues: (a) factors that determine how OLTE is defined; (b) various purposes teacher learners have for learning online; (c) reasons why teacher learners choose OLTE; (d) issues in OLTE, such as the readiness of teacher learners, (d) the preparation of teacher educators for teaching online, (e) assuring quality; (f) teacher educators' and teacher learners' attitudes and perceptions; (g) and frameworks for examining OLTE. Six recommendations for OLTE are given.

Nunan, D. C. (1999). A foot in the world of ideas: Graduate study through the internet. *Language Learning & Technology*, 3(1): 43-60. Retrieved from <https://www.lltjournal.org/item/2286>.

Nunan conducted a case study of a web-based course in a distance TESOL program to determine the potential of this mode of delivery. Data included chat transcripts and teacher learner interviews. He found that the chat feature allowed teacher learners to engage in conversations with one another and the professor and was used to question how the knowledge from the course applied to their own classrooms. The participants found this new way of learning challenging, especially when logjams occurred during chat sessions. The author noted that web-based instruction could be used for collaborative learning but could also facilitate traditional transmission modes.

Pawan, F., Paulus, T. M., Yalcin, S., & Chang, C. (2003). Online learning: Patterns of engagement and interaction among in-service teachers. *Language Learning & Technology*, 7(3), 119-140. Retrieved from <http://llt.msu.edu/vol7num3/pawan/>.

Collaborative interactions are an essential element of any pedagogy that assumes that learning is collaborative and that understanding develops as a result of modeling, participation in, and reaction to the behaviors and thoughts of others. This study was conducted to analyze the collaborative interactions that were used during discussions in three online classes. The goal was to support instructors in including collaborative interactions in their courses. As a framework for the study, the practical inquiry model (Garrison et al., 2001) was used. Findings suggested that without explicit guidance from the course instructors, students engaged primarily in "serial monologues." Three intervention strategies were offered to increase collaborative

interaction during online discussions.

Rodriquez, M. E. (2016). Effective pedagogical practice in online English language teacher education. Unpublished doctoral dissertation. University of Arizona. Retrieved from https://repository.arizona.edu/bitstream/handle/10150/613241/azu_etd_14601_sip1_m.pdf?sequence=1.

It is essential for providers of OLTE to demonstrate quality in online instruction and for students to receive a quality educational experience. This study explored students' and instructors' perceptions of effective pedagogical practices in OLTE. Participants were 18 instructors and 125 former students from non-credit certificate, professional development, and post-secondary credit OLTE courses. Each participant completed an online survey. Twenty-two students, eight instructors, and two program coordinators participated in semi-structured interviews. Results of this study indicated that participants had positive perceptions about the current pedagogical practices. However, an analysis of surveys and interviews showed that instructional strategies could be improved as students perceived there to be little variety in online instructional activities. The difference in perceptions of collaboration between the student and instructor groups surveyed was statistically significant. Students also perceived instructor online presence to be low, particularly in the discussions.

Satar, H. M. & Akcan, S. (2018). Pre-service EFL teachers' online participation, interaction, and social presence. *Language Learning & Technology*, 22(1), 157-183. <https://dx.doi.org/10125/44586>.

Participation in online communities is an increasing need for future language teachers and their professional development. This research investigated participation, interaction patterns, and levels of social presence (SP) of pre-service English as a foreign language (EFL) teachers in online communication within a longitudinal study and a blended learning setting. A second aim was to explore social network analysis (SNA) as an alternative method of measuring SP. The results indicated that an online course that focused on tutoring skills and SP improved preservice EFL teachers' online participation skills. Increased interaction and the development of a more cohesive network were observed as the course progressed. The findings suggested a relationship between content analysis for SP (especially the interactive dimension) and SNA measures (centrality, influence, and prestige), showing promise for SNA as an emerging research method for the investigation of SP.

Shin, D., & Kang, H-S. (2017). Online language teacher education: Practices and possibilities. *RELC Journal*, 1-2. <https://doi.org/10.1177/0033688217716535>.

Along with the expansion of computer technologies in education, an increasing number of academic degrees and professional development credentials in language teacher education are offered online. Despite the rapid growth in the number of OLTE programs, there is still a dearth of research about OLTE, its implementation practices and its overall efficacy. The aim of this article was to critically review emerging patterns surrounding OLTE programs and to contribute to promoting the efficacy of these programs. The review was

based on a synthesis of the existing literature on OLTE and the supplementary studies of other related areas, such as computer-assisted language learning (CALL) and computer-mediated communication (CMC). The authors discussed the purposes, learning experiences, and evaluations of OLTE programs with the aim of supporting teachers through collaborative, reflective, and experiential learning. The discussion illuminated critical issues and possibilities that emerged at the programmatic and pedagogical levels of OLTE. The authors also identified the challenges unique to OLTE programs, as well as a future research agenda.

Shin, J. K. & Bickel, B. (2012). Building an online community of inquiry with participant-moderated discussions. In L. England (Ed.). *Online language teacher education* (pp. 102-121). New York, NY: Routledge.

Shin and Bickel discussed the results of multiple investigations into building communities of inquiry (Col) in online professional development courses for international English teachers. The program used participatory discussions that were moderated and modeled by instructors, with the goal of increasing participants' cognitive presence and distributing teaching presence by having participants become effective starters and wrappers in online discussions. Although different instructors used different instructional approaches (direct, participatory, and facilitating), all courses were evaluated highly by teachers for both content and delivery.

Smith, S. U. (2014). Frameworks shaping and online professional development program for K-12 teachers of ELLs: Toward supporting and

sharing of ideas for empowering classroom teachers online. *TESOL Journal*, 5(3), 444-464.

In efforts to maintain America's global competitiveness in the knowledge-based economy, teacher professional development has moved to center stage. With increasing numbers of English learners in U.S. schools, several states have adopted mandatory professional development for classroom teachers, intended to equip them with the knowledge and skills they need to shape students' future capacities to contribute to the well-being of the country. This research addressed the question of whether using online delivery for teachers' professional development was a more viable option than using school- or site-based programs. It then described the frameworks that guided the design and organizational structures for an online teacher development program for K12 teachers of English learners. Insights shared in this article might serve as guidelines for framing the implementation of similar programs that aimed to create empowered teachers who know how to work with English learners.

Foundational Papers

Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks*, 5(2). Retrieved from <http://www.aln.org/publications/jaln.v4n2/v5n2...anderson.asp>.

Anderson et al.'s article presented a study that applied the community of inquiry (Col) framework to assess teaching presence in online graduate courses. The analyzed

transcripts for the three categories of teaching presence found differences in the occurrence of the categories across different courses.

Annand, D. (2011). Social presence within the community of inquiry framework. *The International Review of Research in Open and Distributed Learning*, 12(5). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/924/1855>.

The role of social presence in the Col framework is critiqued, and evidence is presented that questions the extent of knowledge co-construction that occurs in most higher education settings, thereby, challenging the framework's underlying assumption. Col has evolved from a description of a learning process within a social constructivist paradigm to an empirically testable construct in an objectivist one. The argument is that social presence does not impact cognitive presence in a meaningful way and that best teaching practices, which are suggested by Col-based studies, are informed by objectivist, cognitively oriented learning theories.

Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & K. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-440). San Francisco: Jossey Bass.

This chapter reviews classic and contemporary theory and research on teacher learning and development. The areas of teacher development covered are equally important for teachers in face-to-face (f2f) and

online contexts. The areas of teacher development covered include the notion of adaptive expertise for lifelong learning as teachers' knowledge, skills, and attitudes are not fully developed in pre-service programs and the complexity problem as teachers must deal with and juggle multiple academic and social goals on an ongoing basis.

Dede, C., Ketelhut, D. J., Whitehouse, P., Breit, L., & McCloskey, E. M. (2009). A research agenda for online teacher professional development. *Journal of Teacher Education*, 60, 8-19.

This article highlights key online teacher professional development (oTPD) areas that need to be researched. The literature review documented that much work is anecdotal and focuses on describing professional development programs or "lessons learned" without providing full details related to participants, setting, research questions, methods of data collection, or analytic strategies. Research on oTPD needs to be conducted for software developers to know the best design features to include and for educators to remain informed about the types of programs that support teacher change and student learning. The recommendations in this article can be used to guide OLTE scholarship toward the development of an evidence-based conceptual framework.

Education Endowment Foundation (EEF) (n.d.). *IRIS Connect: Developing classroom dialogue and feedback through collective video reflection*. Retrieved from <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/iris-connect>.

This paper described a professional

development project that was aimed at improving dialogue and feedback practices among teachers in 11 schools through the use of online videos and collective video reflection. On the basis of a range of evidence from videos of lessons, interviews, and before and after surveys; there was moderate evidence of change in the school climate; strong evidence that out-of-class activities, such as film clubs, promoted discussion of teaching and learning; moderate evidence of change in teachers' thinking; and moderate evidence of change in teachers' practice. A large majority of teachers responding to an end-of-project survey were positive about the value of the project for their practice.

Garrison, D. R., Anderson, T. & Archer, W. (2000). Critical inquiry in a text-based environment: computer conferencing in higher education. *The Internet and Higher Education*, 2, 87–105.

Garrison et al.'s article articulated a new framework for analyzing higher education programs taught through computer conferencing. The framework identifies three components: social presence, teaching presence, and cognitive presence. According to the model, it is the interaction between the three components that results in learning.

Garrison, D. R., Anderson, T. & Archer, W. (2001). Critical thinking and computer conferencing: A model and tool to assess cognitive presence. *American Journal of Distance Education*, 15(1), 87-105.

This article described a practical approach to judging the nature and quality of critical discourse in a computer conference. A model of a critical community of inquiry (Col) framed

the research and was a core concept in defining cognitive presence in a Col. The practical inquiry model was used to operationalize cognitive presence for the purpose of developing a tool to assess critical discourse and reflection. The authors presented encouraging empirical findings related to creating an efficient and reliable instrument to assess the nature and quality of critical discourse and thinking in a text-based educational context.

Gaudin, C., & Chaliès, S. (2015). Video viewing in teacher education and professional development: A literature review. *Educational Research Review* 16, 41–67.

This article reviewed the international literature on video viewing in teacher education and professional development. Two hundred and fifty-five articles were collected, summarized and categorized, using a conceptualization that included four aspects: teachers' activities as they viewed classroom videos, the objectives of video viewing, the types of videos viewed, and the effects of video viewing on teacher education and professional development. The findings suggested focused on three questions for guiding future research. These questions were related to (a) whether teachers were able to identify and interpret teaching events using video and create diverse objectives (for video viewing and for including diverse videos), (b) whether video was being used in both preservice teacher education and in-service professional development, and (c) how it was being used. The findings from this study have potential for guiding future research in OLTE as videos provide important tools for understanding teaching and learning in classroom contexts.

Hockly, N., & Clandfield, L. (2010). *Teaching online*. Surrey, England: Delta Publishing.

OLTE requires knowledge and skills in both teacher education and online teaching; therefore, this book provides a critical resource for language teacher educators who are interested in OLTE, as well as language teachers who are interested in online teaching. It contains three distinct sections that focus on the theory and practice of online teaching, as well as on teacher development. The first section focuses on getting started, designing and building online courses, and learning more about what tools are available for teaching online. The second section focuses on practical activities for the four skills and using beginning and ending activities effectively. The final section provides resources and references for teacher educators.

Huss, J. A. (2007). *Administrator attitudes toward online teacher preparation programs: Are principals logging on—or logging off?* Retrieved from <http://files.eric.ed.gov/fulltext/EJ987301.pdf>.

This study investigated the attitudes of U.S. school principals toward the legitimacy of online programs for the education of preservice teachers. A random cluster sampling was used to select participants, and a total of 326 principals completed the questionnaires. The results showed that principals were apprehensive about whether teachers coming from online programs could develop appropriate dispositions toward teaching in face-to-face contexts and whether the social aspects of teaching would be compromised. They also worried about the ethical issues and the legitimacy (e.g., the

quality of online programs) of online teacher preparation programs.

Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. *Journal of Educational Technology Systems*, 46(1), 4-29.

This article synthesized prior empirical studies and provided an overview of the issues in online courses. Three major categories of findings were identified. Learners' issues included their expectations, readiness, identity, and participation in online courses. Instructors' issues included changing faculty roles, transitioning from face-to-face to online, time management, and teaching styles. Content issues included the role of instructors in content development, integration of multimedia in content, role of instructional strategies in content development, and considerations for content development.

Luyt, I. (2013). Bridging spaces: Cross cultural perspectives on promoting positive online learning experiences. *Journal of Educational Technology Systems*, 42(1), 3-20.

Online learning has been transformed into a cross-cultural learning space as students from non-English backgrounds enroll in credit-bearing courses and adjust their thinking and writing to adapt to online practices. This article explored how the globalization of online learning has created unique challenges for teaching and learning online in terms of how dominant Western educational practices reinforce ways of knowing, thinking, and writing. The conclusion from the review was that online courses, including OLTE, can

transform learning when culturally inclusive assignments are included.

Marsh, B., & Mitchell, N. (2014). The role of video in teacher professional development. *Teacher Development*, 18(3), 403-417.

Understanding the potential for video use is essential in OLTE as video can play a critical role in learning online and is a critical component of the teaching practicum. This literature review focuses on the use of video in both preservice teacher education and in-service professional development. Research supports the use of video technology synchronously and asynchronously. It can extend the quantity and quality of classroom observation experiences and, therefore, has the potential to help teachers develop their observation skills, their abilities to analyze teaching, and reflect on and learn from their observations. In this article, the authors describe how linking theory to practice, developing pedagogical language, and learning through communities of practice might be achieved through the use of video in e-contexts. Claims for gains that were made in relation to subject matter knowledge are less convincing.

Rourke, L. & Kauka, H. (2009). Learning in communities of inquiry: A review of the literature. *Journal of Distance Education*, 23 (1), 19-48.

The purpose of this study was to investigate learning within the Col framework. Two hundred and fifty-two research reports that referenced Col were reviewed. From the 252 reports, only 48 collected and analyzed data for one or more aspects of the Col framework

and only five included measures of student learning. Learning was principally defined as perceived learning and assessed with a single item on a closed-form survey. The authors expressed concerns over the soundness of such measures. The review indicated that deep and meaningful learning did not arise in these research reports on Col as learning was associated with independent activities and didactic instruction and not with learning that resulted from sustained communication, which is critical for the Col framework. The results suggest that the research reports that were considered in this article, neither confirmed nor disconfirmed the efficacy of the Col framework.

Zhao, Y., Lei, J., Lai, B. Y. C., & Tan, H. S. (2005). What makes the difference? A practical analysis of research on the effectiveness of distance education. *Teachers College Record*, 107, 1836-1884.

The purpose of this study was to identify factors related to effectiveness in distance education. Although aggregated data of available studies have shown no significant difference in outcomes between distance education and face-to-face education, further examination of the differences revealed that distance education programs, just like traditional education programs, vary a great deal in their outcomes. Effectiveness in distance education was associated with a number of different pedagogical and technological factors. This study led to some important data-driven suggestions for and about distance education.

Commentary or Descriptive Papers

Bonadeo, F. S. (2013). Using a virtual

classroom in the practicum: Innovations and enhanced practices. *Argentinian Journal of Applied Linguistics*, 1(2), 79-87.

Bonadeo reflected on her experiences teaching the practicum via the virtual platform, Moodle. Participants exchanged and commented on lesson plans, materials, and teaching ideas, as well as their practicum teaching experiences. This engagement in the collaborative and reflective activities was instrumental in building a community of practice (CoP) that continued after graduation.

Bauer-Ramazani, C. (2006). Training CALL teachers online. In P. Hubbard & M. Levy (Eds.), *Teacher education in CALL* (pp. 183-200). Amsterdam, NL: John Benjamins Publishing Company.

In her 2006 chapter, Bauer-Ramanazi explained how her college migrated from a face-to-face course on computer assisted language learning (CALL) to a fully online distance course. She explained the implementation stages, principles, and structure of the course, as well as instructional tasks, and concluded with a discussion of challenges and future directions training teachers online.

Bauer-Ramazani, C. (2017). Teacher training with CALL online (distance): A standards-based approach. In J. B. Son & S. Windeatt (Eds.), *Language teacher education and technology: Approaches and practices* (pp. 129-32). London, England: Bloomsbury Academic.

In her 2017 chapter, Bauer-Ramanazi explained how an online CALL course had been adapted

in response to the TESOL Technology Standards Framework. She detailed the design and delivery features of the course, as well as its content and pedagogical principles, its alignment to the standards, and the challenges faced in teaching CALL online.

Compton, L. K. L. (2009). Preparing language teachers to teach language online: A look at skills, roles, and responsibilities. *Computer Assisted Language Learning*, 22(1), 73-91.

This paper reviewed and critiqued an existing skills framework for online language teaching and highlighted the complexity of identifying online language teaching skills. The critique is followed by an alternative framework for online language teaching skills, which covers three categories of skills (technology, pedagogy, and evaluation) at three levels of expertise (novice, proficient, and expert). The framework is meant to guide language teacher education programs. This paper also uses a systems view (i.e., parts that are connected and joined together by specific relationships) to look at the roles and responsibilities of various stakeholders in an online learning system. Four major recommendations are provided to help language teacher training programs prepare future language teachers for online language teaching.

England, L. (2012). Online distance TESOL in the 21st century: From the trench. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 1-6). New York, NY: Routledge.

In this introductory chapter, England described the landscape of OLTE in which her edited volume is situated. She overviews its

reach (who takes online classes and why), content (what is taught, who teaches online, and what media and devices are used), and status (the advantages and challenges of online TESOL).

England, L. & Hall, D. (2012). The future of online TESOL. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 187-199). New York, NY: Routledge.

England and Hall note the proliferation of OLTE and seek to chart future directions. They outline key issues and also discuss the roles and responsibilities of instructors and administrators, paying particular attention to the need for standards of quality for OLTE provision.

Gruber, P. (2017). Blended approaches to teaching languages with computers. In J. B. Son & S. Windeatt (Eds.), *Language teacher education and technology: Approaches and practices* (pp. 35-49). London, England: Bloomsbury Academic.

Gruber describes a graduate course titled, Technology and Language Learning, that he teaches across three modes of delivery: face-to-face, blended, and fully online. He details the course content, the course features, and issues he has encountered relative to the different modes. The course uses a learning management system in which all students are required to participate.

Hall, D. & Knox, J. (2012). Rewards and challenges of online program administration. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 137-153). New York, NY: Routledge.

Hall and Knox discuss the difficulties teachers have when teaching online. They note that workloads are increased and administrative support staff are a lifeline for students. They also acknowledge the marginalized status of online teaching resulting from lack of upper management engagement in and awareness of their distant student population.

Healey, D. (2012) Planning a distance education course for language teachers: What administrators need to consider. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 172-184). New York, NY: Routledge.

Healey elaborates on the issues that administrators need to address before the development of fully online language teacher education. These issues cover all stages of implementation (planning, course preparation, teaching, and marketing) in terms of both the human resources and the technology infrastructure that need to be selected and deployed.

Hockly, N. (2018). Video-based observation in teacher education. *ELT Journal*, 72(3), 1-7. doi: 10.1093/elt/ccy022.

Video recordings of classroom practice can be effective vehicles for analyzing teaching and supporting and developing reflective practices among both pre-service and in-service teachers. This article focused on the use of recorded video for self- and peer observations for professional development rather than the use of video for external evaluative purposes. Although the focus of this article was on face-to-face contexts, we included it in this bibliography because video observation in OLTE is important, particularly

for the practicum. In addition, there is little published research to date relative to online practices; however, the article reviewed two English language teacher education programs that involved teachers in viewing videos.

Humphries, S. & Mihai, F. (2012). Addressing the challenges of online assessment: Practical solutions for TESOL instructors. In L. England (Ed.), *Online language teacher education: TESOL Perspectives* (pp.39-53). New York, NY: Routledge.

Humphries and Mihai's exploration of both summative and formative assessment was conducted through the lens of assessment validity, reliability, practicality, and authenticity. Within each concept, they articulated issues online teachers need to consider, as well as recommendations for designing online assessments.

Khalsa, D. K. (2012). Creating communities of practice. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 81-92). New York: NY: Routledge.

Khalsa identified areas of OLTE research that need to be explored to ensure that the development of communities of practice (CoPs) result in learning, such as shared identity, empowering human relationships, more student choices, trust in a virtual team setting, guidelines for a virtual team setting, and issues of power.

Kiddle, T., & Dudeney, G. (2019). Monitoring and evaluating the quality of online TESOL teacher education courses: Ensuring quality assurance standards. In J. D. Agudo (Ed.) *Quality in TESOL and teacher education:*

From results culture to quality culture (pp. 252-261). New York, NY: Routledge.

This chapter provided commentary on the meaning and quality of OLTE. Two important factors framed the content of this chapter. The first factor concerned the nature of OLTE as the education of English language teachers online is distinct from other types of teacher education and professional development in terms of its online delivery and interaction; therefore, it warrants consideration as an independent domain of research. The second factor focuses on the tensions between the "ever-expanding possibilities of the online space" (p. 252) and the temptation that providers of OLTE face relative to OLTE. The tendency is to view OLTE in terms of convenience and its financial benefits rather than in terms of asserting quality.

Kiddle, T., & Prince, T. (2019). Digital and online approaches to language teacher education. In S. Walsh & S. Mann (Eds.) *The Routledge handbook of English language teacher education* (pp. 111-125). New York, NY: Routledge.

This chapter provides an overview of the approaches available for using digital and online tools and platforms for language teacher education. As such, it is an important article for OLTE. The authors provide a history of digital technology in language and teacher education and consider challenges and opportunities. In addition, they delve into interaction, design, platforms and tools, and options for assessment. These variables are discussed in blended and fully online teacher education programs of various sizes. Finally, the implications of these variables are considered for individuals and organizations,

for trainers and trainees, and for those who make decisions relative to digital teacher education practices.

Kouritzin, S. (2002). The personal, practical, and professional rewards of teaching MA-TESOL courses online. *TESOL Quarterly*, 36 (4), 621-624.

In this article, the author described her experiences using WEBCT for a pilot course with four TESOL teachers. Kouritzin acknowledged that she faced each of the challenges that Nunan (2002) had described, but she added one more—the relentlessness of the reading and writing commitment that is required of the online teacher.

McAllister, P. G. (2012). Teaching research methods in an online distance course. In L. England (Ed.), *Online language teacher education: TESOL Perspectives* (pp.93-101). New York, NY: Routledge.

McAllister described the challenges of building a research methods course online, especially given students' apprehension regarding research methods courses in face-to-face contexts. She listed the essential components for a successful course, including engagement in discussion forums, using rubrics for grading assignments in the course, and explicit instruction.

Motteram, G. (2017). Language learning and technology: A thirty-year journey. In J. B. Son & S. Windeatt (Eds.), *Language teacher education and technology: Approaches and practices* (pp. 63-76). London, England: Bloomsbury Academic.

Motteram explained how the masters' degree

course content was adapted for teacher learners who were proficient users of technology. Taught both face-to-face and online, the course focused on the content of language learning, but it did include an optional practical tutorial for those who needed it.

Nunan, D. (2002). Teaching MA-TESOL courses online: challenges and rewards. *TESOL Quarterly*, 36(4), 617-621.

In this paper, the author looked at the challenges and rewards of developing and implementing a web-based master's program in TESOL for a relatively new virtual university. The program targeted TESOL teachers working in parts of the world where opportunities for graduate study were limited. Four challenges were described along with potential solutions.

Nunan, D. (2012). Preface. In L. England (Ed.), *Online language teacher education: TESOL Perspectives* (pp. vii-xv). New York, NY: Routledge

As well as summarizing the themes of the volume's chapters, Nunan also traced his own experiences with OLTE and identified the roles of online technology in learning: as a carrier of content, as a practice tool, as a learning management system, and as a communication device.

Opp-Beckman, L. (2012). Administration of online distance education: Academic services in support of ESOL e-learners. In L. England (Ed.), *Online language teacher education: TESOL Perspectives* (pp.157-65). New York, NY: Routledge.

Opp-Beckman discussed the support services, both human and computer-based, that are needed to deliver online services to educators in remote and low-resourced settings. Participants from over 100 countries identified their priorities, such as timely and courteous communication, and then listed other issues to consider, such as capacity.

Son, J.-B., & Windeatt, S. (Eds.) (2017). *Language teacher education and technology: Approaches and practices*. London, England: Bloomsbury Academic.

Son & Windeatt's edited volume is primarily focused on how CALL pedagogy is being included in language teacher education programs so that teachers have the knowledge and skills for employing technology in their language classes. However, several chapters also discussed teacher development courses that were delivered online (chapters authored by Bauer-Ramanazani, Gruba, Hubbard, Motteram, and Son).

Son, J. B. (2017). CALL research, practice and teachers' roles. In J. B. Son & S. Windeatt, *Language teacher education and technology: Approaches and practices* (pp. 51-62). London, England: Bloomsbury Academic.

Describing an elective masters' course, Son focused on the features of the course and the issues and challenges in teaching it. The features included task-based learning, the teacher's role in a CALL context, interaction, and collaboration. The course was offered both online and on-campus.

Son, J.-B. (2018). *Teacher development in technology-enhanced language teaching*.

London, England: Palgrave Macmillan.

The goal of Son's volume was to provide guidance on how teachers could develop the knowledge, skills, and strategies they needed to use CALL in their classrooms. It includes specific suggestions for how to improve language teacher education and development.

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