

“It Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?”

A Mixed Methods Investigation of Teacher Learning and Teacher Development in CELTA Courses

Dr. Danielle Freitas

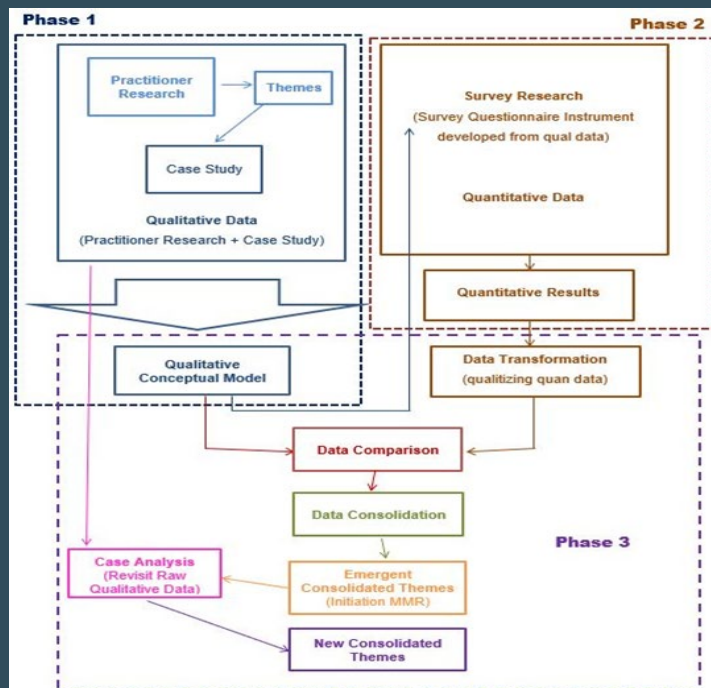
RESEARCH QUESTIONS

What does it mean for student teachers to learn how to teach and develop as English language teachers in CELTA courses?

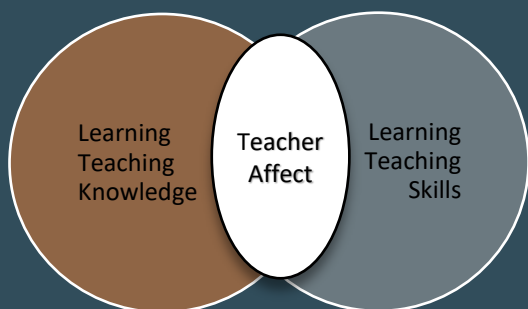
What is the nature of teacher learning and teacher development in CELTA courses?

In what ways do student teachers learn how to teach and develop as English language teachers in CELTA courses?

RESEARCH METHODOLOGY

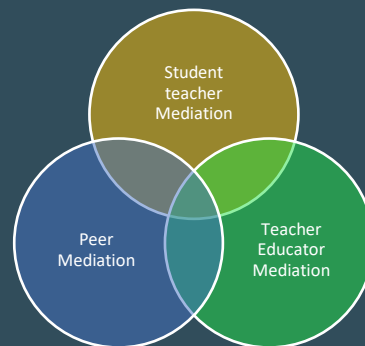


PHASE 1 - Qualitative



FINDINGS

PHASE 2 - Quantitative



PHASE 3 - Mixed Methods

Student teachers internalize teaching knowledge by self-regulating and being regulated by teacher educators and peers through the use of course activities, artifacts and concepts. They, in turn, develop their pedagogical content knowledge by verbalizing, materializing and enacting their teaching knowledge through their teaching practice and course activities, which, with time and engagement in further teaching activity, leads to the development of psychological tools for teacher thinking. As they engage in this process, student teachers encounter contradictions between the instructional practices and events that constitute the CELTA course (objective social situation) and how they become aware of, interpret and emotionally relate to these instructional practices and events (a student teacher's *perezhivanie*), and it is by resolving these contradictions, by self-, teacher educator- or peer-regulation, that they shift how they interpret and emotionally relate to their experiences, qualitatively reorganizing their internal plane, which results in the emergence of new(er) aspects of their personality, which, in turn, contributes to development of a (new) teacher identity.

