Suggested Reference


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https://researchspace.auckland.ac.nz/docs/uoa-docs/rights.htm
Our research into teachers' views on effective ways of organising professional reading is inspired by Allwright's (2003, 2012) work in exploring classroom puzzles. Professional reading is a key source of input and a way of keeping up to date with new ideas, but often teachers feel there is little time for their own reading. Such reading is a key component of many teacher professional development programmes but the paucity of research suggests that it is a practice little examined.

We teach on a TESOL in-service qualification for practising primary and secondary ESOL and content teachers. Teachers are teaching full-time and studying part-time. In the four compulsory courses, undertaken over two years, three different approaches are used for the required course readings: independent reading, presenting a summary and leading a group discussion, and reciprocal reading in groups. We are interested in the ways in which this reading component caters for diverse needs, linguistic, cultural, pedagogic and contextual. In particular we want to know: a) which readings the teachers find most helpful and why; b) which approaches to the reading requirement they find most effective; c) and ways in which they are able to use their reading to inform their teaching and work with school colleagues.

Our two-year study is framed by two questionnaires completed by about 60 students: one prior to commencing study and the second at the end of the fourth compulsory course. In addition 5 teachers participated in interviews at the end of each of the four courses to discuss how the reading component meets their needs.

Findings from the first year of data collection will be discussed, in particular those related to ways in which diversity can be catered for within the reading component of an in-service TESOL teacher education programme.
Our collaborative research into teachers’ views on effective ways of organising professional reading to meet their needs is inspired by Allwright’s work in exploring classroom puzzles. We are interested in the ways in which the reading component of a TESOL programme on which we teach caters for teachers’ diverse needs, linguistic, cultural, pedagogic and contextual. In particular we want to know: a) which readings the teachers find most helpful and why; b) which approaches to the reading requirement they find most effective; c) and ways in which they are able to use their reading to inform their teaching and work with school colleagues. This paper will explore findings from the first phase of our two-year longitudinal study, a questionnaire and in-depth interviews, to understand more deeply ways in which diversity can be catered for within the reading component of an in-service TESOL teacher education programme.