JOURNAL ON EFFICIENCY AND RESPONSIBILITY IN EDUCATION AND SCIENCE

The ERIES Journal is being managed by an international editorial board as a regular scientific journal. A rigorous process of papers' reviews (double-blind peer review) is fully supported by a web-based submission system. The journal is published electronically four times a year, on March 31, June 30, September 30 and December 31 of the current year.

The journal is indexed in:

- BASE - Bielefeld Academic Search Engine
- Directory of Open Access Journals
- EBSCO database
- Emerging Sources Citation Index - Web of Science™ Core Collection
- ERIC - Education Resources Information Center
- ERIH PLUS
- Google Scholar
- Open Academic Journals Index
- ResearchBib
- SCOPUS
- The list of reviewed periodicals in the Czech Republic



Special Issue

Practitioner Inquiry: Towards Efficiency and Responsibility in Teaching and Teacher Education

www.eriesjournal.com

Scientific journal of the Czech University of Life Sciences Prague JOURNAL ON EFFICIENCY AND RESPONSIBILITY IN EDUCATION AND SCIENCE, distributed by the Faculty of Economics and Management. Published quarterly. Executive editors: Ing. Martin Flégl, Ph.D., Ing. Igor Krejčí, Ph.D. and PhDr. Michaela Cocca. Editorial Office**:** ERIES Journal, Czech University of Life Sciences Prague, CZ 165 21 Prague 6 - Suchdol, Czech Republic, email: editor@eriesjournal.com, tel: +420 224 382 355.

© Czech University of Life Sciences Prague, Czech Republic, 2023

volume 16
issue 1

2023

An international peer-reviewed journal published by
Faculty of Economics and Management
Czech University of Life Sciences Prague

editor@eriesjournal.com
www.eriesjournal.com
Online ISSN: 1803-1617
Printed ISSN: 2336-2375

In contrast to top-down professional development practices mandated by institutions, outside experts, and local educational authorities, teachers all over the world who wish to enhance their competences as professionals are now more willing to pursue their professional development by engaging in different modes of practitioner inquiry - action research, teacher research, exploratory practice, and self-study (Hanks, 2019; Mercer et al., 2022; Rutten, 2021). Although the terminology for practitioner inquiry differs across different teaching contexts, it continues to be the key focus of teacher professional development at both pre-service and in-service levels as it enables teachers to transform their practices and increase student learning by intentionally creating reflective and reflexive spaces for them to identify their professional learning needs (Hanks, 2019; Uştuk and Çomoğlu, 2021) and encouraging teacher autonomy and agency (Dikilitaş and Griffiths, 2017; Uştuk and Çomoğlu, 2019). Thus, the aim of this special issue is to display the implementation of some critical pedagogies of bottom-up teacher professional development as practitioner inquiry from a range of international perspectives through a holistic depiction of opportunities and tensions in the practitioner inquiry process.



The seven articles and two book reviews that follow consider not only the extent to which practitioner inquiry empowers teachers and their learners but also the extent it informs policy and practice in pre- and in-service teacher education. The first two articles center around an issue that has gained much attention lately: pre-service teacher action research. Action research in pre-service teacher education based on an evidence-based approach enhances pe-service teachers' teaching and enables them to take control of their professional pathway in their future careers (Forster and Eperjesi, 2021). In her article titled *Preservice teacher action research: Making meaning and generating knowledge through inquiry*, Rachel Ginsberg explored the ways in which action research during pre-service teacher education influenced the development of a critical inquiry stance as pre-service teachers conducted research in the context of a large state university in the U.S. The findings suggested that through inquiry, preservice teachers disrupted the hierarchy of knowledge generation in teaching as they theorized instruction, problematized pedagogy, and improved their teaching practices. In the next article Ekaterina Koubek and Stephanie Wasta present their study into pre-service teacher action research in an article with the title *Preservice teachers' experiences on becoming culturally responsive educators*. This action research case study explored how one teacher preparation program in the U.S. implemented reflective and experiential practices in their graduate TESOL coursework to assist pre-service teachers in systematically examining their understandings of culturally responsive practices for multilingual learners. The findings revealed that pre-service teachers developed an awareness of culturally responsive pedagogy; they recognized the importance of learning from and with their students and families but still had areas for growth when implementing culturally responsive practices.

The third article titled *Teacher-tailored classroom observation for professional growth of EFL instructors: An exploratory case study* shifts the focus in this special issue to the role of practitioner inquiry in in-service teacher development. In their article Sabire Pınar Acar, Eda Akgün-Özpolat and Irem Çomoğlu explore the insights of four EFL teachers about classroom observation as a professional development tool tailored by teachers themselves in a higher education context in Türkiye. The findings provided evidence of the importance of empowering, collaborative, and sustainable practices for teacher professional development especially in contexts where top-down professional development practices are still prevalent. The next study in this issue also highlights the collaborative nature of practitioner inquiry yet provides an account of tensions in ESL and content teachers' collaborations. Amanda Giles and Bedrettin Yazan's article *Constructing teacher identity in teacher collaboration: What does it mean to be a teacher of culturally and linguistically diverse English learners?* is about teacher identity construction in a collaborative partnership between an ESL and English Language Arts (ELA) content teacher in a seventh grade ELA classroom in the U.S. The study found that this partnership did not change the novice ELA content teacher's positioning linguistically diverse ESL learners through a deficit lens, which proves that practitioner inquiry is not a panacea and the collaboration in it is not always flawless.

In the fifth article, Kenan Dikilitaş and Asli Lidice Gokturk Saglam offer us insights about the experiences of teacher researchers in an online teacher education course within the scope of TESOL's Electronic Village Online (EVO), an emergent area in teacher professional development especially after the Covid-19 pandemic. In their article *Exploring the practical impacts of research engagement on english language teaching: Insights from an online community of practice*, the authors found out that research engagement supported within the online community of practice created change in two areas; (1) research-driven practical change and (2) research-driven professional development. The paper concludes by exploring the implications of

the present study for in-service teacher educators and research mentors who provide online research-driven professional development.

In the next article titled *Facilitating the transitioning of an FL teacher from teaching adults to teaching young learners through mentoring*, Yasemin Kirkgöz also touches on the importance of supporting teacher researchers as mentors, an issue that remained underexplored in the enactment of practitioner inquiry (Smith, 2022). The study deals with the transition process of an EFL teacher from teaching older students to younger students at a primary school in Türkiye and the impact of a mentoring program in the form of a Collaborative Action Research (CAR) project on this process. The results showed that the mentoring practices within the CAR community afforded the teacher a smooth transition and helped him develop a teacher-researcher identity.

The very last article in this special issue is about a topic that cannot be neglected while considering the complexities that arise during practitioner inquiry: the importance of context as 'the overall complex and holistic socio-educational landscape in which teachers' educational practices are embedded' (Banegas and Consoli, 2020: 177). In their study, *Teacher-practitioner inquiry in professional development: A case of adaptation and resistance to genre-based systemic functional linguistic as a new writing instruction*, Hanh Dinh and Lan Nguyen Thi Huongpresent the results of a practitioner inquiry project embedded into a professional development program for 120 Vietnamese EFL teachers. The program aimed to equip teachers with the basics of the genre-based systemic functional linguistic approach so that teachers could more effectively use the new locally produced textbooks in teaching writing. However, the results indicate that teachers faced some challenges in implementing what they learned due to the socio-educational issues surrounding them.

In addition to the seven research articles, this special issue includes the reviews of two impactful books on practitioner inquiry. In her review of *Sustaining action research: A practical guide for institutional engagement* authored by Anne Burns, Emily Edwards, and Neville John Ellis, Erzsébet Ágnes Békés remarks that this volume is a valuable source of manageable tasks and activities for teachers, teacher educators and administrators who want to sustain action research at micro and macro levels. In his review, Raúl Enrique García López describes *Inquiry and research skills for language teachers* by Kenan Dikilitaş and Ali Bostancioğlu as an innovative and practical source which provides a step-by-step guide for teacher educators to design research courses specifically in initial English language teacher education.

As the editors of this special issue, we believe this set of studies from diverse contexts will constitute a valuable resource for language teachers, teacher educators, researchers, and administrators who intend to take up practitioner inquiry as a way of transforming educational practices and policies. It is important to note that we have had a great support system besides the contributing authors. That said, we would like to thank the Executive Editors of the ERIES Journal, the Editorial Board and the team for their trust and support along this journey. We are also grateful to the practitioners who contributed to this special issue as -reviewers for their valuable insights and meticulous work.

Sincerely

Irem Çomoğlu
Dokuz Eylul University, Turkey
Special Issue Editor, Member of Editorial Board

Özgehan Uştuk
Balikesir University, Turkey
Special Issue Editor, Guest Editor

ERIES Journal
www.eriesjournal.com
www.linkedin.com/company/eriesjournal/
www.erie.pef.czu.cz

REFERENCES

Banegas, D. L. and Consoli, S. (2020) 'Action research in language education', in McKinley, J. and and Rose, H. (eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 176–187), New York: Routledge.

Dikilitaş, K. and Griffiths, C. (2017) *Developing language teacher autonomy through action research*, Cham: Springer.

Forster, C. and Eperjesi, R. (2021) *Action research for new teachers: Evidence-based evaluation of practice*, London: Sage.

Hanks, J. (2019) 'From research-as-practice to exploratory practice-as-research in language teaching and beyond', *Language Teaching*, Vol. 52, No. 2, pp. 143–187. https://doi.org/10.1017/S0261444819000016

Mercer, S., Farrell, C. and Freeman, D. (2022) *Self-directed professional development in ELT*, [Online], Oxford: Oxford University Press, Available: www.oup.com/elt/expert [1 Mar 2023].

Rutten, L. (2021) 'Toward a theory of action for practitioner inquiry as professional development in preservice teacher education', *Teaching and Teacher Education*, Vol. 97, pp. 1–14. https://doi.org/10.1016/j.tate.2020.103194

Smith, R. (2022) 'Mentoring teacher-research: From situated practice to 'global' guidance', in Wyatt, M. and Dikilitaş, K. (eds.), *International perspectives on mentoring in English language education* (pp. 229–247), Cham: Springer.

Uştuk, Ö. and Çomoğlu, I. (2019) 'Lesson study for professional development of English language teachers: Key takeaways from international practices', *Journal on Efficiency and Responsibility in Education and Science*, Vol. 12, No. 2, pp. 41–50. http://dx.doi.org/10.7160/eriesj.2019.120202

Uştuk, Ö. and Çomoğlu, I. (2021) 'Reflexive professional development in reflective practice: What lesson study can offer', *International Journal for Lesson and Learning Studies*, Vol. 10, No. 3, pp. 260–273. https://doi.org/10.1108/IJLLS-12-2020-0092

CONTENT

Preservice Teacher Action Research: Making Meaning and Generating Knowledge Through Inquiry
Rachel Ginsberg **1**

Preservice Teachers' Experiences on Becoming Culturally Responsive Educators: An Action Research Case Study
Ekaterina Koubek, Stephanie Wasta **12**

Teacher-Tailored Classroom Observation for Professional Growth of EFL Instructors: An Exploratory Case Study
Sabire Pınar Acar, Eda Akgün Özpolat, İrem Çomoğlu **26**

Constructing Teacher Identity in Teacher Collaboration: What Does It Mean to Be a Teacher of Culturally and Linguistically Diverse English Learners?
Amanda Giles, Bedrettin Yazan **36**

Exploring the Practical Impacts of Research Engagement on English Language Teaching: Insights from an Online Community of Practice
Kenan Dikilitas, Asli Lidice Gokturk Saglam **46**

Facilitating the Transitioning of an EFL Teacher from Teaching Older Learners to Teaching Younger Children Through Mentoring
Yasemin Kırkgöz **55**

Teacher-practitioner Inquiry in Professional Development: A Case of Adaptation and Resistance to Genre-based Systemic Functional Linguistic as a New Writing Instruction
Hanh Dinh, Lan Nguyen Thi Huong **65**

Sustaining Action Research: A Practical Guide for Institutional Engagement by Anne Burns, Emily Edwards and Neville John Ellis
Erzsébet Ágnes Békés **81**

Inquiry and Research Skills for Language Teachers by Kenan Dikilitaş and Ali Bostancioğlu
Raúl Enrique García López **83**