

## **Creating language teacher communities**

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### **Abstract**

Examination shows that proficient in-administration instructor improvement exercises completed in type of talks were found to have little impact on educators' conduct grinding away while missing the mark in cooking for their inside and outer requirements. Up until this point, different new applications have been proposed and tried to limit the negative impacts of such deficiencies experienced in customary expert improvement exercises. Among many, language educator networks (LTC) have uncovered promising outcomes in and for instructor improvement around the globe. Henceforth, in this article, I audit research zeroing in on LTC with regards to English as a second or unknown dialect educating. Moreover, I recommend a few hints for building up, arranging, and working inside LTC. To do that, I survey the pertinent writing accessible and conceptualize a few thoughts while building onto our insight into the act of setting up and looking after LTC.

**Keywords:** Community; Community of practice; Teacher education; Reification; Teacher Development.

### **Introduction**

A developing assortment of exploration on instructor schooling illuminates us that educator training research dismisses educators' own originations and is inadequately secured to educators' everyday circumstances and issues (Black and Halliwell, 1999; Tisher and Wideen, 1990). For these analysts, educator schooling research should be grounded in a more all encompassing perspective on what instructors think about their callings (Black and Halliwell, 1999; Fang, 1996; Kuzmic, 1994).

Albeit right around twenty years have passed since I composed these lines, it is surprising to see that our improvement towards such "comprehensive view" is still too moderate, that is, one can even now begin her exposition or examination article in a similar vein today to point at the deficiencies of educator schooling and advancement rehearses with

which we are recognizable as a piece of our calling as scientists just as instructors. It is still valid for now that proficient improvement exercises target progressing institutional preparing objectives intended for members' securing of essential information and abilities (Sparks and Loucks-Horsely, 1990).

Carter (1990) contends that this standard, instructional way to deal with proficient advancement has chiefly centered around what educators need to know and how they can be instructed that specific information.

Networks of training (CP) is another popular expression we have ceaselessly been hearing in our expert circles paying little heed to where we educate or research on the planet. "Created by Jean Lave and Etienne Wenger" this idea "is presently one of the most expressed and created ideas inside expansive social hypotheses of learning" (Barton and Tusting, 2005, p. 1). In spite of the way that the term is frequently used to allude to those gatherings held by likeminded experts to build up their abilities, the regularly ignored hugeness of the term lies in the way that CP involves a hypothesis of discovering that is exceptional with its qualities.

Created as an elaboration of Vygotsky's work, the foundations of this hypothesis of learning can be found in sociocultural speculations of realizing which assume that all human learning happens inside social collaboration (Cole, 1996). Sociocultural speculations of learning epitomize incredible significance in English language instructing since they "place language, culture and, in this manner, network up front in the advancement cycle, which makes them ideal getting sorted out standards in educator courses identified with English language students" (Jimenez-Silva and Olson, 2012, p. 336).

Grossman, Wineburg and Woolworth (2001) contend that in spite of the fact that it has generally been utilized in training as a term, network, as a word, "has lost its signifying" initially on the grounds that "it isn't clear what highlights, assuming any, are shared across terms" (p. 942). These analysts, notwithstanding, acknowledge Bellah and associates' (1985) meaning of "network" as a working term which alludes to: a gathering of individuals who are socially related, who partake together in conversation and dynamic, and who share certain practices that both characterize the network and are supported by it (p. 946)

Like the previously mentioned specialists, at any rate inside the constraint of this section, the term CP will be utilized to point at a socially reliant gathering who, wholeheartedly, care both for their expert development and prosperity. In that sense, the term is intentionally utilized contrary to what Grossman, Wineburg and Woolworth (2001) name "pseudocommunities" whose proficient gatherings are described by "eye moving, mocking, and murmuring under the breath" (p. 957). Subsequently, CP and particularly LTC should cultivate the sensation of harmony and shared help in a culture wherein separation and rivalry have just become the standard.

Examination results from different nations, for example, China (Yan, 2005), Greece (Mattheoudakis and Nicolaidis, 2005), Turkey (Turhan and Arıkan, 2009; Bümen and companions, 2012; Uysal, 2012) and the online world (Wesely, 2013) indicated that proficient in-administration educator improvement exercises completed in type of talks were found to have little impact on instructors' conduct grinding away while missing the mark in

providing food for their inward and outside requirements. Such expert improvement exercises and projects that intend to build up instructors' information and convictions were found to have extreme impediments just in light of the fact that they can't resist changing educators' practices (Hayes, 1997). At the point when the instance of Turkey is considered explicitly, Bümen and companions (2012) uncover that in spite of the fact that there are diverse instructor advancement models accessible, just the customary model that is contained courses, classes, and meetings is generally utilized in Turkey. Likewise, survey of writing on INSET by Turhan and Arikan (2009, p. 414) uncovered that "the students explicitly wanted to improve their functional educating aptitudes." Hişmanoğlu and Hişmanoğlu (2010, p. 24) found that among the ten things replied by English language instructors examining their view of the impact of instructive oversight as far as the educational program and showing strategies/procedures, the most elevated firmly concur/concur choice was given about the thing "Let educators talk about methods of tackling any issue with the educational program."

All these discoveries propose that Turkish instructors of English are slanted to be working in LTC due to their disappointment with the limited, conventional model of educator advancement wherein specialists basically pass information to the students. Utilizations of CP in English language instructor schooling programs as an unmistakable model for educator improvement have uncovered promising outcomes all around the globe. Jimenez-Silva and Olson (2012) who worked with preservice

English language instructors in CP have discovered that setting up and working in such a network "is a promising method to help pre-administration educators assemble associations and team up in effective manners to inspect their own suspicions and belief systems of training, particularly those that they hold for English language students" (p. 343). Additionally, Patton and Parker (2017) close their examination by expressing that educators' commitment in CP as a piece of their expert improvement "gave an establishment to coordinated effort and diminished seclusion, permitting members to broaden instructing and research limits" (p. 351). However, albeit much has been expounded on CP and LTC explicitly, considerably more should be composed to reveal insight into "how" CP and LTC can be handled effectively. In this part, I recommend a few hints for building up, arranging, and working inside LTC. To do that, I survey the significant writing accessible and conceptualize a few thoughts while building onto our insight into the act of setting up and looking after LTC. The fourweek curricular arrangement proposed can help instructor mentors or educators themselves to sort out such exercises to improve their expert turn of events.

### **Components of LTC**

Creating LTC requires another agreement and conceptualization of educator practice. Realizing that numerous educators learn about detached and left in their expert advancement halfway in light of exhausting and insignificant expert improvement rehearses offered to them, making LTC seems, by all accounts, to be a reasonable alternative. Exercises in LTC amalgamate the real factors, all things considered, including instructors, understudies, and specialists, in an approach to unite singular educators' top to bottom conversation and comprehension of issues encompassing all parts of tutoring. Quite a crisp agreement makes

the individual educator think and act past the restriction of the homeroom. As Grossman, Wineburg and Woolworth (2001) states, when an instructor network is thought of, it should normally be acknowledged that "a few people know things that others don't have a clue and that the aggregate's information surpasses that of any individual" (p. 973). Henceforth, such LTC ought to follow "jigsaw" exercises in which educators, similar to understudies who are presented to such exercises, "find out about various parts of a typical theme and afterward pool their learning in little gatherings or in an entire class setting" (p. 974). Little (2003), in her audit of examination, contends that educating and learning can be fortified and improved "when educators all in all inquiry ineffectual showing schedules, inspect new originations of instructing and learning, find generative intends to recognize and react to distinction and strife, and connect effectively in supporting each other's expert development" (p. 913).

Henceforth, LTC can without much of a stretch empower educators' shared exchange of thoughts, encounters, and information in an approach to establish a particular open door for instructors' development as experts who gain from each other and with one another.

Putting stock in the intensity of apprenticeship, Lave (1991) contends that "building up a way of life as an individual from a network and turning out to be proficiently skilful are essential for a similar cycle" (p. 65). Aside from creating abilities that are in compatible with a language educator's calling, LTC exemplify a huge range of subject matters and mastery going from speculation and reflecting and from picking up methods and styles to adding to a more extensive fleeting and spatial elements. With that in mind, LTC, as my survey of exploration shows, involve different thoughts and resources towards building up an aggregate character:

- honing the information on epistemology, curricular substance, guidance, instructional method, evaluation and understudy learning (Hairon, 2018).
- straight forwardness (Little, 2003),
- joint venture (shared arrangement of objectives and methodology) (Wenger, 1998),
- keeping up and spreading majority rule and common talk (Grossman, Wineburg and Woolworth, 2001),
- reification (Wenger, 1998),

Like all expert advancement exercises, LTC intend to hone educators' information on epistemology, curricular substance, guidance, teaching method, evaluation and understudy learning (Hairon, 2018). Straightforwardness is picking up significance in instructive organizations as a vital part of responsibility. Defining sensible and achievable objectives, utilizing reasonable and legitimate evaluation devices and speaking with all gatherings associated with a genuine route make up the substance of straightforwardness in instructive practices. While doing that, setting up sure affinity with all gatherings engaged with an approach to arrive at choices through shared exchange of objectives and systems and considering all to be of training as a unit of joint venture should be seen as sine qua non.

When these generally significant objectives are set, keeping up and spreading majority rule and common talk that will be accessible to all the consequence of which might

be living in networks in which individuals arrive at agreement in all means of human issues beginning from training and moving towards other social and political organizations.

Issues emerge in all instructive exercises as far as "how completely, totally, and explicitly different pieces of training are made obvious or straightforward in association" (Little, 2002, p. 934). As people, we see our own real factors through a cycle of reification, that is, by making the theoretical more concrete or genuine, since we pass our implications into the things, both conceptual and concrete, after which we "see them as existing" (Little, 2003, p. 58). At the end of the day, when the instance of the individual language instructor is thought of, one can undoubtedly guarantee that the educator, much the same as some other citizen, both sees and concretizes her reality brimming with homeroom exercises and connections, utilization of materials, and evaluation of understudies' work in a cycle toward the finish of which the world turns into a field of encounters and things that she made in her psychological set. Consequently, any expert improvement action should consider the reification cycles of individual instructors inside a social and expert setting. It should be enunciated that we as a whole come from various different backgrounds in spite of the fact that we may have comparable encounters. Henceforth, coaches should begin "with an attention on instructors' work and showing lives, instead of a choice of expert improvement exercises" (Little, 2002, p. 919). This new conceptualization that depends on the natural individual as opposed to the inorganic foundation flags a sharp turn. Truth be told, this dismiss is a break from conventional comprehension of expert improvement which, indeed, depends on a prior, and rather philosophical, split away from customary perspectives on information as can be found in Table 1 (McLure Wasco and Faraj, 2000, p. 158).

	Knowledge as object	Knowledge embedded in people	Knowledge embedded in community
Definition of Knowledge	Justified true belief	That which is known	The social practice of knowing
Assumptions and design implications	Knowledge is codified and decontextualized	Knowledge exists in the minds of people and is difficult to share	Knowledge develops in the context of a community
Knowledge ownership	Organization	Individual	Community
Motivations for exchange	Self-interest	Self-interest	Moral obligation
Promotion of knowledge exchange	Extrinsic and financial rewards	Reputation, status, obligation	Generalized reciprocity, selfactualization, access to

			community
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Table 1. Timeline of nature of knowledge

As can be found in Table 1, customary patterns think about information as protest and characterize information as "supported genuine conviction." According to such pattern, information is systematized and decontextualized and associations (foundations) own these information pieces for personal responsibility of the individuals who anticipate outward and monetary awards consequently of their commitment and interest. Conversely, on the opposite side of the range rests information inserted in network, characterizing information as a social act of knowing contextualized inside the setting of the network who likewise own the information created or shared.

That specific network is persuaded in their insight chasing and delivering attempt through good commitment while intending to self-complete by methods for common correspondence. This range shows us that the significant move in locus of control has moved from unique conceptualization of information to a more solid one that is mingled and completed by networks instead of establishments. Seely Brown and Duguid (1991) underline the significance of concretizing our training as educators while contending that "deliberations disengaged from training misshape or dark complexities of that training" (p. 40). Subsequently, instructor training and advancement rehearses should look for the "genuine" instead of the "theoretical."

LTC can revolve around certain inquiries and assignments with explicit capacities as can be found in Table 2. The capacities given, for example, critical thinking and mentioning data on the left are taken from Wenger-Trayner and Wenger-Trayner, 2015, p. 3). I have contextualized and composed a bunch of test addresses that can be approached during the gatherings of LTC for the motivations behind this article.

It should be noticed that these inquiries fill various needs. Contemplating these inquiries will truth be told assist us with understanding the idea of the examples of connection in such gatherings. Subsequently, welcoming members to pose such inquiries will definitely assist them with concretizing the substance and expected results of the gatherings held inside the structure of LTC.

Functions	Sample Questions/ Tasks
Problem solving	"I'm stuck. Can we work on this unit? The lexis to be taught is too difficult for my students. Can we brainstorm some ideas to make it comprehensible for my students?"
Requests for information	"Where can I find some handouts of vocabulary learning activities for my students?"
Seeking experience	"Has anyone taught difficult vocabulary to young learners before?"
Reusing assets	"I have a handout I used in my classes. It works great! I can send it to you and you can easily use it in your

	classrooms.”
Coordination and Synergy	“Can we prepare a handout together?”
Building an argument	“How do teachers teaching at other schools do this? Learning what they do will help me find a way.”
Growing confidence	“Before I give this handout to my students, I’ll use it here with my fellow teachers to see what they think.”
Discussing developments	“What do you think of the new curriculum for fifth graders? Will it work?”
Documenting projects	“We all have stated that this unit is too difficult for our learners. Let’s simplify it.”
Visits	“Can I have a look at your file folder? I need to update mine by adding new materials.”
Mapping knowledge and identifying gaps	“Who knows more about this age group? What are we missing in terms of additional materials? Who else should we talk to?”

Table 2. Functions of LTC and sample questions

## Conclusion

This section is a final result of archive examination (writing survey and course notes) and an endeavor of educational program building. Two-venture method was followed during the composition of this section. To begin with, directing an exhaustive writing audit, and afterward bringing bits of this cycle together to propose an arrangement that can be utilized in different LTC. Not long after the arrangement of articles, books and book parts related with the points and substance of this section was readied, I examined each bit of text by close perusing. At that point, the curricular arrangement of LTC gatherings is readied.

This article has begun from the reason that LTC are essential for proficient improvement since conventional expert advancement exercises stay risky regarding viability. Consequently, understanding the nature and essentialness of LTC should be initial step to be taken, trailed by applying them in different settings. Quite an enthusiastic undertaking is particularly fundamental and significant in settings like Turkey in which pre-administration educators of English consistently grumble about those realities, for example, "a nearby association between the course materials and useful application in genuine homerooms was here and there missing" and "open doors for miniature instructing and work on instructing" were adequately not (Seferoğlu, 2006, p. 372). Consequently, in areas where educators have encountered challenges in accomplishing information and practice that could cause them to have a sense of safety and prepared for instructing preceding beginning their vocations, hearty and feasible expert advancement exercises are of most extreme significance for the improvement of all instructive exercises just as of specialists.

Various reasons can be advanced to clarify the advantages of and the reasoning behind educators' and specialists' advantage in LTC. Among many, the way that LTC furnish individuals with odds of participating in normal exchange concerning proficient advancement

instead of staying as a uninvolved spectator or audience in a hall wherein top-down proficient improvement talks or meetings are completed. Corresponding to that, utilizing the Internet innovation to meet and complete proficient advancement exercises inside a LTC point of view has just been utilized in numerous specific circumstances. Online journals, long range interpersonal communication destinations or gatherings can be utilized to expand the work and conversation arranged in LTC.

As meager (2002) contends, educator learning "should be clear in the continuous experiences that instructors have with each other" (p. 918). Essentially, examination should "show how instructors, in and through their collaborations with each other and with the material climate, pass on and develop specific portrayals of training (Little, 2002, p. 934) in their work environment. Thus, consistent examination should be done to gauge the adequacy of LTC while representing the way that "working environment learning is best seen, at that point, as far as networks being framed or joined and individual personalities being changed. The focal issue in learning is turning into an expert not finding out about training (Seely Brown and Duguid, 1991, p. 48). Subsequently, exploration should report commendable exercises and plans of LTC to reify and concretize the theoretical, onpaper encounters with the goal that such expert improvement exercises help instructors in their callings.

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