

ECER 2011  
European Conference on Educational Research  
Freie Universität Berlin  
13-16 September, 2011.



## Language teacher educators as practitioner researchers:

Inquiring and developing a new image of our collaborative work

Ana Sofia Pinho ([anapinho@ua.pt](mailto:anapinho@ua.pt)) (presenting author)

Ana Isabel Andrade ([aiandrade@ua.pt](mailto:aiandrade@ua.pt))

Filomena Martins ([fmartins@ua.pt](mailto:fmartins@ua.pt))

Lurdes Gonçalves ([mgoncalves@ua.pt](mailto:mgoncalves@ua.pt))

Research Centre Didactics and Technology in Education of Trainers  
University of Aveiro



### Group's Research Interests



Research line: Education, Supervision and Development



Language Didactics & Teacher Education

#### Line of inquiry:

- (Student) teachers' learning to draw on linguistic and cultural diversity in their teaching  
(pluralistic approaches to languages and cultures, such as plurilingual and intercultural education, awakening to languages, and intercomprehension);
- Focus on language teachers' professional knowledge, thinking and acting, and learning over time (professional development).



- **Language teacher education** (processes, strategies, contents...).

*How do teacher education contexts respond to such complex processes?  
How have we acted as teacher educators and researchers?*

### Talk's structure

- The context: the project “Languages and Education”
- The study: theoretical background and methodological details
- Findings
- Concluding remarks

### Context

#### Project “Languages and Education: constructing and sharing professional knowledge”

(2007-2010)

(PTDC/CED/68813/2006 e FCOMP-01-0124-FEDER-007106)

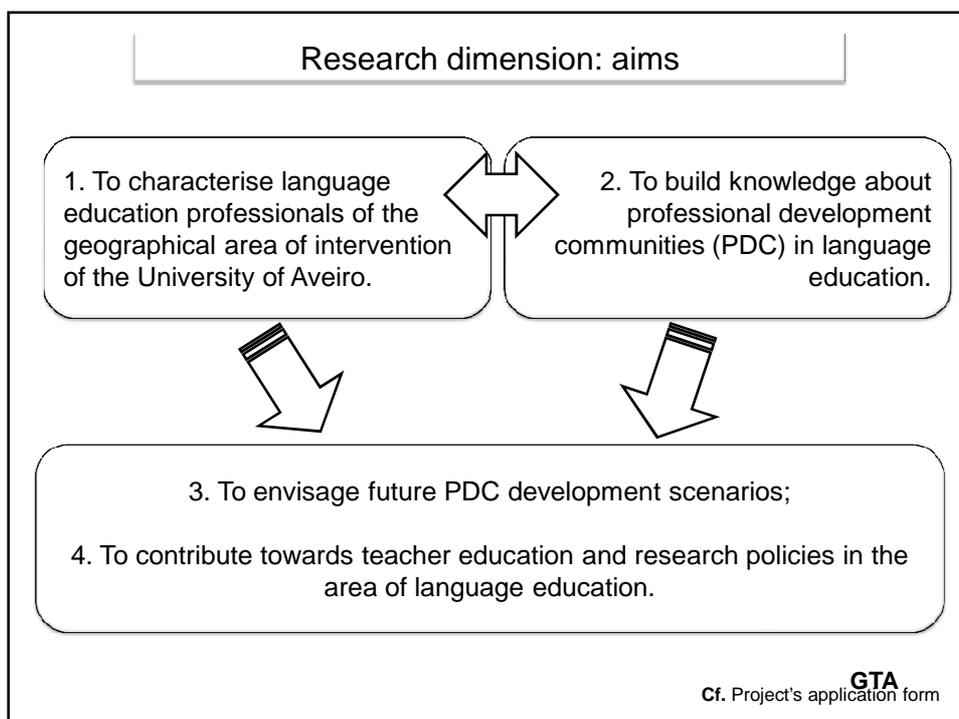
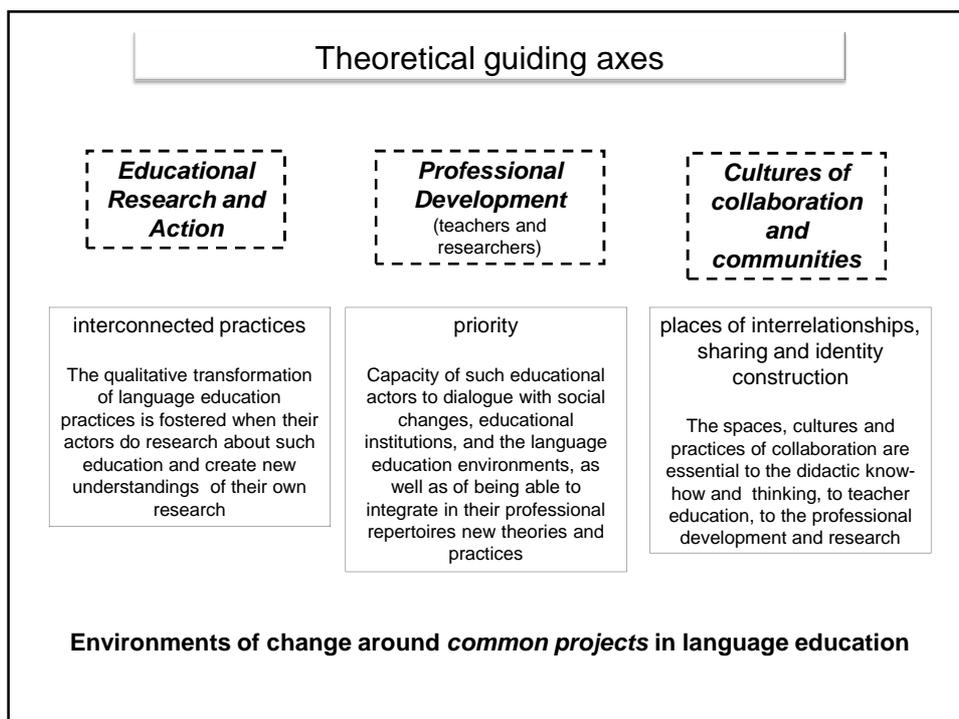


#### **Professional Development Community (PDC)**

Context of collaborative education – a locus of transformation of experiences, views and practices in language education, based on a learning environment inhabited by teachers, researchers and teacher educators

#### Project's webpages:

|| <http://linguaseeducacao.web.ua.pt/> || <http://www.ua.pt/cidfff/lale/PageText.aspx?id=10394> ||



**Teacher education dimension: implementation**

**3 accredited workshops**

**School year 2008/2009**  
**75 hours work**  
*Blended learning*  
**General Work Plan**

**7 plenary sessions** (time for work in large and small groups)  
**4 Working Groups (WG)**

Workshop title:

**Collaborating in practices of plurilingual and intercultural education: what possibilities of professional development?**

**The Study**

Questioning: In our willingness to try out new experiences...

*... what did we learn about our teacher education practices ?*

*... what did we learn about our relationship with the audience?*

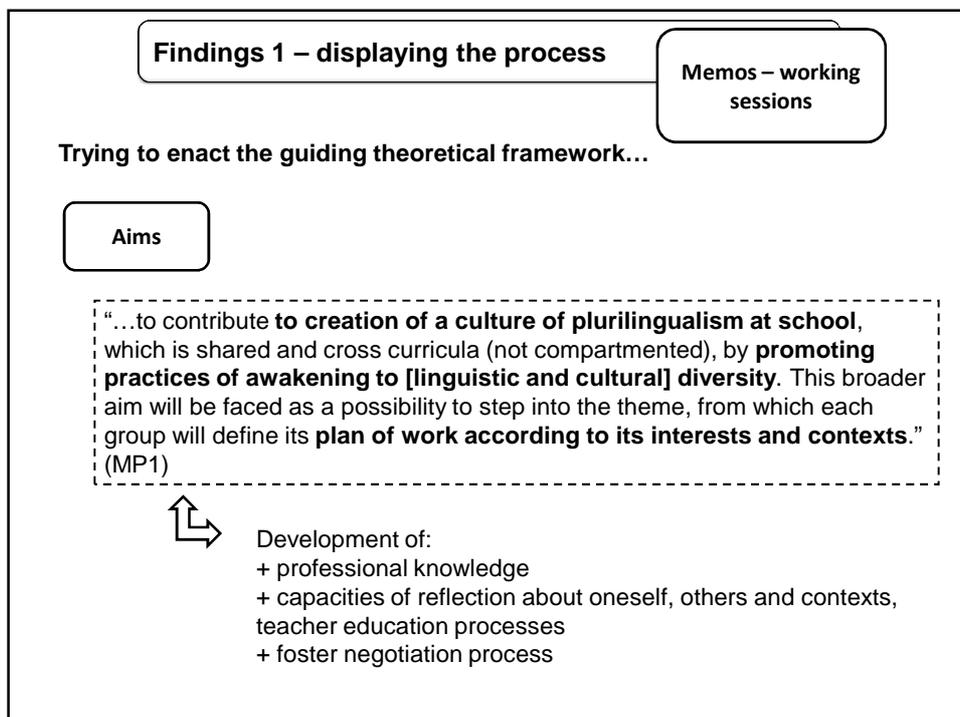
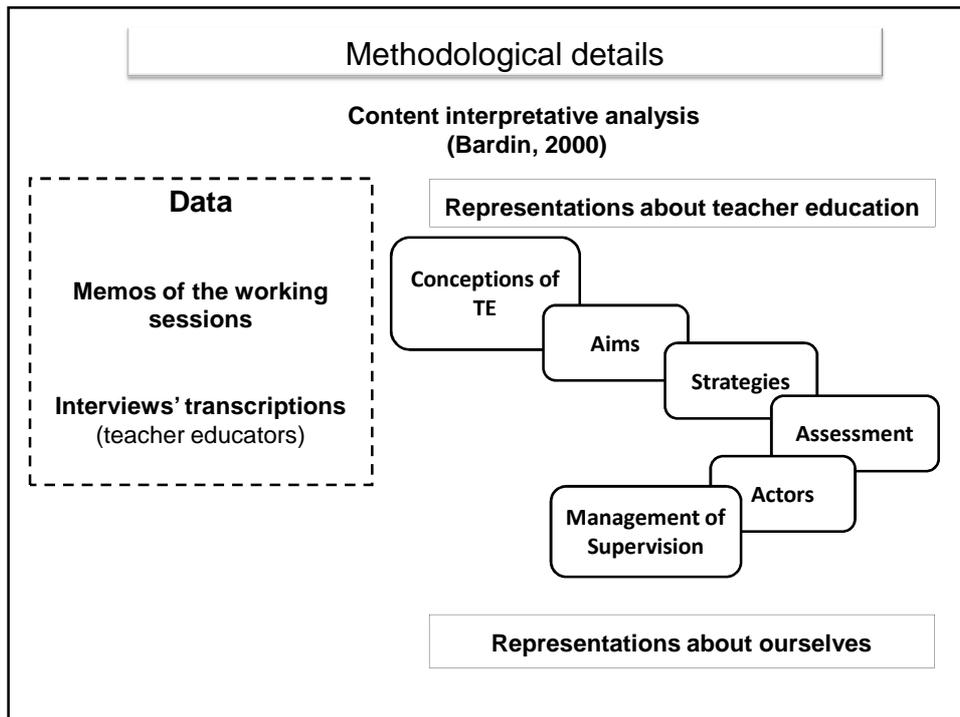
*... what did we learn about ourselves, thus feeding our professional development?*

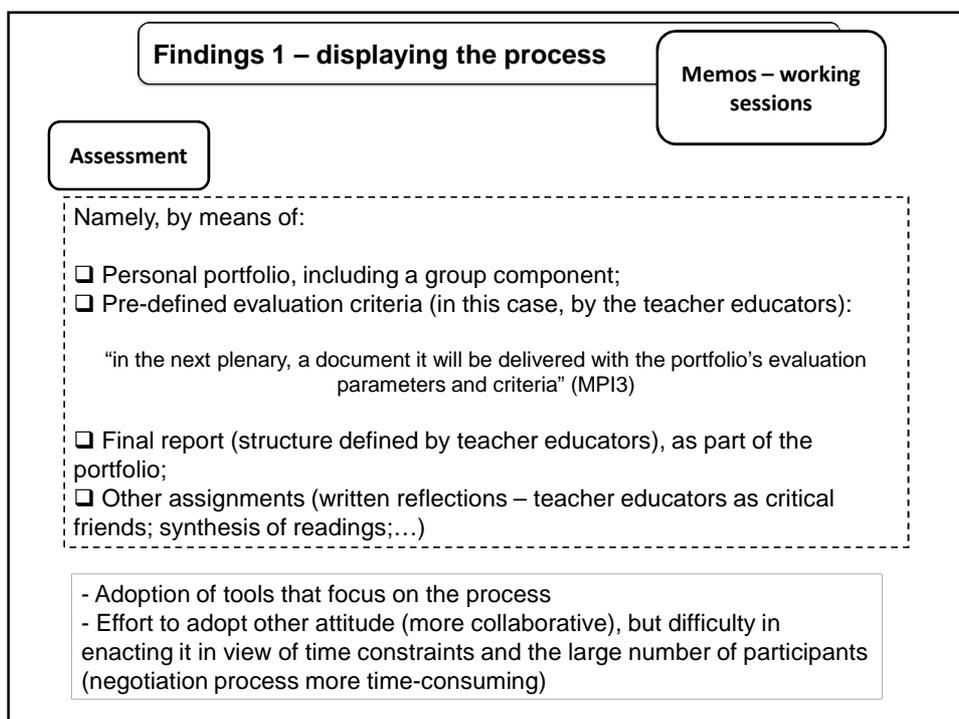
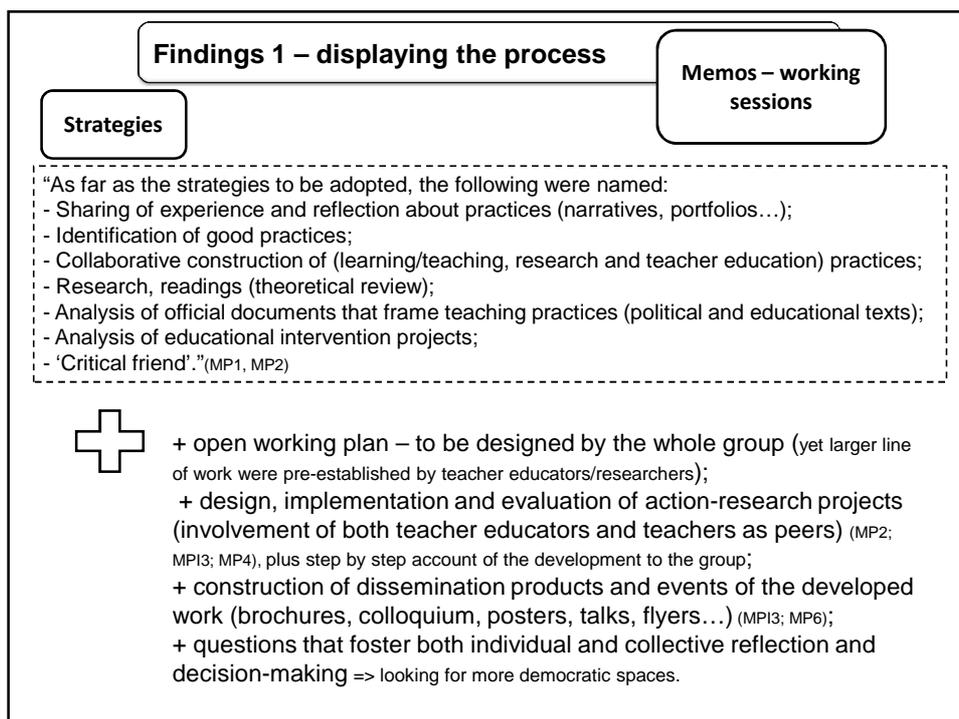
Practitioner research genre  
(Borko et al., 2008)

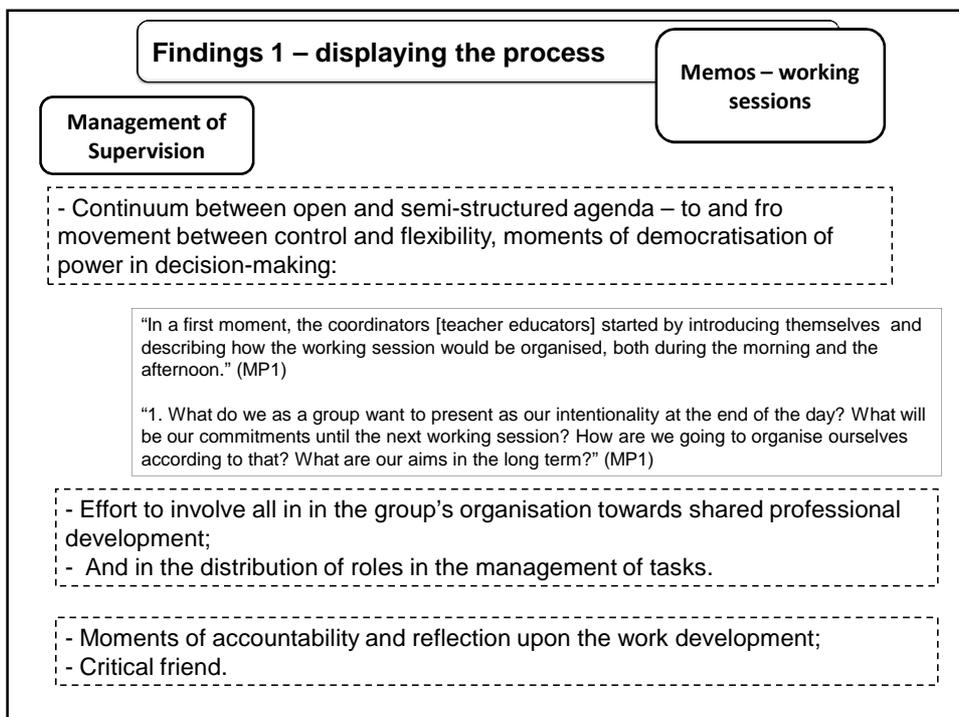
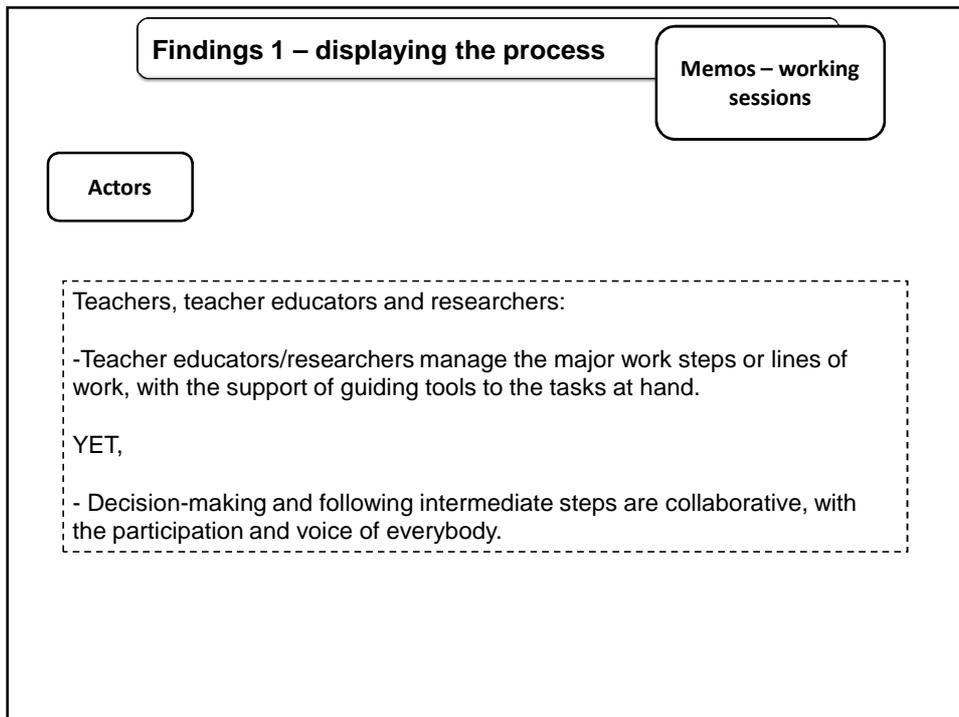
**Self-study** – one of such forms of inquiry (Zeichner, 2007)

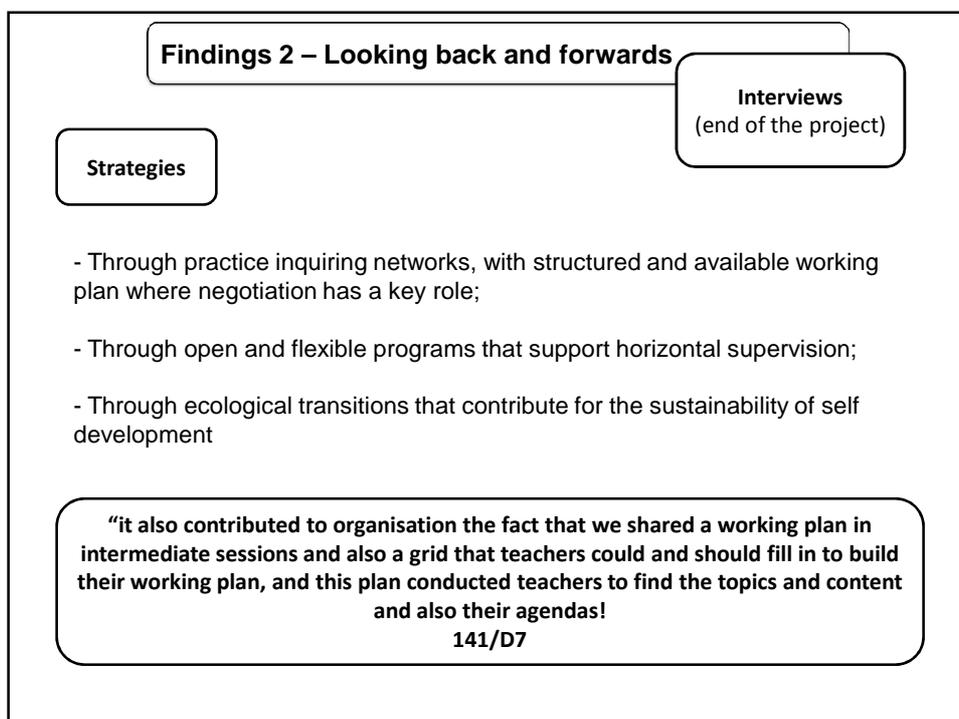
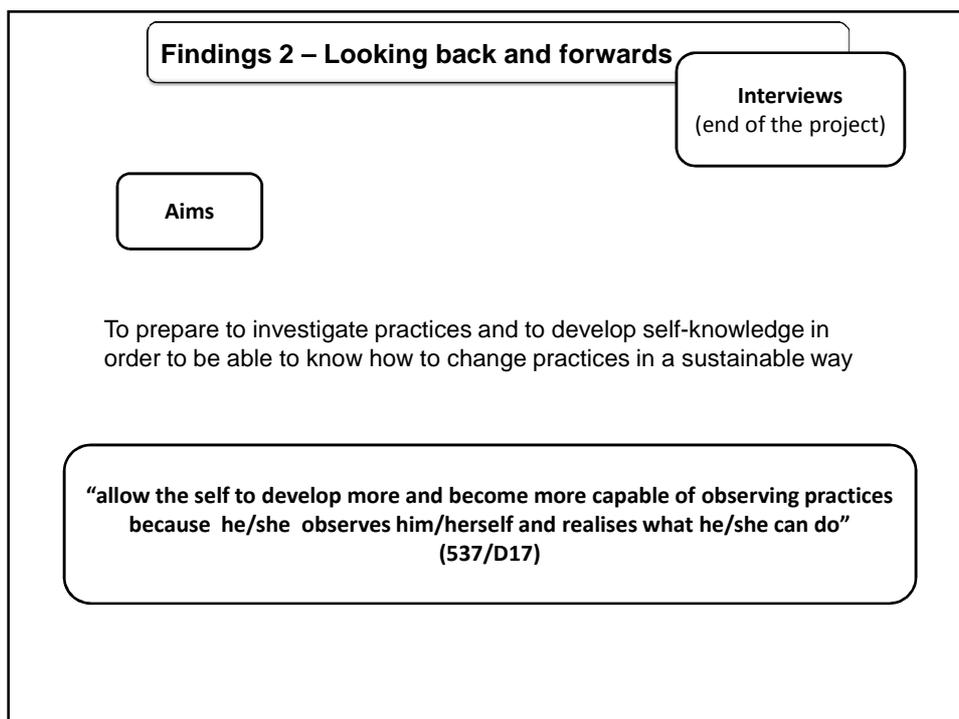
**Gathering of information and recording of our experiences**

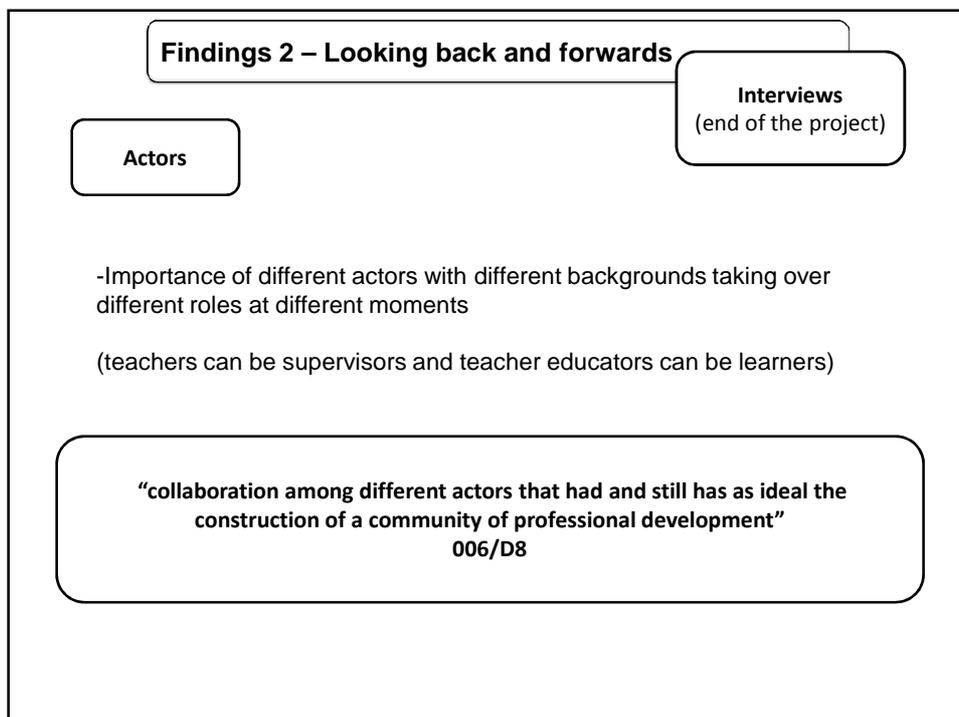
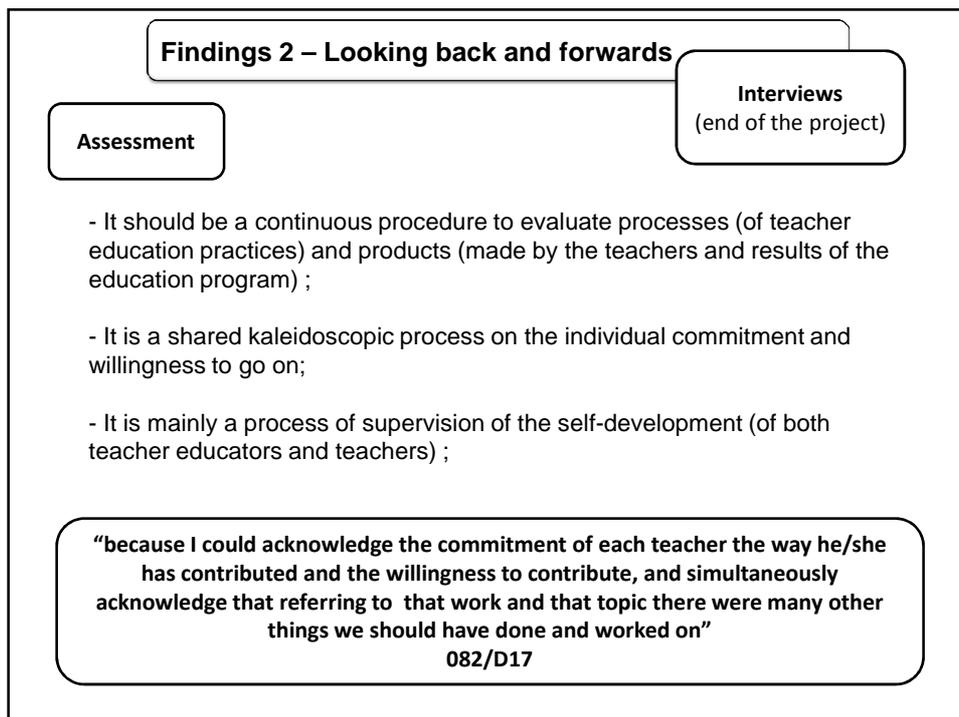
**To document our processes of teacher education**

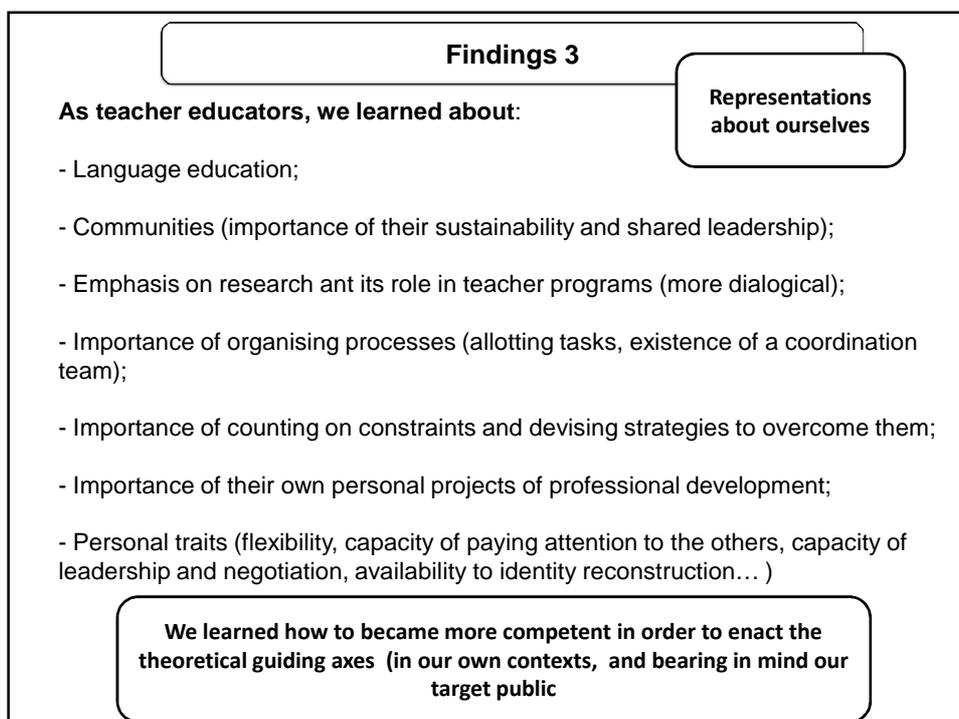
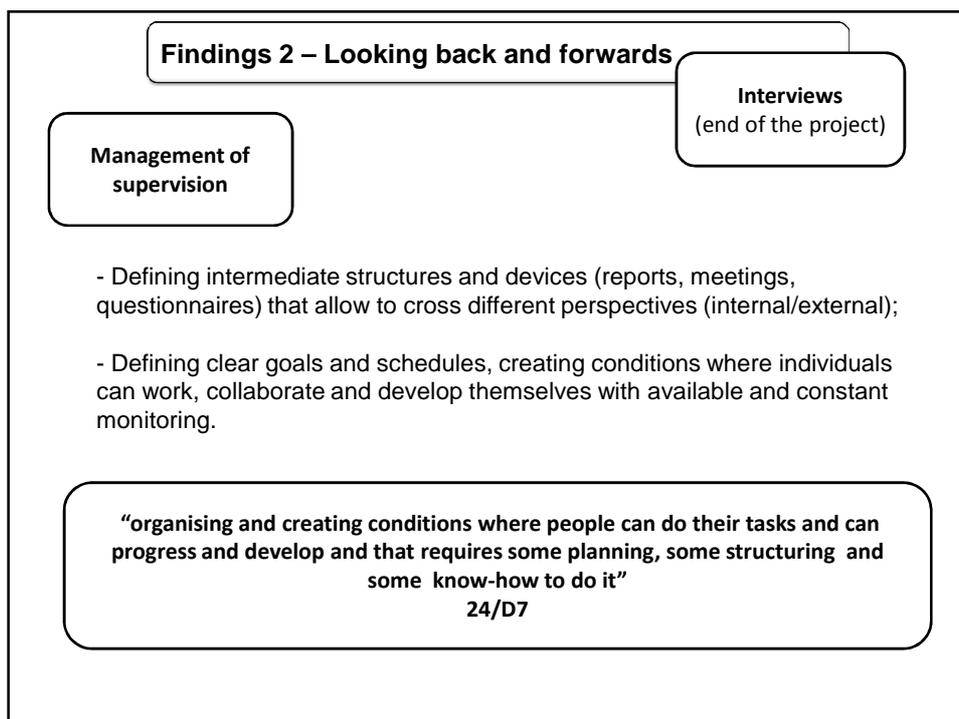












**Final remarks**

**Self-studies are always about *ourselves* in relation to the others**

**“the self is the focal point for studying the intersection of theory and practice”  
(Russell, 2002, p. 9).**

**Final remarks**

- Importance of ecological transition moments (to the teacher educators as well);

-Perception of the need to think more thoroughly about the sustainability of teacher education processes allocated to specific contents;

...as way of fostering a professional development which generates other ways of acting.

**“the project was important for my professional development because it happened at a moment which I would call a turning point in my own path [...] (awareness) about the contexts and all the constraints and all the present working cultures have a weight sometimes bigger than the individual will of the one who wants to change him/herself”**

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**Obrigada!**

**Thank you!**

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**Ana Isabel Andrade ([aiandrade@ua.pt](mailto:aiandrade@ua.pt))**  
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