

OLTE Research Presentation References

Research Trends in Online Language Teaching and Teacher Education

2021 TESOL Virtual Convention, March 24-27

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* indicates that this had a specific OLTE focus or perspective

- *Angeles, R.A., Creus, M.A.P., Antonio, W.G. (2016). MOOC camp: Building community and continuing professional development. *ASEAN Journal of Education*, 2 (1), Article 2. Retrieved from https://aje.dusit.ac.th/upload/file/Flie_journal_pdf_23-01-2017_130113.pdf
The MOOC Camp in Davao del Norte had completion rates of 75% (first course and camp) to 99% (6th camp). Suggestions: it would help if the Department of Education supported this nationally; celebration of learning was essential; social media campaign helped promote the camps.
- *Banegas, D.L., & Busleiman, G.I.M. (2014). Motivating factors in online language teacher education in southern Argentina. *Computers & Education*, 76, 131-142.
Financial issues and time constraints for working teachers caused some to drop out. Motivating factors to enroll and stay included obtaining a teaching degree or a promotion, accessibility in time and place, and for some, collaborative work, course content, and feelings of accomplishment. Learners wanted faster and better feedback and better instruction from tutors, and opportunities to practice speaking. Even demotivated, some stayed in because they needed the degree. Collaborative learning was not a large motivator.
- Cutri, M., Mena, J. & Feinauer Whiting, E. (2020). Faculty readiness for online crisis teaching: transitioning to online teaching during the COVID-19 pandemic. *European Journal of Teacher Education*, 43:4, 523-541. Retrieved from <https://doi.org/10.1080/02619768.2020.1815702>
The authors looked at readiness of teacher educators at the university level for “online crisis teaching.” More teachers have been pushed into online teaching, which can provide more empathy for students as learners; teachers may need to call on students to help with technology.
- Dube, B. (2020). Rural online learning in the context of COVID-19 in South Africa: Evoking an inclusive education approach. *Multidisciplinary Journal of Educational Research*, 10(2), 135-157. doi: 10.4471/remie.2020.5607.
Dube examines online learning in low-resourced regions, calling for more attention to be paid to the disproportionate impact of COVID-related disruption on learners there.
- *Fabee, N.A. and Sultana, A. (2019). Online language teacher education in Bangladesh: A possibility ahead. *BELTA Journal*, 3 (1), June.
This asked teacher educators and teacher learners about willingness to participate in OLTE. The Bangladesh context has limited resources, including trainers, for secondary teachers, and limited ability of rural female teachers to come to training centers. Teacher learners say that they would join OLTE programs if school authorities recommended them or made them compulsory, with technical help available.

- *Farooq, M.U., Al Asmari, AR., & Javid, C.Z. (2012). A study of online English language teacher education programmes in distance education context in Pakistan. *English Language Teaching*, 5 (11), 91-103.
Distance education used to enhance MA TEFL program in Pakistan; this study looked at online support provided to participants during asynchronous, text-based learning.
- Garrison, D.R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11 (1), 61-72).
Garrison takes a deeper look at the three presences: teaching, social, and academic, with work done since the initial publication of the Community of Inquiry model in 2001.
- Garrison, D.R., Anderson, T., & Archer, W. (2001). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2 (2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)
This article launched the Community of Inquiry approach to online learning, making it essential reading for OLTE. The three major “presences” are teaching presence (the sense that the teacher is involved, physically or virtually); social presence (the sense that the learner is not alone); and academic presence (the sense that learning is going on here).
- Geri, N., Winer, A., Zaks, B. (2017). Challenging the six-minute myth of online video lectures: Can interactivity expand the attention span of learners? *Online Journal of Applied Knowledge Management*, 5 (1), 101-111. Retrieved from https://www.iiakm.org/ojakm/articles/2017/volume5_1/OJAKM_Volume5_1pp101-111.pdf
An interesting study on just how long video can be online and how to improve attention span. They found that interactive breaks helped, but attention only lasted 11 minutes at best.
- Gerter, S., Bollen, M., & Gaff, Jr., J. (2012). Students’ readiness for and attitudes toward hybrid FL instruction. *CALICO Journal*, 29 (2), 297-320. Retrieved from <https://www.jstor.org/stable/calicojournal.29.2.297>
Their large-scale study of student readiness for hybrid (or blended) foreign language courses found that students choose hybrid courses for flexibility, but the students are not well prepared with computer skills for success.
- Hall, D. R., & Knox, J. (2009). Issues in the education of TESOL teachers by distance education. *Distance Education*, 30 (1), 63-85.
This reports on an international survey of OLTE providers (referred to as Language Teacher Education by Distance here). Issues identified include international standards and accreditation for providers, roles and workload for teacher educators online, and the need for research.
- *Healey, D. (2012). Planning a distance education course for language teachers. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 172-184). New York, NY: Taylor & Francis.
This looks at how teachers and administrators can be better prepared for online teaching.

*Healey, D., Hanson-Smith, E., Hubbard, P., Ioannou-Georgiou, S., Kessler, G., & Ware, P. (2011). *TESOL technology standards: Description, implementation, integration*. Alexandria, VA: TESOL.

The chapter, “Online Teaching and Learning with the Technology Standards,” offers suggestions and a rubric for applying specific technology standards to online and hybrid education.

Hubbard, P. (2019). Five keys from the past to the future of CALL. *International Journal of Computer-Assisted Language Learning and Teaching*, 9 (3). DOI: 10.4018/IJCALLT.2019070101

Hubbard emphasizes the critical importance of teacher education in effective technology use and learner training.

Keengwe, J. & Kidd, T.T. (2010). Towards best practices in online learning and teaching in higher education. *Journal of Online Learning and Teaching*, 6 (2), 533-541.

This literature review of online learning and teaching covers 1999-2009, and touches on barriers in teaching, the new roles for faculty, and need to change face-to-face teaching methodology to be effective in an online environment.

Kizilcec, R.F. & Schneider, E. (2015). Motivation as a lens to understand online learners: Toward data-driven design with the OLEI scale. *ACM Transactions on Computer-Human Interaction*, 22 (2), Article 6.

MOOC participants have a variety of motivations, including traditional student use and casual engagement with content. Learners pick and choose elements of a MOOC that seem interesting and useful to them and may not participate the same way as in a typical online or face-to-face course.

Knorr, R. (2011-2012). Pre-service teacher cohorts: Characteristics and issues: A review of the literature. *SRATE Journal*, 21 (1), 18-23. Retrieved from <https://files.eric.ed.gov/fulltext/EJ959532.pdf>

This literature review looks at the cohort model for pre-service teachers, which are generally found in degree- or certificate-granting programs.

*Knox, J.S. (2017). Participant perspectives and critical reflections on language teacher education by distance. *Australian Journal of Teacher Education*, 42 (5). <http://dx.doi.org/10.14221/ajte.2017v42n5.5>

Knox offers a literature review of issues with distance education and a survey of providers and students of online applied linguistics/TESOL courses. Benefits of distance education included flexibility, location, and accessibility; situated learning; and diversity in the student cohort. Issues included isolation, ineffective practice, time demands, and communication and technology problems.

Kumar, S., Martin, F, Budhrani, K., & Ritzhaupt, A. (2019). Award-winning faculty online teaching practices: Course design, assessment and evaluation, and facilitation. *The Internet and Higher Education*, 42 (July), 34–43.

Interviews with eight award-winning online university faculty focused on five main areas:

relevant, practice-related course materials; effective use of multimedia resources; having learners create digital content; and clear explanations of the course's purpose, technology used, and assessment.

Kumi-Yeboah, A., Sallar, A.W., Kiramba, L.K., & Kim., Y. (2020). Exploring the use of digital technologies from the perspective of diverse learners in online learning environments. *Online Learning*, 24(4), 42-63. <https://doi.org/10.24059/olj.v24i4.2323>

They found that using digital technology effectively can help students from diverse backgrounds through improved interaction with course content, clear communication with other learners and the teacher, and collaborative learning.

*LaFond, L.L. (2020). Access in online language teacher education: Issues and strategies. In Kang, H-S., Shin, D-s, & Cimasko, T. (Eds.), *Online education for teachers of English as a global language*, Ch. 9 [ebook]. New York: Routledge.

Nontraditional students need access to flexible options that allow them to deal with family and work. "Readiness" is an issue, though. Nontraditional learners may not be as familiar with learning online; in addition, they may be familiar with technology in a subset of their lives and not be prepared for online learning – e.g., with online databases for library research.

Loncar, M., Barrett, N.E., & Liu, G-Z. (2014). Towards the refinement of forum and asynchronous online discussion in educational contexts worldwide: Trends and investigative approaches within a dominant research paradigm. *Computers & Education*, 73, 93-110.

Review of research on asynchronous online discussion, primarily in education and computer science courses. Assumptions include that instructor intervention and control is essential. Forums need to be facilitated and mediated; learners need to be taught how to use the forums effectively, including providing scaffolds and models to help learners understand what a good post looks like.

*Mabuan, R. (2018). Confessions of a MOOCer: An autoethnographic inquiry on online distance education. *Turkish Online Journal of Distance Education*, 19 (4), article 12.

The MOOC enabled him and a colleague without a lot of resources to get a TESOL Certificate. He liked the collaboration with many others, peer review, and other group activities.

*Mabuan, R. A., Ramos, A.A., Matala, C.C., Navarra, A.M., & Ebron, Jr., G.P. (2018). MOOC camps for teacher professional development: The Philippine experience. *Asian EFL Journal Quarterly*, 20 (12.3), 194-214. Retrieved from <https://www.elejournals.com/asian-efl-journal/the-asian-efl-journal-quarterly-volume-20-issue-12-3-december-2018/>

Seventeen participants took part in MOOC camps, creating a community of practice. All completed the course. This turned the MOOC into blended learning, with face-to-face meetings more or less weekly. Strong support from the US Embassy (RELO), with certificates and recognition.

Martin, F., Budhrani, K., Kumar, S., & Ritzhaupt, A. (2019a). Award-winning faculty online teaching practices: Roles and competencies. *Online Learning*, 23(1), 184-205. doi:10.24059/olj.v23i1.1329. Retrieved from

<https://olj.onlinelearningconsortium.org/index.php/olj/article/view/1329/807>

Eight award-winning online university faculty pointed to varied roles and competencies for online success. The roles included planning and designing courses, from syllabus to materials development; teaching, including facilitation, interaction, and feedback; evaluation; monitoring and assessing performance; and mentoring during teaching.

Martin, F., Ritzhaupt, A., Kumar, S., & Budhrani, K. (2019b). Award-winning faculty online teaching practices: Course design, assessment and evaluation, and facilitation. *The Internet and Higher Education*, 42, 34-43. <https://doi.org/10.1016/j.iheduc.2019.04.001>.

Eight award-winning online university faculty emphasized the importance of a systematic approach to content design that meets learner needs, encourages student interaction, and includes authentic and traditional assessment. Online course facilitation requires timely response and feedback, visibility, and regular communication.

*McNeil, M. (2016). Preparing teachers for hybrid and online language instruction. *Issues and trends in educational technology*, 4 (1), 3-16.

McNeil encourages experience in learning via hybrid and online classes as part of teacher preparation.

geriMishra, P., & Koehler, M .J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.

This presents the TPACK model: integrating teachers' pedagogical and content knowledge with their technological knowledge. They call for training to help teachers effectively integrate their competencies.

*Murray, D. E. (2013). A case for online language teacher education. Retrieved from

https://www.tifonline.org/wp-content/uploads/2013/05/TIRF_OLTE_One-PageSpread_May20131.pdf

Murray presents the results of a review of research related to OLTE, also including work on distance learning, online learning, and computer-assisted language learning. She reports on key characteristics of the programs, level (individual workshops to graduate work at universities), issues in online teacher education, and institutional responses to these issues. Case studies are included.

*Murray, D.E. and Christison, M. (2017). *Online language teacher education: Participants' experiences and perspectives*. Retrieved from https://www.tifonline.org/wp-content/uploads/2017/03/TIRF_OLTE_2017_Report_Final.pdf

This is a foundational resource for OLTE. Among other areas, this offers characteristics of participants, reasons for choosing online learning, preferred types of technology and course configurations, perceptions of OLTE, and experiences of OLTE instructors. The authors point out that while OLTE educators feel the need for learner interaction, learners were not happy with synchronous requirements or discussions. Learners did appreciate tracking their own progress and getting grade information.

*Murray, D.E. and Christison, M. (2018). *Online language teacher education: A review of the literature*. Norwich: Aqueduto. Retrieved from <http://aqueduto.com/wp->

<content/uploads/2018/12/Aqueduto-Murray-Christison.pdf>

This literature review is another foundational resource for OLTE. Murray & Christison point out that research data is often anecdotal and rarely includes data related to the course configuration or other important details, making good comparisons difficult. Issues include learner and educator attitudes and preparation for online work, as well as quality assurance. The dynamic between flexibility and interaction, reasons for attrition, and creating an effective practicum are among the areas that need more research.

Opp-Beckham, L. (2012). Administration of online distance education: Academic services in support of ESOL e-learners. In L. England (Ed), *Online language teacher education*, pp.158-165. New York: Routledge.

Opp-Beckman emphasizes the need to prepare learners for the online context, giving them realistic expectations and scaffolding. Educators have to set boundaries that are realistic and meet learner needs for timely responsiveness.

*Park, J., Warren, A.N., Wiechart, K.A., & Pawan, F. (2016). Using the online platform as third space for exploring cultures and contexts in English as a foreign language teacher education. In F. Pawan, et al. (Eds.), *Pedagogy and practice for online English language teacher education*, pp. 107-117. Alexandria, VA: TESOL Press.

Online teacher educators often have learners in multiple countries and cultures and need to find ways to accommodate cross-cultural differences, both educator-learner and learner-learner.

*Pawan, F. (2016a). Active learning through just-in-time teaching in a hybrid and flipped doctoral seminar. In F. Pawan, K.A. Wiechart, A.N. Warren, & J. Park (Eds.), *Pedagogy and practice in online English language teacher education*, pp. 63-77. Alexandria, VA: TESOL Press.

Here Pawan explores the use of synchronous tools, such as messaging and chat, within a hybrid, flipped doctoral seminar in order to create a sense of immediacy in exchanges with and among learners.

*Pawan, F. (2016b). Reflective pedagogy in online teaching. In F. Pawan, K.A. Wiechart, A.N. Warren, & J. Park (Eds.), *Pedagogy and practice in online English language teacher education*, pp. 15-28. Alexandria, VA: TESOL Press.

Pawan explains use of the Practical Inquiry Model as a source for guidelines to encourage reflection in online teaching and teacher education. She also describes several other approaches to reflective online pedagogy. Asynchronous discussion can encourage reflection by providing more time for learners to respond.

*Pawan, F., Paulus, T.M., Yalcin, S., & Chang, C-F. (2003). Online learning: Patterns of engagement and interaction among in-service teachers. *Language Learning & Technology*, 7 (3), 119-140. Retrieved from <https://www.iltjournal.org/item/2447>

This reports on a study conducted at a university in the US, focusing on how learners interacted with each other. They suggest strategies that educators can use to reduce “one-way serial monologues” and enhance collaboration in online discussion.

- ()*Pawan, F., Wiechart, K.A., Warren, A.N., & Park, J. (Eds.) (2016). *Pedagogy and practice for online English language teacher education*. Alexandria, VA: TESOL Press.
This is a foundational collection of articles related to OLTE; highly recommended. Several of the articles are separately referenced here.
- *Rodriguez, M.E. (2016). Effective pedagogical practices in online English language teacher education. [Dissertation]. Retrieved from <https://repository.arizona.edu/handle/10150/613241>
This dissertation provides information in a number of areas, including the need for instructors to set clear expectations, pay attention to learner needs, help learners manage the technology they use, and be involved in instruction in ways that learners can recognize.
- Sadykova, G., & Meskill, C. (2019). Interculturality in online learning: Instructor and student accommodations. *Online Learning*, 23(1), 5–21. doi:10.24059/olj.v23i1.1418.
This article examines how a teaching and learning were mediated across cultures and expectations, which is a challenge without face-to-face interaction. Flexibility and understanding are needed from both educator and learner.
- *Shin, D-s, & Kang, H-S. (2018). Online language teacher education: Practices and possibilities. *RELC Journal*, 49 (3), 369-380.
This literature review covers 2000-2016, and includes CALL and computer-mediated communication. Three issues in teacher education programs were highlighted. The first was purpose: OLTE has a wide range of students, many non-traditional, and programs may lack consistency and accreditation. The second was in the learning experience, including how to transfer virtual learning to face-to-face settings, mentorship and supervision, and teacher quality and presence. Evaluation was the third area, including both candidates and online programs.
- *Truong, M.T. and Murray, J. (2019). Understanding language teacher motivation in online professional development: A study of Vietnamese teachers. *TESL-EJ*, 24 (3).
This describes motivation in Vietnamese teachers involved in a hybrid training program. Initial motivation was largely that it was required, and the teachers' sense that they needed to improve their English skills. Ongoing motivation came from finding the learning interesting, useful, and flexible in time and pace. Technology was a large part of demotivation, with complaints about low technology efficacy, complexity, and poor tech support. Interaction with other learners was not a strong part of initial or ongoing motivation.
- Tulauan, C.L. & Maguddayao, R.N. (2019). MOOCing and languaging: The CBI experience. *Asian EFL Journal*, 24 (4.2), 399-428. Retrieved from <https://www.asian-efl-journal.com/wp-content/uploads/AEFL-JUNE-2019-Volume-24-Issue-4.2.pdf>
This is another look at the MOOC Camp model. In addition to materials provided within the MOOC itself, the MOOC Camp used chat, meet-ups, and ongoing facilitation to encourage engagement and completion.
- Vogels, E. A., Perrin, A., Rainie, L., & Anderson, M. (2020). *53% of Americans say the Internet has been essential during the COVID-19 outbreak*. Pew Research Center, blog, April 30.
Retrieved from <https://www.pewresearch.org/internet/2020/04/30/53-of-americans-say-the->

[internet-has-been-essential-during-thecovid-19-outbreak.](#)

An overall look at the effect of the pandemic; individuals even in well-resourced communities can be left behind.

*Warren, A.N. (2016). Dialectical learning: Synchronous meetings in an online language research class. In F. Paridah, K.A. Wiechart, A.N. Warren, & J, Park (Eds.), *Pedagogy and practice in online English language teacher education*, pp. 79-94. Alexandria, VA: TESOL Press.

Warren describes the use of a web-conferencing platform for real-time discussion in a graduate research course. She points out considerations for learner and instructor roles and tech support to enable synchronous discussions to work effectively, allowing learners to co-construct meaning with each other and the instructor.