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Zia Tajeddin • Thomas S. C. Farrell
Editors

Handbook of Language Teacher Education

Critical Review and Research Synthesis

With 50 Figures and 113 Tables

 Springer

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Tarbiat Modares University, Iran
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April 2025

Zia Tajeddin
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Introduction: Language Teacher Education

Language Teacher Education

The field of language teacher education (LTE) is relatively new, evolving from the development of the field of language teaching in the 1960s. Its subsequent development as a field has not been as straightforward or linear as suggested in the literature, but there are a few milestones of importance to note as its knowledge base has greatly expanded since then. Some of these milestones were outlined by Freeman (2016) when he suggested that in the 1960s the major emphasis was given to disciplinary knowledge in an attempt to understand the “what” or content of teacher training (the different methods), be it in short certificate courses or more expanded programs for teacher learning. This period was dominated by a behaviorist view of teacher learning within language teacher education. During the 1970s, research was focused on what teachers needed to do in their classrooms, and the emphasis shifted to “how” teachers are teaching or their pedagogical knowledge. Freeman (2016) then pointed out that in the 1980s and 1990s the focus changed to integrating the “who” and the “where” and a situated knowledge for teachers. For example, in the 1980s, the “person-as-teacher” was added to the procedural aspects of teacher training to form a larger concept called language teacher education (Larsen-Freeman, 1983). In the 1990s, a distinction developed between “teacher training” and “teacher development,” with the former considered entry-level knowledge that teachers would need and the latter longer-term skills or competencies that teachers would need to master during their careers. In the early 2000s, the knowledge base of language teacher education greatly expanded to include a range of topics such as teacher cognition, teacher identity, teacher reflection, teacher research, teacher narratives, teacher self-development, teacher/teaching philosophy, teacher expertise, and many more (Kumaravadivelu, 2012).

Today, as Freeman (2016, p. 9) maintained, the term language teacher education is “a bridge that serves to link what is known in the field with what is done in the classroom, and it does so through the individuals whom we educate as teachers.” He goes on to say that the field includes an understanding of the “so-called parent academic disciplines of language teaching as well as the local and national policy environments which often articulate them” (Freeman, 2016, p. 9). Thus, LTE has moved from an initial behaviorist view of teacher learning in the 1960s toward a

more sociocultural approach to teacher learning where heuristic knowledge is motivated by reasoning and looking for “why” questions (Freeman, 2016). Above all, Freeman states that teaching preparation programs should stimulate candidates’ ability to question their own practice and connect theories with their teaching experiences. Thus, the scope, goals, concepts, and methods related to LTE have been redefined in the past decades as it attempts to shape the nature of teacher education, teachers, and teaching.

In addition, Richards (2016) pointed out that although teachers can initially learn the theoretical foundations of TESOL, or the content knowledge, in their initial training programs, both disciplinary knowledge (e.g., second language acquisition, methods, sociolinguistics, phonology) and pedagogical content knowledge (e.g., curriculum planning, assessment, teaching young learners), there is still some debate about appropriate content knowledge that should be incorporated in LTE. As Richards (2016, p. 23) noted, “the central issue of what constitutes appropriate disciplinary knowledge and pedagogical content knowledge remains an unresolved issue.”

Much has been accomplished in a relatively short period of time in this exciting field of LTE, and as the contents of this handbook attest to, there is a growing and healthy body of research within the expanded knowledge base of LTE initiated by language teacher educators worldwide.

Aim and Readership of the Handbook

As research synthesis is a novel area with great potential for our understanding of the exponential growth of research on language teacher education in the past decade, this handbook aims to synthesize accumulated research evidence about the main areas of language teacher education. The goal of research synthesis is to heighten our understanding of state of the art in a given research area. Through research synthesis, available studies are integrated to demonstrate patterns and inconsistencies in findings from these studies. Despite the strength of systematic reviews as a methodological movement, few volumes in applied linguistics have pursued such a goal. One exception is “Synthesizing Research on Language Learning and Teaching” (Norris & Ortega, 2006). However, a book addressing research synthesis in language teacher education is still lacking. Also, most of the books are focused on a particular aspect of teacher education or analyze teacher education from a particular perspective, such as a sociocultural perspective. Among these books, the handbook by Mann and Walsh (2019) covers various important topics in teacher education. However, our proposed volume is unique and different from it as our handbook is based on research synthesis in teacher education and covers many important topics not addressed in Mann and Walsh’s handbook, such as teacher agency, teacher emotion, teacher burnout, and teacher self-efficacy, to name a few. In fact, our handbook is the only volume synthesizing research on language teachers. In addition, our handbook is different from other published books, as follows:

- This handbook addresses recent issues in language teacher education.
- It synthesizes research on a wide range on language teacher factors.
- It critically reviews recent research on language teachers in terms of purposes, methods, and findings.
- It provides implications for language teacher education.
- It proposes directions for further research on language teachers.

The areas addressed by the chapters in this handbook include, *inter alia*, synthesis of research (from 2010 to 2020) on language teacher identity and identity tensions, cognition, emotion, motivation, demotivation and burnout, reflective practice, action research, agency, CLIL teacher education, EMI teacher education, self-efficacy, assessment literacy, autonomy, language awareness, TPACK, supervision and mentoring, and nativeness/non-nativeness. The handbook is intended for student/preservice teachers, in-service teachers, graduate students of TESOL and applied linguistics, and teacher education researchers.

Structure of the Handbook

Each chapter in this handbook is composed of six main sections: (1) Introduction; (2) Theoretical and research underpinnings (a critical review of the given area of teacher education); (3) Method (depicting inclusion and exclusion criteria for selecting the body of studies for synthesis research ranging from 2010 to 2020); (4) Findings (describing main purposes of the studies reviewed, methods used, types of participating teachers, settings, and findings related to impacts of teacher education on teacher gains and teaching effectiveness); (5) Discussion; and (6) Conclusions and Limitations. The 26 chapters in the handbook are placed in three parts:

Part I: Teacher Variables

Part II: Teacher Professional Development

Part III: Teacher Instructional Beliefs and Practices

Contributions to the Handbook

Studies on Teacher Variables

Part I includes ten chapters (1–10) on teacher variables such as emotion, identity, and reflection, among others.

► [Chapter 1](#), authored by Thomas S.C. Farrell and Ann Farrell, systematically reviews studies on language teacher reflective practice. It draws on a pool of 232 studies through the lens of a holistic framework proposed by Farrell (2015), including philosophy, principles, theory, practice, and beyond practice. The findings show that over one-third of studies were on practice, followed by a focus on principles (30%), philosophy (22%), and theory (13%). The least common focus

was beyond practice (two studies, 1%). The main tool for data collection in these 232 studies was writing. Other tools included writing as a reflective tool, followed by discussion and classroom observations. Less common tools were narratives, surveys, action research, and lesson study. In the majority of the studies, the design was qualitative, followed by mixed-methods. Only a few studies adopted a quantitative design. The review revealed that most studies were on pre-service teachers, followed by in-service teachers. By contrast, scant research was conducted on both pre-service and in-service teachers. Regarding the settings of the studies, data were mainly collected from teachers in Asia and North America. In view of the studies reviewed, the authors suggest further areas for research.

In ► [Chap. 2](#), Zia Tajeddin and Mostafa Nazari report on a systematic review of 60 studies on language teacher identity and identity tensions. Their findings show that the studies explored teachers' identities mainly descriptively and, to a smaller extent, in teacher education courses. The aspects of teacher identity approached include imagined identity, native speakerism and its connection to teacher identity, and identity construction in the context of action research, among others. More than half of these studies were conducted in Asia. The findings show the role of teacher variables, such as emotion and contextual variables, in teacher identity construction. The review shows that scant research was devoted to teacher identity tensions. In view of the focus of the studies, the authors underline the need for more research on teacher identities in the classroom context and underrepresented areas.

In ► [Chap. 3](#), Li Li reviews language teacher cognition in English as a foreign language (EFL) contexts. The analysis of 67 studies shows that teacher cognition is conceptualized as language teachers' beliefs, attitudes, and knowledge. Methodologically, most studies used a mixed-methods design, and a number of them adopted only one method for data collection. Questionnaires and interviews were the most frequent data sources while only a few studies drew on reflective journals and stimulated recall. Li's analysis suggests that most studies were primarily informed by the cognitivist view, losing sight of the broader views that account for the socially embedded nature of teacher cognition. The focus of a large number of studies was on teachers' attitudes or beliefs about implementing instructional approaches. One strand of research was on the relationship between teachers' beliefs and classroom practice. In this systematic review, it was found that a few studies explored teacher learning and the impact of formal instruction on teacher cognition, with a shift of focus from pre-service to in-service teachers due to the importance of continued teacher learning. Also, the review revealed a strand of research on teachers' beliefs about technology integration in language classrooms. The main direction for further research suggested by Li is to focus more on empirical works through different theoretical lenses.

► [Chapter 4](#), by Mark Wyatt, systematically reviews 54 studies on language teachers' self-efficacy beliefs, referring to teachers' judgments of their capabilities to plan and implement instructional activities required to support learning. The findings show that most studies were done in Asia, particularly in Iran and Turkey, and the United States. The most frequent design adopted was quantitative, followed by mixed-methods and qualitative. This design choice is due to the widespread use

of questionnaires to measure teachers' self-efficacy beliefs. Based on the findings, Wyatt proposes important implications for teacher education. The first implication suggests that as personal antecedents can impact teachers' feelings of efficacy, their qualities should be developed during preservice teacher education. The second implication is the need for teachers' engagement in practitioner research and preparation courses to provide teachers with appropriately practical and motivating efficacy-building experiences to enable preservice and novice teachers to face a reality shock during the practicum and first year of teaching. The third implication relates to encouraging teachers for deep, dialogic reflection to enable them to process efficacy-building experiences to guide transformative change. For further research, Wyatt suggests more qualitative research for a deeper understanding of teachers' self-efficacy beliefs and the role of contextual and cultural factors in shaping them.

In ► [Chap. 5](#), Sam Morris and Jim King review studies on language teacher emotional experiences. A review of a pool of 54 studies shows the breadth of the field of teacher emotion despite being in an infancy stage. The evidence for the promising trend of research is based on the fact that 44 of the 54 studies were conducted in the last three years of the 2010s. Despite taking place in a diverse range of countries, the largest numbers of these studies were conducted in Turkey, the United States, and Iran and targeted in-service teachers more than pre-service teachers. As teacher emotions can be more deeply explored qualitatively, a greater preference for qualitative methods was observed, and fewer studies reported the use of quantitative and mixed-methods approaches. Regarding the focus of the studies, the most frequent topic was general emotion, followed by teacher anxiety. A small number of studies investigated teacher emotional labor and emotional experience, particularly among pre-service teachers who experienced stress from their heavy workloads, the difficult task of managing student misbehavior, and low confidence driven by inexperience. The systematic review brought to light studies reporting on the intersection of teacher emotion and other variables such as teacher identity, effectiveness, and job satisfaction. As an implication of the review, Morris and King suggest that more support be given to teacher trainers on how to prepare their pre-service teachers for the emotional demands of the profession.

► [Chapter 6](#), authored by Martin Lamb and Taguhi Sahakyan, is a systematic review of 43 studies on language teacher motivation. The analysis shows that the most explored topics included the impact of contextual factors, such as pay and workload, and psychological factors, such as possible selves, self-efficacy, immunity, and burnout, on teacher motivation. Less frequent topics were motivation to become teachers and motivation to develop professionally while being in-service teachers. Most of these studies were conducted in Asia, including East Asia and the Middle East. The methodology adopted in most of the studies reviewed was mainly qualitative and mixed methods, and a few used quantitative methodology. The teachers participating in these studies were mostly in-service teachers. Lamb and Sahakyan also reviewed the theories informing the studies, which included a range of them such as FIT-Choice, which is based on expectancy-value theory, Possible Selves Theory, Activity Theory, Complex Dynamics Systems theory, Self-Determination Theory, career motivation, quality of work life, and the three-

component model of commitment. However, they noted that some studies did not adopt a particular theory as their background. The findings of the studies reviewed are categorized into motivation to become a teacher, factors affecting teacher motivation, and motivation to develop professionally. The studies on language teachers' motivation to choose a teaching profession revealed both intrinsic and altruistic motives to be present. The most important factors impacting teachers' motivation were students, who could both inspire teachers, demotivate them, or even trigger teacher burnout. Other key determinants of teacher motivation consisted of teachers' self-efficacy, immunity, and possible selves. In view of the topics absent from their review, Lamb and Sahakyan suggest further research on teachers' motivation to teach languages other than English and the changing nature of motivation over a teacher's career.

In ► [Chap. 7](#), the focus of the systematic review by Mirosław Pawlak, Joanna Zawodniak, and Mariusz Kruk is on language teacher demotivation and burnout. The authors synthesize 25 studies to examine various aspects of language teacher demotivation and burnout, including the foci of the studies, participants and contexts, research design and data sources, the variables included in the studies, the determinants of demotivation and burnout, and factors influencing the prevention or alleviation of these two phenomena. Most studies targeted teacher burnout, fewer demotivation, and only one both burnout and demotivation. Like many of other systematic reviews on teacher variables included in this handbook, the most frequent studies were undertaken in Asia (Iran and Turkey). More than half of the studies were quantitative, aiming to explore relationships between teacher burnout and other variables, a few studies relied on qualitative methodology, and smaller numbers drew on qualitative and mixed-methods designs. Due to the quantitative nature of the studies, questionnaires were used most frequently, followed by interviews. Variables investigated in relation to demotivation and burnout were numerous, including, *inter alia*, the teacher variables of self-efficacy, job satisfaction, emotional labor, emotional regulation, anxiety, motivation to teach, teaching experience, and language proficiency. The determinants of demotivation and burnout identified in the studies are grouped into the three broad themes of students, teaching, and institutional factors. Among the factors alleviating the experience of demotivation were teachers' global orientation, altruism, job security, and appreciation; those factors reducing burnout consisted of variables such as greater teaching experience, high proficiency, autonomous motivation, high self-efficacy, and strategies for dealing with emotional labor. In light of these findings, it is suggested that special training programs be implemented to raise teachers' awareness of their job-related problems and appropriate coping strategies to deal with demotivation and burnout.

The aim of ► [Chap. 8](#), authored by Mohammad N. Karimi and Behzad Mansouri, is a systematic review of language teacher agency, conceptualized as the ability to implement pedagogical beliefs and educationally beneficial activities. The review shows that the contexts of most of the 64 studies were teacher education programs in North America and Asia and in K-12 school settings. Mapping the conceptual underpinnings of the studies reveals an ecological understanding of teacher agency as the most frequent framework, followed by sociocultural, poststructural, and

discursive conceptualizations; however, a number of studies did not adopt a clear theoretical framework for researching agency. Regarding the research design, the majority of the studies were qualitative to shed light on the multiplicity and dynamicity of agency. The findings emerging from the review show that language teacher agency is both individual and collective, is a multi-dimensional phenomenon that can be enacted at different levels of educational policies, and is interconnected to teachers' ability to identify their professional skills and experienced competence in teaching. Based on these findings, Karimi and Mansouri suggest more research on teacher agency, including the examination of language teacher agency in a more varied range of research contexts besides K-12, the adoption of other perspectives rather than socio-cultural or post-structural, and the use of longitudinal, ethnographic, and action-driven data to afford a detailed picture of teachers' agentic actions.

In ► [Chapter 9](#), Onur Ural and Kenan Dikilitaş conduct a systematic review of language teacher autonomy. They review 38 studies to explore how language teacher autonomy levels were measured and reported in these studies, what professional development practices were associated with more effective language teacher autonomy, and what key issues were highlighted in all related research into language teacher autonomy. The findings show that universities were the context of the majority of the studies while high schools and elementary schools were underresearched. The methods adopted in the studies were mostly qualitative, followed by quantitative and mixed-methods designs. Very few studies were conducted in Europe and North and South America; by contrast, the context of most studies was Asia, particularly in Iran, Turkey, and China. Regarding research on professional development practices for effective autonomy, the findings showed that these practices were of three types: teacher training activities, such as reading research or receiving training, teachers experiencing teaching practices such as microteaching tasks, and teachers' projects and portfolios to develop their autonomy. The analysis of key issues shows that language teacher autonomy is not a static concept and is shaped by a larger number of factors. Overall, the findings imply that further research needs to tailor theoretical aspects of language teacher autonomy to practical applications in teacher autonomy.

► [Chapter 10](#), authored by Enric Llorca and Júlia Calvet-Terré, addresses language teacher nativeness/nonnativeness and aims to critically review and synthesize 82 studies revolving around native speaking teachers and nonnative speaking teachers. Geographically, the majority of the studies were conducted in Inner Circle countries and Asia, mostly focused on English as the target language and the teaching of languages other than English. The methods used most frequently to collect data were interviews, questionnaires, and classroom observations. The five main themes addressed in the studies in descending order of frequency were native/nonnative teacher identity, differences between native and nonnative teachers, teacher practices and ideologies, employment discrimination, and the effect of native/nonnative teachers on students' performance. The studies on teacher identity reveal that teachers are disadvantaged by native-speakerism. The research examining teacher practices and ideologies shows some teachers' native-speakerist bias,

reflected in the idealization of native-like pronunciation and the poor value assigned to the legitimacy of non-native linguistic forms.

Studies on Teacher Professional Development

Part II consists of five chapters (11–15) on various aspects of language teachers' professional development, such as teacher mentoring, practicum, and action research.

► [Chapter 11](#), authored by Xuan Minh Ngo and Minh Hue Nguyen, is a systematic review of 62 studies on good language teachers. The main purposes of the studies reviewed are divided into five categories: the characteristics of good language teachers, stakeholders' perceptions of good language teachers, factors related to teachers' effectiveness, factors contributing to language teacher expertise development, and the assessment of teachers. The most widely used method in these studies was qualitative (e.g., case studies and narrative inquiry). Qualitative and mixed-methods designs were also used in a number of studies. Overall, it seems that the studies manifested a balanced preference for qualitative and quantitative methods. A diversity of data collection tools was used, with interviews and questionnaires as the most widely used tools, followed by artefacts, observations, focus group discussions, and introspection. Regarding the research context, many studies were conducted at the tertiary level, language institutes, and secondary schools. However, primary school and pre-school contexts were underrepresented. The geographical distribution of the studies shows that Asia, particularly Iran, was the main setting of the studies. Fewer studies were conducted in the United States and European countries. To explore beliefs about good language teachers, the majority of the studies collected data from students and teachers, and a smaller number drew on employers' and other stakeholders' perceptions. The findings about the characteristics of good language teachers showed that the highest frequency features were teachers' personal and professional attributes, knowledge of language teaching methods, and common content knowledge. Regarding the factors related to language teacher effectiveness, a broad range of factors were influential, including teachers as learners of teaching, the social context, and the teaching/learning process. Also, teacher education and factors outside teacher education contexts were found to contribute to the development of language teacher expertise. Based on the findings, Ngo and Nguyen propose implications such as adopting a holistic approach in teacher education programs to ensure the development of teacher trainees' relevant knowledge and contextual adaptability, emphasizing teachers' critical reflection to remain effective in the rapidly changing landscape of language education, enhancing teachers' cultural competence and adaptability, and preparing teachers to work effectively in diverse educational settings.

In ► [Chap. 12](#), Hoa T. M. Nguyen, Wendi Wijarwadi, and Dennis Alonzo conduct a systematic review of 25 studies on preservice teacher mentoring in TESOL contexts. The location of the studies varied from Turkey and the United States to many other Asian countries, Europe, Africa, and South America. The

review shows the benefits of preservice teacher mentoring during the practicum, namely, enhancing the teachers' teaching ability, receiving practical support from mentors, and managing teachers' expectations. Apart from the numerous benefits of mentoring, there are various challenges related to the role of mentors, the mentoring experiences of the mentees, and the preparation phase for the mentor. These challenges are classified into four main issues, including ineffective mentoring role from the mentor, insufficient training and guidelines for the mentor, issues with the teachers' initial assumption of an ideal teacher, and the dissonance between the mentors and mentees regarding teaching methodology. Some factors facilitating quality mentoring investigated in the studies consist of positive feedback delivery, supportive mentoring, mentors as role models, quality training and preparation for the mentors, collaborative mentoring, and reflective mentoring. In light of these findings, the authors suggest that further research could explore the mentoring process as a socially mediated process in which both the mentors and mentees are involved in the achievement of shared goals.

Jason Martel and Renée Jourdenais, the authors of ► [Chap. 13](#), draw on 83 studies to review the language teaching practicum and its curriculum. The studies are grouped into five categories: mentorship, feedback, reflection, other activities figuring in the practicum, and the overall LTP curriculum. The review findings on mentoring unravel the core activity of providing feedback given to teacher candidates in the practicum and the modalities of the feedback included the following themes: nature and quality of feedback given by university supervisors, nature and quality of feedback provided by mentor teachers, feedback and support offered by peers, and modality of feedback provided (e.g., oral/written, immediate/delayed, videotaped). Regarding the core activity of reflecting on teaching, practicum courses addressed different aspects of the construct of reflective practice, including, among others, appraisals associated with reflective activities programed in practicum courses, benefits and drawbacks associated with reflective activities, levels of reflection demonstrated by teacher candidates as defined in various models, and internal conditions that shaped teacher candidates' reflective processes. The main findings of the studies on other types of activities used in practicum courses beyond those associated with mentorship, feedback, and reflective practice consisted of the implementation of action research in practicum courses, activities that feature storytelling to make sense of teaching, activities requiring integration of various technological affordances, and activities related to other foci such as the assessment of teaching skills and microteaching. The last aim of this systematic review is to explore the practicum's overall curriculum, which shows that the studies addressed it from several perspectives: the modality of the practicum (e.g., online, hybrid, onsite), the location of the practicum site (overseas), and overall strengths and weaknesses in the practicum curriculum. In light of these findings, Jason Martel and Renée Jourdenais hope that their research will prove useful to language teacher educators as curriculum designers involved in conceptualizing effective learning-to-teach experiences.

► [Chapter 14](#), authored by Hyun-Sook Kang and Yoonjin Nam-Huh, is a systematic review of 43 studies on online language teacher education. Method-wise, the

majority of the examined adopted a qualitative research design to collect data through interviews, online discussion postings, or other course assignments in online language teacher education courses and programs. Other studies equally used quantitative methods and mixed methods. As to the context of the studies, more than half of them were conducted in EFL contexts, which is consistent with the distribution of the countries in which the reviewed studies were conducted. This was followed by a number of studies in English as a second language (ESL) contexts. The participants in teacher education were mainly pre-service in TESOL or practicing teachers in EFL; however, in a small number of studies, both groups participated in the programs. The majority of these programs delivered course content asynchronously, a smaller number were presented in a synchronous format, and one program used a combination of synchronous and asynchronous formats. Regarding the themes of the programs, the review shows a focus on three groups of topics: teacher knowledge (e.g., teacher knowledge of technology integration, EFL-focused instruction, learner diversity, and managing disagreement in online interaction), teacher psychology (e.g., teacher motivation, learning style, and self-efficacy), and teacher identity. Learning outcomes reported in the studies included reflection, teaching practice, online interaction, teacher motivation, and teacher knowledge of technology. The future research area suggested in view of this review is the investigation of the intersections of research methods and instruments and online teacher education materials and the way empirical research and pedagogical practice can benefit each other in online teacher education courses.

In ► [Chap. 15](#), Anne Burns and Emily Edwards review studies on language teacher action research. The findings are organized in three sections. Section I deals with the initiation and facilitation of action research. In this section, the first thematic area is the type of facilitation and partnerships, which are categorized within accredited higher education courses in-service programs. The second thematic area addresses the models of facilitation, which range in location, duration, resources, and roles taken, to name a few. The third thematic area reveals challenges and opportunities of facilitation. Recurring challenges include the time-consuming nature of facilitation, teacher resistance or unsustainability, a shift in the teacher role from externally oriented passive experiences to active insider researchers and change agents, and challenges to teachers' identity. Conversely, opportunities arise from the benefits that collaboration offers through facilitated action research initiatives and researchers' greater access to teachers' worlds. Section II concerns the impact of action research on teachers and institutions. The review of the studies unpacks a wide range of impacts, namely, impacts on teaching and research knowledge, beliefs, practice, and teacher-learner relationships, impacts on teacher identities, and impacts on educational change, schools, and institutions. In Section III, teachers' own accounts of action research are reviewed and reported based on four dimensions: topics and interventions (e.g., trying out different teaching methods and appraising their usefulness in their context), impacts on learners and teacher-researchers (e.g., positive outcomes for students, teachers, and teaching practice), broader impacts on institutions (e.g., hoping that their interventions would be used by others), and continuation of their action research (e.g., planning to continue with research and

sustainability of action research). According to Burns and Edwards, the findings of this review resonate with recent calls to raise the status of practitioner-oriented studies in language teacher education and TESOL research.

Studies on Teacher Instructional Beliefs and Practices

This part embodies 11 chapters (► [Chaps. 16–► 26](#)) on different dimensions of language teachers' pedagogical beliefs, knowledge, and practices, such as beliefs about English as an international language, the use of translanguaging, and classroom interaction and discourse.

► [Chapter 16](#), authored by Zia Tajeddin, Minoo Alemi, Monireh Norouzi, and Hossein Ali Manzouri, is a systematic review of 53 studies on language teachers' beliefs and practices about English as an international language (EIL) and its pedagogy. With the paradigm shift from traditional native-centered English to EIL, the emerging criteria of comprehensibility and intelligibility in intercultural and multilingual interactions and the use of intercultural communication strategies have replaced correctness and native-like accent. The review shows that a large number of studies were published in journals whose main scope is EIL. Also, there was a sharp increase in the number of studies from 2013 to 2020, with the majority of the studies focused on Expanding Circle countries. In-service teachers greatly outnumber as participants in the studies. As the studies investigated teachers' EIL beliefs and practices, the predominant design was mixed-methods. Qualitative design was used in numerous studies; however, there were fewer quantitative studies. It was found that the majority of the studies explored teachers' beliefs while a few investigated their practices. The themes of the studies on teachers' beliefs included beliefs about teaching materials, grammar/structure, accent/pronunciation, collocations/idiomatic expressions, EIL-informed assessment, cultural sensitivity, barriers to EIL pedagogy, and EIL-based teacher training and professional development. Studies on EIL-informed practices revealed the effective use of English in diverse contexts and various dimensions of these practices, such as the importance of integration of World Englishes (WE), intelligibility, and cultural awareness in language teaching. Given the findings, the authors suggest that teacher education courses should address teachers' reluctance to incorporate EIL into ELT practices and their prioritization of the native varieties.

In ► [Chap. 17](#), Tabitha Kidwell presents a systematic review of studies addressing language teachers' intercultural knowledge, competencies, and beliefs. Drawing on a corpus of 69 studies, the author found that the focus of the studies was on teachers' beliefs, knowledge, and competence in descending order of frequency. Although some studies were not based on any clear theoretical framework, a large body of research adopted intercultural communicative competence as the theoretical lens. Other frameworks included multiculturalism, the role of culture in EIL, and intercultural sensitivity. The participants were mostly from K-12 and university contexts. Other studies included pre-service teachers, teachers from private language schools, and multiple contexts, or did not specify the context. The settings were

various countries in Asia (particularly Turkey, Iran, and Vietnam), Europe (most frequently in Greece), North and South America, and Australia/Oceania (mostly in New Zealand). Studies in Africa were small in number. The most frequent methodological approach was qualitative (largely drawing on interviews), followed by qualitative and mixed-methods approaches. Findings about teachers' beliefs were related to the values of intercultural language teaching, reasons for intercultural language teaching, challenges to intercultural language teaching, and which culture to teach. Regarding teachers' knowledge, the overall themes showed their knowledge about culture, specific cultures, and intercultural communicative competence. A small number of studies reported on teachers' intercultural competencies, including their intercultural sensitivity. In light of these findings, Kidwell concludes that teachers favor intercultural language teaching and support its integration in their classes despite several challenges.

► [Chapter 18](#), authored by Yasemin Kırkgöz and Devrim Höl, is a systematic review of 22 studies on language teacher curricular knowledge due to its crucial role in effective teaching and student gains. The great majority of the participants in the studies were experienced teachers. The geographical distribution shows that most studies were conducted in Expanding Circle countries, while a smaller number belonged to Inner Circle and Outer Circle countries. The prevalent research designs were qualitative and mixed methods while the quantitative approach was the least common design. The five key thematic findings across the studies included teacher knowledge base and curriculum components, practical teaching experience and curriculum application, curriculum reform and implementation challenges, contextual and cultural factors in curriculum implementation, and demand for professional development. Studies on teacher knowledge base and curriculum components revealed the role of teacher knowledge (e.g., pedagogical knowledge), language proficiency, and environment in curriculum implementation. Practical teaching experience and curriculum application showed the need for real-life classroom experience, practicum, and theory-practice reconciliation. Studies on curriculum reform and implementation challenges emphasized curriculum localization, complexity in curriculum implementation, and responsive reform. Contextual and cultural factors in curriculum implementation highlighted the impact of the socio-cultural, political, institutional settings, and school environment on teaching and curriculum delivery. The last theme, i.e., demand for professional development, brought to light an urgent need for teachers' professional growth and additional help with the curriculum. In view of these findings, the authors emphasize the integration of subject-specific, pedagogical, and contextual knowledge and the need for more effective teacher training programs to enhance curriculum implementation.

In ► [Chap. 19](#), Jingjing Qin and Chun Lai systematically review 34 studies on in-service teachers' technological pedagogical content knowledge (TPACK) in English language education. As language teachers with higher TPACK are more likely to employ suitable technological tools and applications for their subject instruction, they can enhance teaching effectiveness and learner engagement. The review shows that the research on teachers' TPACK skyrocketed from 2018 to 2020.

The majority of reviewed studies were conducted in Asia (mostly in Indonesia, China, Taiwan, and Iran). The settings of fewer studies were Europe and North and South America. The participants in numerous studies were university teachers and middle and high school teachers. The common methodological approach in the reviewed studies was mixed-methods, followed by an equal number of qualitative and quantitative studies. Types of professional development in the studies show the recurrency of a wide range of programs and courses, including, among others, professional development programs for technology integration adopting learning-technology-by-design approach, Master programs on education for in-service teachers, ICT (information and communications technology) integration courses, professional learning communities adopting the TPACK-IDDIRR (Introduce, Demonstrate, Develop, Implement, Reflect, Revise) model, national training projects, in-service education and training courses, in-house CALL professional development training based on TPACK-in-action model, and CALL workshops. Antecedents that impacted in-service English language teachers' TPACK were internal antecedents, external antecedents, and professional development. These findings imply the importance of professional development for promoting language teachers' TPACK and suggest strategies to improve teacher learning and collaboration.

► [Chapter 20](#), authored by Alberto Fernández-Costales and David Lasagabaster, is a systematic review of 44 studies that researched content and language integrated learning (CLIL) teacher education. The aim of the review is to identify teachers' perceptions, professional development, implementation of CLIL programs and coordination, and some other topics on CLIL teacher education. The findings on research perceptions indicate a distinction between the CLIL approaches in primary and secondary education and significant contrasts between the two. Regarding professional development, many studies simply described the key features of professional development courses without unpacking the conditions under which these courses impact and afford changes in teachers' CLIL teaching practices. The review of the implementation of CLIL programs shows rather limited research exploring what is actually happening in CLIL classes. In addition to these main aims, some studies reported on CLIL teacher education in relation to intercultural awareness, the use of ICT, students with special needs, code-switching, and assessment practices. The implications emerging from this review include the need for coordination with other teachers, dealing with the rarity of specific CLIL-oriented materials and textbooks, and ways to enhance teacher training and professional development programs.

David Lasagabaster and Alberto Fernández-Costales, the authors of ► [Chap. 21](#), describe a systematic review of studies on English-medium instruction (EMI). They review a corpus of 49 studies to investigate the implementation of EMI programs at the tertiary level, teachers' beliefs, comparative studies, EMI certification and teaching/language skills, analyses of classroom discourse, professional development in EMI, teacher collaboration, and other topics on EMI teacher education. The findings show higher education institutions' poor attention to EMI-based teacher training despite EMI lecturers' worries about their linguistic challenges in their everyday teaching. Studies on teachers' beliefs addressed various topics such as

the degree of lecturers' satisfaction with their institution's EMI programs, students' difficulties in coping with EMI, and tensions among the languages in contact. A number of studies investigated EMI research from a broader perspective across countries, rather than being limited to a single higher education institution, and showed that lecturers need further language and methodological support. Findings about lecturers' EMI certification and competencies indicated that they are far from being solved. Regarding classroom discourse, the review confirms EMI classroom lecturers' little effort to develop their students' language skills. Regarding teacher collaboration or team teaching, the studies proved the effect of teacher collaboration on making content lecturers more reflective. Other research topics on EMI teacher education found in the reviewed studies consisted of identity and motivation in EMI and the implementation of online technologies. The authors conclude that EMI teacher education needs to promote teacher collaboration from different disciplines and motivate pre- and in-service lecturers to reflect on their everyday practice.

In ► **Chap. 22**, Sara M. Beaudrie conducts a systematic review of 22 studies on heritage language teacher education. The aim of the review is to describe the contexts in which studies in heritage language teacher education were conducted and the primary focal points and emerging issues within published studies in heritage language teacher education. The review of the geographical distribution of the studies shows the highest number of studies in North America, a small number of studies in Asia, and no studies in other regions. Regarding the research methodology, a great majority of the studies adopted a qualitative approach, and only a few were mixed-methods. No studies used a quantitative design. The review identifies four focal areas in the studies. The most common area pertains to teacher needs, experiences, and struggles. Generally, the findings revealed teachers' struggle to implement heritage language instruction effectively while they were cognizant of the need for differential teaching strategies due to the differences between L2 and heritage language learners. Teachers' challenges were rooted in the lack of opportunities for professional development focused on heritage language education. The second focal area investigated in the study was different methods for pre-service or in-service teachers to help them build pedagogical knowledge for teaching heritage language learners. The studies stressed the need for higher education institutions to afford teachers the knowledge and skills for effective instruction by offering professional development courses on heritage language pedagogy. Options for such courses included a section on heritage language instruction in L2 methods courses, a computer-mediated teacher professional development course to design a contextualized teaching and learning environment for heritage language learners, and participatory action research to design heritage language projects and curricula. The third focal area gleaned from the studies was teacher identity transformation. The findings highlighted the dynamic and complex nature of teachers' heritage language identity and called for the integration of critical reflection and a stronger focus on teacher identity development in heritage language education. The fourth focal area relates to teacher beliefs, attitudes, and ideologies. The studies found that teachers often revert to standard language norms in practice despite recognizing the value of learners' non-standard language varieties and tendency to enact pluralistic language

ideologies. Given these findings, the studies emphasized the need for more effective teacher education programs to help teachers operationalize their pluralistic ideologies in the classroom. The main implication gleaned from these findings is to deal with the lack of adequate teacher training and resources by offering teacher training courses to cover the unique linguistic, cultural, and socio-affective needs of heritage language and to help teachers implement effective strategies for heritage language instruction.

► **Chapter 23**, authored by Vicent Beltran-Palanques, Jiajia Eve Liu, and Angel M. Y. Lin, systematically reviews translanguaging in language teacher education. As an emerging approach, translanguaging signals softened boundaries between languages and a dynamic and holistic perspective on learners' multiple linguistic and semiotic repertoires. Analyzing 152 studies, the authors identify the following thematic categories: translanguaging practices, teachers' perceptions/beliefs/attitudes/ideology, identity, educational contexts, ecology, social justice, and professional development. Studies on translanguaging practices unpacked the value of integrating translanguaging practices within educational settings such as schools and universities and the need for the incorporation of translanguaging practices to enhance students' literacies, refine their skills, and promote their learning development. Moreover, translanguaging practices created spaces for students to engage in creative language use and the construction of unique linguistic and cultural identities. The review offers insights into teachers' perceptions/beliefs/attitudes regarding translanguaging, showing the predominance of monolingual ideologies and teachers' hesitance and resistance toward favoring translanguaging. Regarding teacher identity, the results of these studies confirmed that the incorporation of translanguaging pedagogy may not only enhance the multilingual repertoire of teachers and students but also contribute to the construction of teacher identity. Educational contexts in which translanguaging was practiced spanned a wide range, including immersion programs, CLIL, EMI, and English for academic purposes (EAP), and strengthened the development of content knowledge. Some studies addressed an ecology perspective to show how translanguaging in language teacher education involves not only students and teachers but also multiple factors and different stakeholders impacting teachers' translanguaging beliefs and practices. As a critical dimension of translanguaging, social justice relates to immigration, refugee, aboriginal, and decolonization. A number of studies showed the contribution of translanguaging pedagogical practices to strengthening social justice and identity in multilingual contexts. Finally, with regard to teacher professional development, the findings emphasized the importance of addressing translanguaging professional development programs to best prepare teachers to face multilingualism. To conclude, the authors posit that, as translanguaging brings new challenges to language teachers, it is crucial to offer teacher training and professional development programs in translanguaging theory and practice.

In ► **Chap. 24**, Elaine Riordan presents a systematic review of 38 studies on language teacher classroom discourse and interaction, including changes in this interaction with the advent of technology-mediated communication. The settings of the studies ranged across North and South America, Australia, and Europe;

however, a greater number of studies were from Asia, particularly from Iran. These studies were conducted at all levels of education, most frequently in tertiary education and private/funded institutes, followed by high schools and primary schools. Examining the methodology framing the studies indicates the use of the qualitative approach in the majority of studies and the mixed-methods approach in far fewer studies; by contrast, only one study adopted a quantitative approach. Means of data analysis in descending order were discourse/conversation analysis, descriptive-bottom-up analysis, and corpus linguistics. The foci of the studies were multiple, the most frequent of which were features of teacher talk, teacher questioning, L1 and L2 usage (including code switching and translanguaging), classroom interactional competence, and initiation-response-feedback (IRF) structure. Some other foci of the studies included the Self Evaluation of Teacher Talk (SETT) framework, teacher feedback, patterns of teacher talk (TT), TT and teaching skills, and discourse markers (DMs) in TT. In light of these findings, the author concludes that the wealth of data on language teacher talk in action can serve as a powerful teaching, reflective practice, and teacher development tool.

Yueting Xu and Yalei Liu, the authors of ► [Chap. 25](#), systematically review language assessment literacy (LAL) as a pivotal factor used by teachers to facilitate student learning. Including 65 studies in their systematic review, they categorize their findings into five main themes: conceptualization of teacher assessment literacy, teacher conceptions of assessment, teacher practices of assessment, factors mediating assessment, and assessment training. The studies focused on the conceptualization of teacher assessment literacy provided numerous insights, including LAL conceptualized as a three-dimensional model (cognitive, praxeological, and socio-emotional); teachers' assessment competence conceptualized as context-specific, learnable cognitive dispositions; a need to understand LAL by considering teachers' preconceptions, theoretical knowledge input, and teachers' identity as assessors; orienting teachers' LAL knowledge base more to language pedagogy, local practices, sociocultural practice, personal beliefs/attitudes, and technical skills, and less to scores, decision-making, and knowledge of theory; proposing a new conceptual framework, termed teacher assessment literacy in practice; and proposing a universal LAL development model for all stakeholders. Studies on teacher conceptions of assessment resulted in findings about teacher conceptions of summative assessment and formative assessment. The body of research on the teacher practices of assessment shed light on many aspects of teacher practice, including teachers' inadequate practice of formative assessment, challenges in rating scale development, the focus of feedback from language tutors on skill development, teachers' tendency to provide more oral feedback to underachievers in writing exams, assessment practice used to systematize and guide a teacher's analysis of student work and instructional decisions, experienced raters' disregard for the rubric and reliance on preexisting cognitive frameworks, and raters' great variations in their rating abilities and percentage of rating performance improvement. Regarding factors affording or constraining teacher conceptions and practices of assessment, a number of mediating factors were identified and divided into personal factors (e.g., raters' linguistic backgrounds, social attitudes, and experience) and micro, macro, and meso

contextual factors (e.g., educational landscape and policies, attitudes of the larger community, curriculum standards, high-stakes tests, and assessment-related resources and constraints). Finally, studies on assessment training showed that it positively affects the development of teachers' assessment knowledge, broadens their understanding of LAL and authentic assessment practice, and encourages teachers to reflect on their assessment practice. The implications of this systematic review include the importance of teachers' self-awareness of assessment perceptions and their influence on their practices and policymakers' efforts to design comprehensive and context-specific assessment training programs for teachers and to provide teachers with the support and resources needed for effective assessment practices.

► **Chapter 26**, authored by Karina Rose Mahan and Yolanda Ruiz de Zarobe, reports on a systematic review of 87 studies on scaffolding in English language learning (ELL) contexts. The chapter describes the main features of ELL scaffolding research, the methods used, the types of scaffolding, and how it is understood and enacted. The analysis of the geographical context of the studies shows that almost half of them were conducted in Iran, followed by a number of studies in the United States and other different countries in Asia. Many of these studies that aimed to document the effectiveness of interventions showed positive outcomes from scaffolding. Regarding education levels, the most frequent level was the university context. Other levels arranged from the most frequent to the least frequent were language institutes, secondary schools, and primary schools. Although the quantitative approach was used in more studies, qualitative and mixed-methods designs were adopted in numerous studies. The authors analyzed the types of scaffolding, resulting in four types in descending frequency: teacher scaffolding, distributed scaffolding, peer scaffolding, and e-scaffolding. The most frequent type was teacher scaffolding. As the second frequent type, distributed scaffolding refers to integrated support by peers and teachers using multiple instructional tools and activities to simultaneously scaffold all students. The less frequent types were peer scaffolding and e-scaffolding, with the latter encompassing different activities such as electronic online activities, virtual environments, and online resources. Regarding the unit of analysis, the types of learning scaffolded included writing, general English, speaking, reading, listening, and grammar. As scaffolding bears largely positive outcomes for the ELL classroom, these findings imply that teachers need to adopt a number of strategies to scaffold the learning process based on the goals of the lesson and the unit of analysis.

We hope that the systematic reviews included in this handbook provide teachers, teacher educators, supervisors, and other policymakers with insights into the complexity of teacher variables to be addressed in teacher education courses, teacher evaluation, and strategies for teacher professional development. We also hope that the gaps in the literature on the topics covered in this handbook will stimulate further research by language teacher education researchers.

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