

A Case for Online English Language Teacher Education

Denise E. Murray



The International Research Foundation
for English Language Education

TIRF

TIRF – The International Research Foundation for English Language Education – promotes research and best practices in the teaching and learning of English. The Foundation supports research on high priority topics of current interest through doctoral scholarships and commissioned investigations.

TIRF is a 501(c)3 nonprofit foundation that was established by Teachers of English to Speakers of Other Languages, Inc., in 1998.

This publication has been prepared as an interactive PDF for ease of use and more efficient study.

Please take advantage of the following tools:

- Bookmarks of each section and case report summary available in the vertical panel to the left of the document.
- Live hyperlinks to websites and documents for further reading and research, in the References.
- Live hyperlink to the TIRF website.

Extracts from this document may be reproduced for non-commercial, educational, or training purposes, so long as the original source is cited.

Contact us at:

www.tirfonline.org

or by mail at

TIRF

177 Webster Street, #220

Monterey, CA 93940 USA

Thank you to the provider of graphic design services and compositing for this publication:

Meredith Morgan Digital Arts

Specializing in graphic design and illustration for the fields of education, architecture, museums and publishing, for online digital distribution and for print.



Contact Meredith Morgan Digital Arts at:

www.meredithmorgan.org

310-869-5676

2255 Termino Ave.

Long Beach, CA 90815

Foreword

The era of the Information Age in which we live has been shaped and transformed by numerous advances in technology. For many people around the world, access to education is now more abundant than it has ever been, in terms of individuals' ability to attend courses online and the affordability of classes. However, a multitude of issues have arisen since the advent of online education, including the quality of that education, the assessment of course content, inequality of access due to technological constraints, and many more. Online education providers and the teachers themselves have been charged with delivering pedagogically sound courses in a fast-paced environment, often without the past experience and technical expertise they rely upon to deliver traditional brick-and-mortar type education.

In keeping with its current focus on English for the 21st-century workforce, TIRF – The International Research Foundation for English Language Education – has commissioned this study of online language teacher education. This topic is central to our ongoing discussions about English in the 21st-century workforce in at least two ways.

First, teachers themselves are part of the 21st-century workforce. How those teachers gain their initial professional qualifications and continue their ongoing professional development throughout their careers is thus an appropriate topic for TIRF to investigate. As technological developments exert more and more influence on education in general, and teacher training in particular, it behooves us to understand the impact of those developments.

Second, all over the world, people are hungry to learn English. Whether they need English language proficiency to gain access to higher education, to acquire employment, to access training opportunities within their organizations, or to advance within those organizations, there is evidence that being bilingual or multilingual will help position those individuals to succeed (Pinon & Haydon, 2010; Ramaswami, Sarraf, & Haydon, 2012). This claim is particularly relevant if one of the person's languages is English.

The members of TIRF's Board of Trustees are therefore pleased to share this latest study in our series of reports on key concerns relating to English in the workforce. We continue to promote research into issues

surrounding English language education, and especially in the areas directly related to our research priorities (Fitzpatrick & O'Dowd, 2012; TIRF, 2009). In particular, this study addresses our foci on language teacher education and the optimal uses of technology in the delivery of English language instruction. The Foundation and its Board of Trustees continue to promote research and best practices to improve the use of English in the emerging global knowledge economy of the 21st century.

Kathleen M. Bailey

Kathleen M. Bailey, PhD
President and Chair, TIRF's Board of Trustees,
The International Research Foundation
for English Language Education

References

- Fitzpatrick, A. & O'Dowd, R. (2012). *English at work: An analysis of case reports about English language training for the 21st-century workforce*. Monterey, CA: TIRF.
- Pinon, R. & Haydon, J. (2010). *The benefits of the English language for individuals and societies: Quantitative indicators from Cameroon, Nigeria, Rwanda, Bangladesh and Pakistan*. London, UK: The British Council.
- Ramaswami, S., Sarraf, I., & Haydon, J. (2012). *The benefits of the English language for individuals and societies: Quantitative indicators from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia and Yemen*. London, UK: The British Council and Euromonitor.
- TIRF. (2009). *The impact of English and plurilingualism in global corporations*. Monterey, CA: TIRF.

Acknowledgements

This project was made possible through contributions from the many different people who offered support, advice, critiques, data, professional information, and interest in the topic.

The most important contribution comes from the authors of the eighteen case reports. They shared their enthusiasm for online language teacher education, as well as the detailed information on their programs. They responded promptly to queries and requests with unfailing professionalism. Our field is indebted to them for their innovative approaches and their deep commitment to their students.

TIRF Board of Trustees members' and staff interest in the project was essential for its effective conduct. I am especially grateful to Kathi Bailey as Board Chairman for her enthusiasm for the project, her sense of humor, and her dedication to ensuring a quality project. MaryAnn Christison, as the Board liaison, provided me with a caring, professional sounding board and a supportive, careful editor. Ryan Damerow, TIRF's Executive Assistant, has been a consummate professional, solving my most trivial problems, especially with technology, and ensuring that TIRF's projects are of high quality and project a consistent image. Lorraine de Matos and Michael Carrier also provided useful support and feedback.

I especially thank TIRF's donors who made this project possible. In particular, a gift from Anaheim University spurred this research focus.



The Author

Dr. Denise Murray is Professor Emerita at Macquarie University in Sydney and at San José State University in California. She has a long history as a language teacher educator, having been the Executive Director of the Adult Migrant English Program Research Centre and of the National Centre for English Language Teaching and Research at Macquarie University from 2000 to 2006. Prior to her appointment at Macquarie, she was founding Chair of the Department of Linguistics and Language Development at San José State University. For seven years, she served on the Board of Directors of TESOL, including a term as President in 1996-1997.

Dr. Murray's own research interests include computer-assisted language learning; cross-cultural literacy; the use of the learners' L1 in the second language classroom; the intersection of language, society, and technology; settlement of adult immigrants; language education policy; and leadership in language education. She has published her work in seventeen books and more than 100 articles.

Dr. Murray has had a lifelong interest in distance education, focused on how to make education accessible to those whose physical place, available time, and other life circumstances make it impossible to attend a brick-and-mortar college.



Denise E. Murray

Table of Contents

Foreword	4
Acknowledgements	6
The Author	7
List of Acronyms and Abbreviations	10
Executive Summary	12
1. Context of the Study	15
2. Key Questions	18
3. Methodology: How the Research Was Conducted	19
4. A Review of Current Literature	23
4.1 Roots of OLTE: Distance Education	27
4.2 Online Learning: An Overview	30
4.3 Online learning: Learning Effectiveness	32
4.3.1 Social interaction and Collaboration	33
4.3.2 Situated Learning	36
4.3.3 Learner Autonomy	36
4.4 Access	37
4.5 Student and Faculty Satisfaction and Administrative Support	38
4.6 Summary of the Literature Review	42
5. Review of Websites Offering OLTE	43
5.1 Home Page as Sales Pitch	47

5.2 Home Page as Enquiry Desk	48
5.3 Home Page as Edifice	48
5.4 Summary of Webpage Analysis	49
6. Case Reports of Online Language Teacher Education	50
6.1 Overview of the Case Reports	51
6.2 Summaries of the Case Reports	54 - 84
7. Analysis of the Case Reports: Practices and Issues	85
7.1 The Audience for OLTE	85
7.2 Pedagogical Choices	87
7.3 Technological Choices	90
7.4 Ensuring Quality	91
8. Analysis of Findings	92
8.1 Types and Characteristics of OLTE	93
8.2 Issues in OLTE: Trends	94
8.2.1 Appropriate Candidates for OLTE	94
8.2.2 Developing Communities of Practice	95
8.2.3 The Intersection of Technology and Pedagogy	96
8.2.4 OLTE Quality	96
9. Concluding Comments	97
References	98
Appendix A: Institutions Contacted	110

List of Acronyms and Abbreviations

ACRONYM	TERM
CAEP	Council on the Accreditation of Educator Preparation
CALL	Computer-assisted Language Learning
CELTA	Certificate in Teaching English to Speakers of Other Languages
CEU	Continuing Education Unit
CMC	Computer-mediated Communication
DE	Distance Education
DELTA	Diploma in Teaching English to Speakers of Other Languages
EFL	English as a Foreign Language
ELL	English Language Learner
ELT	English Language Teaching
ESL	English as a Second Language
ftf	Face-to-face
GNP	Gross National Product
ICT	Information and Communications Technology
LMS	Learning Management System
MA	Master of Arts
MEd	Master of Education
MPhil	Master of Philosophy
MSc	Master of Science
NCATE	National Council for Accreditation of Teacher Education
NEASC	New England Association of Schools and Colleges
NGO	Non-governmental organization
OECD	Organization for Economic Co-operation and Development
OLTE	Online Language Teacher Education
PBL	Project-based learning

PC	Professional Certificate
PD	Professional Development
PDO	Professional Development Opportunity
PGCert	Postgraduate Certificate
PGDip	Postgraduate Diploma
PhD	Doctor of Philosophy
SACS	Southern Association for Colleges and Schools
TEL	Technology-enhanced learning
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teachers of English to Speakers of Other Languages/Teaching English to Speakers of Other Languages
TESP	Teaching English for Specific Purposes
TEYL	Teaching English to Young Learners
VOIP	Voice Over Internet Protocol
WASC	Western Association of Schools and Colleges

Other Conventions Used

- US spelling and syntax are used, except where quoting directly from another source.
- Different countries use different terms to describe various qualifications. US conventions are used, except when naming titles of specific qualifications. Therefore, certificates, diplomas, and degrees taken beyond a first degree are referred to as graduate certificates, diplomas, and degrees. Similarly, education beyond secondary level is referred to generically as post-secondary. Institutions that are universities or post-secondary degree-granting colleges are referred to as universities/colleges.

Executive Summary

With English becoming the language of global interactions, the need for developing increasing numbers of English language teachers has become acute around the world. With online education now taking a prominent role in education at the same time, it seems opportune to explore how English language teacher education is exploiting the new online technologies. Against the background of these two phenomena, The International Research Foundation for English Language Education (TIRF) commissioned this study to examine online English language teacher education (OLTE) worldwide.

Approach Used in the Study

A wide range of literature was reviewed on distance learning, online learning, and computer-assisted language learning (CALL), as well as studies specific to OLTE. OLTE is offered in a variety of formats, from full degrees to workshops to professional certificates, and by a variety of providers, including universities, publishers, professional associations, and private companies. The web was searched for OLTE providers, using a variety of different search terms. Case reports of OLTE programs were elicited through individual emails to organizations identified through the web search, resulting in eighteen case reports for analysis. Additionally, the web search of home pages of OLTE providers was analyzed for themes.

The data in the case reports were analyzed in relation to the findings from the literature review and the web search. There were three guiding questions for this research. First, what language teacher education programs, workshops, and/or courses are currently being offered online, and what are their key characteristics? Second, at what levels is such education being offered (e.g., undergraduate, diploma, certificate, masters degree, doctoral studies, or individual workshops or courses for professional development)? Third, what issues arise in delivering teacher education online and how have institutions addressed these issues? The first two questions were addressed through all three data sets (the literature review, the webpage analysis, and case report analysis), with the case reports providing the in-depth data regarding the characteristics of OLTE. The third resulted from the analysis of three data sets contraposed.

What is OLTE in 2013?

OLTE can be characterized as an emerging and growing alternative to brick-and-mortar professional development, one that serves the extraordinarily diverse needs of the field of training teachers of English to speakers of other languages. It is responding to a global felt need for more English teachers. However, as with all new enterprises, it can also be characterized as the “Wild West,” with a certain amount of lawlessness and exploitation, of promises not kept. The prospective English teacher or the language teaching program searching for a quality online program needs to carefully sift through much of the online rhetoric, judging programs by their instructors (not just who originally wrote the materials) and the details of their pedagogy and technologies used.

Of the 186 OLTE programs found on the web, 106 were university/college-based, while the remaining 80 were offered by professional associations or private companies, many delivering only English language teacher training. The majority were headquartered in English-speaking countries (157), with almost half of those in the US (74). The online commercialization of language education involves an export market of education, primarily to developing countries from rich countries. These institutions provide doctorates, masters, graduate certificates, professional certificates, individual credit-bearing courses, and professional development workshops. Providers include universities/colleges (both public and private), publishers, professional associations, and a bi-national center.

Issues and Trends in OLTE

The case reports were fairly representative, but only included one from outside the English-speaking world and none from institutions offering the Trinity College London Diploma or the DELTA. They provided a means of contesting the findings from the literature review. The trends fall under four major topics:

- Appropriate candidates for OLTE. Students come from different contexts and with different expectations, both



OLTE is responding to a global felt need for more English teachers.

The online commercialization of language education involves an export market of education, primarily to developing countries from rich countries.

of which influence their ability to achieve the program's learning outcomes. It therefore seems incumbent upon all providers to clearly explain in their online and print marketing, exactly the types of technologies, interactions, and tasks that will be required of students. Prospective students can then make informed decisions.

Effective student learning requires collaborative, student-centered and student-created knowledge.

- **Developing Communities of Practice.** Effective student learning requires collaborative, student-centered and student-created knowledge. It requires that students understand their local contexts within the global context so that they can test the theory and research input in the program against their own (and others') professional contexts.
- **The Intersection of Technology and Pedagogy.** Technological choices can constrain or expand pedagogical choices. Therefore, OLTE providers need to make informed decisions about which technologies to employ to facilitate feedback and to clarify instructor roles.
- **OLTE Quality.** All agree on the importance of quality. However, what constitutes quality is contested, with different OLTE providers privileging different aspects of quality. The essential five pillars of quality are learning effectiveness, cost effectiveness and institutional commitment, access, faculty satisfaction, and student satisfaction. More attention needs to be paid to actual measures of quality on many of the websites, rather than mere statements of quality that are impossible for potential customers to verify.

What constitutes quality OLTE programs is contested, with different providers privileging different aspects of quality.

OLTE

A Case for Online English Language Teacher Education



1. Context of the Study

Technology, at least in some countries and some areas of countries, has become pervasive. Individuals now have access to computer-based technologies that were available solely to institutions less than a decade ago. This availability has led to exponential increases in e-enabled activities, not only for conducting our personal and business lives, but also in education. Individuals, educational institutions, and governments have seized on technology as a means of reaching more learners in more contexts and of breaking down some of the historical barriers to education, such as learners living in distant and remote areas, or adults working full-time.

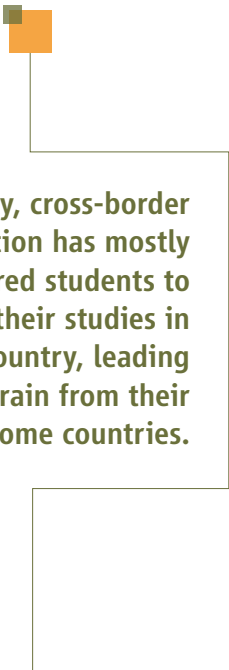
In the United States, a study by the National Education Association (NEA, 2000) indicated that 10% of their members taught a distance education (DE) course, with 44% being web-based, and 54% relying on video technology. In higher education, The Sloan Consortium (2005) indicated that 65% of schools offering graduate face-to-face (ftf) courses also offered graduate courses online, while 63% of schools offering undergraduate ftf courses also offered undergraduate courses online. Growth in online enrollments is ten times that of the rate in all higher education, with 31% of students (6.1 million) in the US taking at least one online course in Fall 2010 (Allen & Seaman, 2011). By Fall 2011, the research period for the most recent Sloan Consortium report (Allen & Seaman, 2013), this number had risen to 6.7 million (32%), even while overall enrollments had fallen. Similarly, in language teacher education, the growth from the mid-1990s to 2009 was from 20 such programs to more than 120 (Hall & Knox, 2009).

Prestigious universities are not only offering education online for their own enrolled students, but are offering some courses free to anyone

Technology is being utilized as a means of reaching more learners in more contexts and of breaking down some of the historical barriers to education.

The growth of OLTE programs from the mid-1990s to 2009 was from 20 to more than 120.

in the world. These Massive Open Online Course (MOOCs) have grown considerably since their first introduction by George Siemens and Stephen Downes in 2008 for a course on learning theory at the University of Manitoba. Two Stanford professors, for example, offered their course on artificial intelligence, attracting 160,000 students from 195 countries. The students receive a certificate of accomplishment, but not credit for Stanford University (Armitage, 2012). Harvard and MIT also offer free certificate of mastery courses on topics such as circuits and electronics. At the time of writing, MOOCs had coalesced around three providers: Udacity, Coursera, and edX. While Udacity is a private educational organization, Coursera is a for-profit company, and edX is a non-profit organization. Coursera is the largest, with more than 115 courses offered by 33 private and public universities across several countries: Australia, Canada, Hong Kong, India, Israel, Switzerland, the UK, and the US, with more than 1.5 million participants. Although MOOCs started with technical courses, they now offer courses in the humanities and education. For example, the University of Toronto will offer “Aboriginal Worldviews and Education” in 2013. Perceptions of the value of MOOCs is mixed, however, with US higher education academic leaders unconvinced that MOOCs represent a sustainable method for offering online courses. These leaders do believe, however, that MOOCs provide a useful way to learn about online pedagogy (Allen & Seaman, 2013).



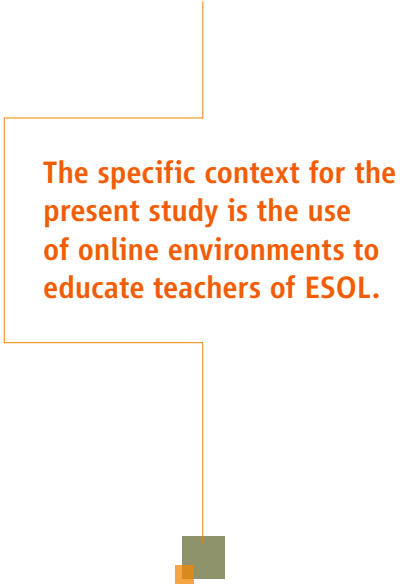
Traditionally, cross-border education has mostly required students to undertake their studies in another country, leading to a brain drain from their home countries.

This growth in online education results from both the prevalence of technology and the growing need for cross-border tertiary education. Traditionally, cross-border education has mostly required students to undertake their studies in another country, leading to a brain drain from their home countries, as well as considerable cost and dislocation to the students themselves. It has also led to an enormous commercialization of education, with an export market of education, primarily to rich countries from developing countries. According to the Organization for Economic Co-operation and Development (OECD, January, 2008) the percentage of students obtaining a degree in another country and then gaining residency varies from 95% of Chinese PhD students in science and engineering in the US in 2001, to half of all students in Australia, around 20% in Canada, 13% in New Zealand, and 18% in Norway (non-EU students). While online education does not change the imbalance between rich and developing nations, it can reduce the brain drain and

the dislocation of cost and stress experienced by the students.

The economic activity in online learning is not restricted to international offerings. In some parts of the US, it has become big business in the K-12 sector, with 250,000 students enrolled nationwide. In Pennsylvania, 30,000 K-12 students study online through online charter schools, schools funded by the state, but with fewer restrictions and regulations than traditional public schools. One of the major providers is PA Cyber, a private company employing 170 instructional supervisors (Public Broadcasting Service, 2012). Since it started in 2000, PA Cyber has made 45 million dollars in profit, which it has used to build a virtual teachers' center and a corporate headquarters. However, student turnover rates are high, around 50% in Pennsylvania overall. PA Cyber has spun off a not-for-profit business, developing online curriculum that it sells throughout the US. The issue of quality has been raised by the most recent study of such schools (Glass & Welner, 2011), which found that while online K-12 education is expanding across the country, "there exists no evidence from research that *full-time* virtual schooling at the K-12 level is an adequate replacement for traditional face-to-face teaching and learning" (p. 5). Nor is there evidence to the contrary; rather research data on K-12 full-time online education do not yet exist.

The specific context for the present study is the use of online environments to educate teachers to teach English to speakers of other languages, whether these learners are immigrants in an English-dominant country (usually referred to as English as a second language, ESL) or elsewhere in the world (usually referred to as English as a foreign language, EFL). EFL then is often taught as a school subject. While these two terms have been contested because of their overlap, as well as their reifying of English, the distinction will be maintained in this study because the more inclusive, accurate term, English to speakers of other languages (ESOL) does not differentiate among different settings. The enormous growth in the use of English as a global language has led to a demand for more English language teachers, and therefore the need to train more English teachers worldwide. Just as e-enabled learning has developed in other fields, so, too, its potential for meeting this growing demand for more English teachers has been recognized at all levels of society.



The specific context for the present study is the use of online environments to educate teachers of ESOL.

A further contested term is *teacher education*. The field teaching English to speakers of other languages (TESOL) has often distinguished between education or development, on the one hand, and training on the other (for example, see Prabhu, 1987). The former usually includes teaching theory and research so that students can make informed decisions about their practice. Training, on the other hand, is usually concerned with skills acquisition, without necessarily being grounded in an understanding of theory and research. For the purposes of this study, the two will be conflated, no distinction being made between programs that ground instruction in theory and practice and those that focus on preparing people to be only skilled practitioners. The terms *teacher education*, and *training*, will be used interchangeably, while *professional development* (PD) will also be used for in-service, life-long learning. The overarching term to refer to all such online delivery will be *online language teacher education* (OLTE). This term will be restricted to describe pre-service and in-service professional development opportunities (PDOs), where 80% or more of the content and interactions is delivered online. The choice of 80% for online delivery follows the Sloan Consortium's definition (Allen & Seaman, 2011). Such offerings may include professional development courses, certificates, diplomas, and/or degree programs delivered by for-profit educational organizations, professional organizations, and colleges/universities.

2. Key Questions

This report is directed to both providers and consumers of online language teacher education programs, workshops, and courses. It sets out to review what researchers, practitioners, and administrators say about the following key questions:

- (1) What language teacher education programs, workshops, and/or courses are currently being offered online, and what are their key characteristics?
- (2) At what levels is such education being offered (e.g., undergraduate, diploma, certificate, masters degree, doctoral studies, or individual workshops or

courses for professional development)?

- (3) What issues arise in delivering language teacher education online? How have institutions addressed these issues?


The answers to these questions are relevant to both providers and consumers of online language teacher education programs, courses, and workshops. Providers, businesses, and ministries of education will see what is considered current state-of-the-art practice, while future students will have guidelines for making choices among the variety of online offerings available. Before beginning to answer these questions, I will first explain how the research was conducted.

3. Methodology: How the Research Was Conducted

The International Research Foundation for English Language Education (TIRF) determined that its research priority for 2012-2013 would be online language teacher education (OLTE), a current issue in the field in both pre-service and in-service programs. The TIRF board commissioned me to review current literature related to OLTE, summarize case reports submitted to TIRF on the topic, and analyze those cases in relation to the current literature.

A wide range of literature was reviewed on distance learning, online learning, and computer-assisted language learning (CALL), as well as studies specific to OLTE. Different researchers use the term *online* differently and OLTE is offered in a variety of formats, from full degrees to workshops to professional certificates, and by a variety of providers, including universities, publishers, professional associations, and private companies. To be inclusive, a working definition of OLTE was devised:

OLTE is defined as any professional development opportunity (PDO) in education for teachers of English to speakers of other languages (TESOL) where at least 80% is delivered online. These PDOs may include professional development courses, certificates, diplomas, and/or degree



OLTE is any professional development opportunity in education for teachers of English to speakers of other languages where at least 80% is delivered online.

programs delivered by for-profit education organizations, professional organizations, and colleges/universities.

Representatives of the TIRF board consulted with me to develop a call for case reports, which included specific guidelines for the format and content of the case reports. This call was posted on the TIRF website and individual institutions were invited to submit a case report.

Potential institutions offering OLTE were identified in a number of ways:

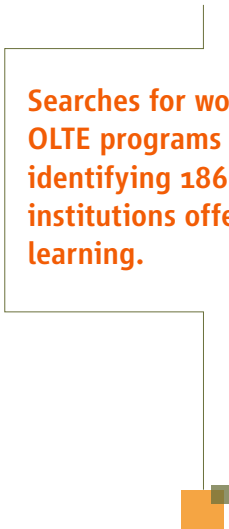
- Web searches using a variety of different search terms, e.g., TEFL (teaching English as a foreign language), TESL (teaching English as a second language), online TESOL;
- Web-based educational consolidators, e.g., eslteachersboard.com, teaching-english-in-japan.net, teflcoursereview.com, Lonely Planet Travel Forum, gradschools.com, masterstudies.com, directoryofschools.com, guidetoonlineschools.com;
- Professional websites, e.g., Center for Applied Linguistics, JALT (Japanese Association of Language Teachers), TESL Canada;
- Professional journals and newsletters, e.g., *TESOL Quarterly*, *Distance Education*, *The International Review of Research in Open and Distance Learning*, *Language Magazine*;
- Announcements of the project at international conferences, e.g., the annual TESOL Convention;
- *Trinity College London Validated Course Providing Organisations 2012*, which lists which institutions that offer the online Trinity College Diploma in TESOL;
- The British Council website; and
- Distance learning accreditation websites, e.g., ACTDEC (Accreditation Council for TESOL Distance Education Courses), OTTCS (Online TEFL & TESOL Standards Agency), the College of Teachers.

These searches resulted in identifying 186 potential institutions offering online language teacher education. These institutions were from Asia, Australasia, Europe, North America, and South America. They included not-for-profit and for-profit organizations, large and small. Of these, 140 were contacted directly by individually tailored emails (see Appendix A for a list of the institutions contacted), which briefly explained the project, invited the institution to submit a case report, and provided a link to the “call for cases” on the TIRF website.

Of the remaining 46 potential institutions, 30 had no email addresses on the website for direct contact, while the remaining 16 were part of a larger organization or appeared to be blended programs with less than 80% of instruction delivered online. These were primarily for-profit institutions; however, 10 were universities. Two of the most advertised online universities in the United States (Capella and Phoenix) had only online forms for student enquiries.

For websites that provided a name, but no email address, I searched the name through Google and frequently could find an email for the person; sometimes not. Often the person named turned out not to be the person in charge of the program who might respond to the TIRF call for case reports. Some of these people forwarded my email to the relevant person. In other cases, the email was ignored. In one case, the reminder was responded to by the Dean with the comment, “I am not the person in charge of this program.” Therefore, while every effort was made to contact as many institutions as possible, some emails fell through the cracks.

The institutions contacted were primarily from the Inner Circle (Kachru, 1986), namely Australia, Canada, New Zealand, the UK, and the US, and the majority were universities or colleges of further education (97). Many websites had limited, if any, information on the business details of the institution and so determining the country where the institution was based was often quite difficult. In one case, an institution that, from its website, appeared to be in Canada and Latin America, actually has its headquarters in Denver, Colorado, which I only discovered on emailing the contact person. The institutions that appear to be in Spain may actually be headquartered in the UK. Table 1 details the types of institution and the country where they are based.



Searches for worldwide OLTE programs resulted in identifying 186 potential institutions offering distance learning.

**Table 1: Country and type
of institution contacted**

Country	University	Non-university
Australia	10	1
Chile	1	
China	1	
Canada	9	7
Germany		1
Greece	1	
Guatemala		1
Ireland	2	
Israel	1	
Italy		1
Malta		1
Mexico		2
New Zealand	4	1
Philippines		1
Singapore	1	
South Africa		1
Spain	1	5
Sweden	1	
Thailand	1	2
UAE	1	
UK	13	13
US	50	6
Total	97	43

Of the 140 institutions that were contacted, 18 agreed to write case reports, following the guidelines provided by TIRF. Five institutions replied that their program had not yet started or was in its infancy and so they did not have the data to complete a report. One other reported they did not have an online program. Eight email requests were forwarded

by the recipient to another person in their organization, but these failed to elicit case reports. Twelve indicated that they were too busy and their institution had insufficient resources to write such a detailed report. Two of these also were concerned about releasing proprietary information and were concerned about how this project was a benefit to their institution. The remaining 96 did not respond to either the initial email or the reminder. I responded to all people who emailed a response, whether it was to decline, request a time extension, or indicate they would complete a case report.

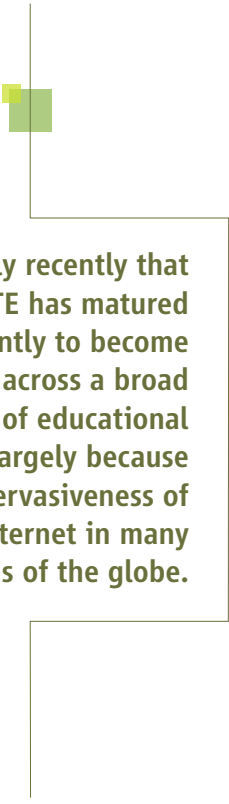
From the literature review and review of websites of institutions offering OLTE, I was able to identify the trends, both positive and negative, in delivering education online. These findings are summarized in Sections 4 and 5 below. Similarly, I identified the trends in the case reports (Section 7), which were contrasted and compared with those in the literature. The results of this process are in Section 8 below, where an analysis of all the findings is presented.

4. A Review of Current Literature

The literature uses both *e-learning and online learning* as terms to refer to any educational endeavor that includes an online component. The former term is more comprehensive because it includes programs and courses where there is some use of the internet, blended learning, and completely online courses. The OECD has identified four levels of such courses: web-supplemented, web-dependent, mixed mode, and fully online (OECD, 2005). A further distinction is made between online resources and online teaching (Matthews-Aydinli, 2005). For the purposes of the present research, discussion is restricted to OLTE, while recognizing the important function online resources play in professional development. Online resources provide discussion lists, web space facilities, texts, journals, and newsletters for teachers to access at their leisure, without any defined curriculum or course of study. However, in this project, the focus is on instruction.

Computer-based technology in language teacher education has been in use for more than two decades, whereas OLTE has been practiced for around a decade. As noted in Section 3, OLTE means delivery that

is primarily online, even though there may be some residential or other ftf requirement. The Sloan Consortium defines online courses as those where at least 80% is delivered online (Allen & Seaman, 2011). This definition therefore excludes courses which may employ email, chat, discussion boards or some other internet activity or material as supports to the classroom. These formats are often referred to as *blended learning* or *hybrid learning*. However, Bauer-Ramazani (2006) distinguishes between the two: a hybrid course “may have some face-to-face class time but a large proportion of the course would take place online” (p. 197), while a blended course “would meet face-to-face but offer online threaded discussions and file-sharing” (p. 197). Sloan, on the other hand, uses the terms *hybrid* and *blended* interchangeably for courses where 30-79% is delivered online, usually through discussion lists.



It is only recently that OLTE has matured sufficiently to become used across a broad spectrum of educational contexts, largely because of the pervasiveness of the internet in many areas of the globe.

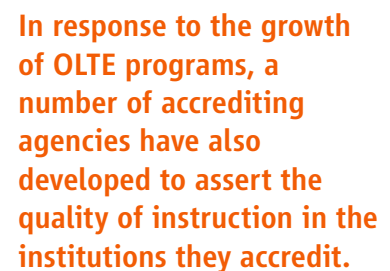
It is only recently that OLTE has matured sufficiently to become used across a broad spectrum of educational contexts, largely because of the pervasiveness of the internet in many areas of the globe. These contexts of providers range from for-profit institutions with no history in ftf on-campus education, to internationally recognized prestigious colleges and universities with graduate degree programs, to professional associations. Some are accredited in their base country; others are not. The types of programs vary from certificates to doctoral programs, to individual professional development courses, to recognized (and not recognized) teacher certification programs. They include entry-level training as well as continuing professional development.

The emerging maturity is also demonstrated by an EU study and a recent publication. The study to develop a framework for language teacher education across the EU for the 21st century (Kelly, Grenfell, Allan, Kriza, & McEvoy, 2004) was submitted to the European Commission. The goal was to provide a frame of reference for policy makers, which provides a profile of such education, detailing, for example, the structure of such courses, the knowledge and understanding required for foreign language teaching, the range of strategies and skills used in language teaching, and the values language teaching should promote. The report includes a variety of case studies that illustrate the framework, including programs that offer online courses (Kelly, et al., 2004). Further demonstration of OLTE’s emerging maturation is the

2012 publication of an edited volume dedicated solely to the topic of OLTE in the field of TESOL (England, 2012).

In response to this growth in OLTE, a number of accrediting agencies have also developed to assert the quality of instruction in the institutions they accredit. In the UK, there are three such agencies. The Accreditation Council for TESOL Distance Education Courses (ACTDEC) awards three certificates and a diploma through its accredited institutions around the world. Its Chair, Secretary, and Treasurer are elected annually from accredited member institutions. The Online TEFL & TESOL Standards Agency (OTTSA) moderates and accredits institutions that apply to it. As of late 2012, ACTDEC has eight accredited members and three applicant members, while OTTSA has accredited courses at three institutions, all three of which are part of the same larger organization. ACCREDITAT, based in Scotland, accredits both in-class and online TEFL and TESOL programs and has accredited nine thus far, only three of which offer online courses. In contrast, the College of Teachers in the UK, which also accredits TESOL courses, is an organization that is more than a century old, and is under royal charter and patronage. The Open and Distance Learning Quality Council is also well established and is responsible for accrediting in areas in addition to TESOL. In the US, a number of accrediting agencies also exist. ACCET, Accrediting Council of Continuing Education and Training, is a long-standing accrediting body approved by the US Department of Education since 1978. DETC, Distance Education and Training Council, also approved by the US Department of Education, was founded in 1926 to “promote sound educational standards and ethical business practices within the correspondence field” and accredits high schools, military schools, and postsecondary institutions in Australia, Canada, and the US. TESOL is one of the subject areas the council accredits. The US also has a system of regional associations of schools and colleges such as the Western Association of Schools and Colleges (WASC), which accredit all aspects of these schools and universities, including online programs.

Despite this growth in OLTE and its spin-offs, we still lack a body of research that demonstrates why individuals pursue OLTE, how it should be organized, and how successful OLTE is in the TESOL field. Of the 23 articles related in some way to teacher education that were published by the flagship journal of the field, *TESOL Quarterly*, over the past



In response to the growth of OLTE programs, a number of accrediting agencies have also developed to assert the quality of instruction in the institutions they accredit.

decade (2002-2011), only two were related to technology (Kouritzin, 2002; Nunan, 2002). Both were short pieces on teaching issues in online MA-TESOL courses. Given the lack of research in OLTE, we need to look to other areas of research that inform OLTE.

This lack contrasts with a number of volumes (for example, Hubbard & Levy, 2006; Kassen, Lavine, Murphy-Judy, & Peters, 2007) and special issues of journals (*Language Learning & Technology* [2002]; *Innovations in Language Learning and Teaching* [2009]) that deal with how teacher education programs help prepare language teachers to use technology in their own classrooms. There is considerable confusion in the literature in the use of “teacher education in CALL [computer-assisted language learning].” To clarify, Collis and Jung (2003), in discussing information technologies in general teacher education, differentiate between “teacher training in how to use ICT [information and communications technology]” and “teacher training with ICT” (pp. 172-173).

The field still lacks a body of research that demonstrates why individuals pursue OLTE, how it should be organized, and how successful OLTE is in the TESOL field

As well as the volumes and journals on how to use ICT, there are a number of other initiatives in teacher education that demonstrate the growing interest in the use of technology to deliver language instruction. The TESOL international professional association’s publication of technology standards for TESOL includes a chapter on teacher education (Healey et al., 2011) that focuses on preparation of teacher candidates in technology use, as well as the upgrading of teacher educators to be able to provide such instruction. CALICO (The Computer Assisted Language Instruction Consortium) has a Teacher Education SIG (special interest group) as does EUROCALL (European Association for Computer-Assisted Language Learning), which has a Teacher Education in CALL and CMC (computer-mediated communication) SIG. These volumes, journals, standards, and SIGs discuss CALL teacher preparation, which includes the way technology might be used in teacher education classrooms, such as PowerPoint presentations, SmartBoards, desktop publishing, email, wikis, chat, and electronic portfolios. However, they do not address the issue of actually delivering TESOL teacher education online.

The dearth of research in OLTE also contrasts with the volume of research on CALL. CALL, too has evolved over time, from stand-alone computers delivering language instruction, to globally networked

computers providing language learners with new opportunities for actual use of the language with other people. The CALL approach to language instruction has matured to the extent that there are several journals dedicated to the topic as well as a fairly recent handbook (Marriott & Torres, 2009). This development has no doubt contributed to the interest in teaching prospective teachers how to use ICT as outlined above.

A quick web search for OLTE programs results in close to 200 institutions offering programs, ranging from short courses, to certificates, to diplomas, to certifications, to graduate degrees. For a prospective teacher who wants a qualification to teach ESL/EFL or an ELT organization that is looking for an online choice to train its teachers, the choice is staggering. While there is no large research literature in OLTE to guide such prospective teachers or any other educators who are trying to decide whether to embark on offering such a program, there is research in a number of areas that intersect with OLTE.

In any educational endeavor, the perspectives of learner, teacher, materials, and context need to be examined. These perspectives have been studied as they relate to CALL (computer-assisted language learning), OLTE in general education, and distance education (prior to the introduction of computer-based technologies). Therefore, this review draws from work in all these areas to help inform OLTE.

4.1 Roots of OLTE: Distance Education

OLTE has its roots in a number of different fields that contribute to our understanding. Firstly, it is a form of distance learning, which is not a recent phenomenon. Many distance education (DE) efforts began in the early 20th century in order to meet local needs to bring education to those who could not attend or had not attended traditional schools. In the United States, colleges such as the People's College in Kansas were instituted to "bring education within the reach of every man, woman, and child, and ... teach the viewpoint of the working class" (Greer, 1999, p. 252). In Australia, state government Departments of Education

began correspondence schools in the 1920s in order to reach children in regional and remote areas of the country. What began as paper-based correspondence developed with the introduction of new technologies so that the School of the Air was started in 1951 using pedal wireless (radio powered by pedal-driven generators). One of the most well known distance programs is the Open University in the UK, which started in 1969 and began with a combination of correspondence, televised lectures, and ftf tutorials. Over time, different media have been and still are being used in distance programs. These include:

- text only;
- audio, such as radio, audio-cassettes, and CDs;
- two-way radio;
- telephone;
- video, such as broadcast television or video cassette;
- computer-based learning (that is, without network connection);
- internet materials and resources; and
- internet communications (Perreton, Robinson, & Creed, 2001).

Although DE has existed since the 1800s, with the recent growth in internet usage generally, the internet is becoming the dominant medium for DE delivery (Howell, Williams, & Lindsay, 2003). In traditional distance learning, the social component is often lacking; however, with online learning, interaction is facilitated for the distance learner (Jennings, 1995), especially through synchronous technologies. Online learning is becoming more common, increasing 40% annually (Gallagher, 2002), because digital media are more transferable, storable, and widely accessible than previously used media.

Although much of the discussion about types of DE classifies it based on the type of technology used, Anderson and Dron (2011) describe a typology of DE pedagogies: cognitive-behaviorist, social-constructivist, and connectivist. While these three foci have developed consecutively, all are still in current use, depending on the context of the particular DE program. Anderson and Dron do not take either a technological

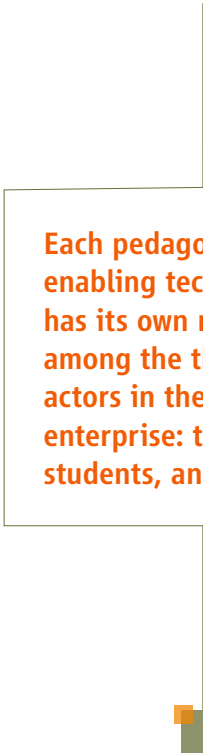
Online learning is becoming more common, increasing 40% annually (Gallagher, 2002), because digital media are more transferable, storable, and widely accessible than previously used media.

or pedagogical determinism view. Rather, they note that each pedagogy has been adopted in DE as the available technology has supported that approach. So, for example, social-constructivist approaches were not possible until many-to-many technologies such as discussion lists and email were developed. They do recognize, however, that some technologies privilege a particular pedagogy. For example, an LMS that views education as courses and content, will facilitate cognitive-behaviorist pedagogies at the expense of constructivist or connectivist ones. Each pedagogy and its enabling technology has its own relationship among the three principal actors in the educational enterprise: teacher, students, and content. Thus, for example, connectivist pedagogy, with its technological underpinning of networks, focuses on the student-content nexus, with user-created, crowd-sourced knowledge.

Extensive literature exists on DE and a recent volume on teacher education via distance (Robinson & Latchem, 2003) examines how it can facilitate initial teacher training, continuing professional development, training of school leaders, training for those who provide non-formal education, and communities of practice for the profession. The volume draws from experiences around the world, both in developing and industrialized countries. This strand of research is also informed by an online journal, *The International Review of Research in Open and Distance Learning (IRRODL)*, whose contributions are increasingly about virtual environments.

An issue constantly raised in the literature is the high attrition rate in DE and online DE in particular, and what contributes to this high rate (Allen & Seaman, 2013). Researchers have found (1) personal attributes such as age, gender, previous educational experiences, (2) institutional attributes such as learner support, and (3) circumstantial attributes, such as interaction between students and teacher, and course design (Berge & Huang, 2004). Common themes are that students underestimate the amount of time they will need for study and experience feelings of isolation; some are perceived to lack sufficient discipline to persist with online study (Allen & Seaman, 2013).

Because online learning is a form of DE, and many institutions are in the process of moving from paper-based DE to various degrees of online delivery, the terms *distance* and *online* are often used interchangeably in



Each pedagogy and its enabling technology has its own relationship among the three principal actors in the educational enterprise: teacher, students, and content.

Social, material, and cultural dimensions of students' daily lives are a significant part of students' educational space.

Access, especially to the internet and social software, may have increased, but this change does not mean that technology is always used to its best advantage, either by teachers or learners.

the literature. The early 21st century is a transition period and boundaries are blurred. For many in the field, their traditional venue for publishing their findings has been journals with the word *distance* in the title (e.g., *Distance Education* and *IRRODL*) and their programs are identified as distance education. These two journals contrast with the *European Journal of Open, Distance and E-Learning (EJODL)*, which makes the distinction explicit. While I maintain the distinction here as much as possible, some references to and quotations from the literature will use the term *DE*, even when the program is actually primarily delivered online.

4.2 Online Learning: An Overview

Research indicates advantages of online learning, such as greater flexibility; providing any place, any time learning; opportunities for learners to access resources not available locally; and broader possibilities for collaboration (Matthews-Aydinli, 2005). However, a recent article addresses the issue of local contexts in global virtual education (Rye & Støkken, 2012), finding that social, material, and cultural dimensions of students' daily lives are a significant part of students' educational space. This research uncovers great concern for learners in contexts where the technology is not robust and those who experience cultural bias in global networked encounters, even with their peers in a learning situation. This issue of local context in global virtual education is particularly of interest in TESOL because many proponents of online language education consider one of its main values the possibility of interaction across cultural boundaries. Further, OLTE in the TESOL field is likely, by definition, to be cross-cultural.

Despite the growth in the use of technology in education and its purported benefits, many scholars and educational advisors have warned that

...technology-enhanced learning remains a source of concern for institutions...[and] suggest[s] a need to understand better how to design and support learning involving technology. Access, especially to the internet and social software, may have increased, but this does not mean that technology is always used to its best

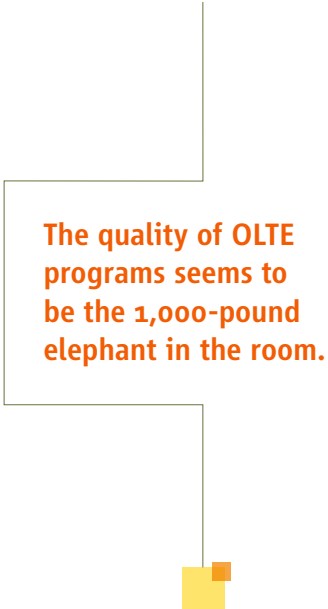
advantage, either by teachers or learners (Higher Education Funding Council for England, 2009, p. 5).

(See also Hubbard, 2008; Lauzon, 2002; Murray, 2007; Oxford & Jung, 2007.)

Quality, therefore, is an issue that comes up frequently in the discussion of distance delivery, whether of online teacher education in general (Mills, Yanes, & Casebeer, 2009), of CALL (Leakey, 2011), of all distance modes (Robinson, 2003), of online learning in general (Parker, 2008), or of OLTE (Prescott, 2010). It seems to be the 1,000-pound elephant in the room. Students worry about whether their online education is the same as ftf; providers worry about perceptions of lack of rigor. So we find constant discussion of quality in scholarly articles (Epstein, 2001) and reference to it on provider websites.

This concern and confusion is exacerbated by the research on quality, which has achieved mixed results. The European Centre for the Development of Vocational Training has conducted several studies within the EU. For instance, a study on quality and e-learning that surveyed 450 adopters in five European languages found that only 1% of 433 respondents rated the quality of e-learning as *excellent*, and only 5% as *very good* (Massy, 2002). A later survey of 600 teachers, teacher trainers, and learners across the same five language groups found that those using it considered that online instruction supported their teaching or study (Aimard & McCullough, 2006), with flexibility rated as the most important factor in e-learning, with self-discipline being the most challenging attribute. In a study of four commercial OLTE institutions, Prescott (2010) used a model of quality that included learning qualities (e.g., feedback, tutor attributes), course structure (e.g., materials, course design), technology (e.g., website), and innovation (e.g., interactive technologies). He concluded that “the providers ... have not yet fully moved to a learning model that is supportive of horizontal knowledge building and which integrates faculty and students in a collaborative environment” (p. 27).

Following the Sloan Consortium’s framework, this review is organized around their five pillars of quality: learning effectiveness, cost effectiveness and institutional commitment, access, faculty satisfaction,



The quality of OLTE programs seems to be the 1,000-pound elephant in the room.

and student satisfaction (Moore, 2005). However, cost effectiveness and institutional commitment are discussed together with student and faculty satisfaction because the literature agrees that student and faculty satisfaction are intricately connected to the way the institution envisages and organizes online instruction. The Sloan Consortium is committed to quality in online education, whether in the education sector or in business and industry. Kern (2006), however, argues that “the complexity of the issues involved in technology and language learning is pushing us to look beyond gross decontextualized measures of effectiveness to understand effectiveness in terms of the specifics of what people do with computers, how they do it, and what it means to them” (p. 189), all of which are discussed in some measure in the following sections.

4.3 Online Learning: Learning Effectiveness

For learning to be optimal, teacher educators must have the competencies to be able to use OLTE effectively. Researchers and other scholars agree that teaching online is not the same as teaching ftf and many educators are challenged by and ill prepared for the transition from the ftf to the virtual classroom. Therefore, even if language teacher educators have mastery of their content and teaching methodology in physical classrooms, they need to acquire new skills for teaching online and institutions need to provide the resources necessary for this professional development. It is not sufficient to merely upload print materials online. A number of different organizations and scholars have posited lists of the skills e-teachers require (Brinthaupt, Fisher, Gardner, Raffo, & Woodard, 2011; Healey et al., 2011; Hubbard & Levy, 2006; Trentin, 2010).

These skills include:

- mastery of the technology, including social software;
- developing new teacher roles;
- understanding distance learner needs,
- ability to foster online interaction among students, between teacher and students and between students and

Even if language teacher educators have mastery of their content and teaching methodology in physical classrooms, they need to acquire new skills for teaching online.

course content;

- understanding the legal and ethical issues around online education;
- ability to situate learning and create communities of practice (Lave & Wenger, 1991);
- ability to employ project-based learning;
- ability to develop and support autonomous learning among students; and
- using constructive, timely feedback.

In any educational enterprise, feedback to learners is an essential component of teaching and learning because it is through feedback that learners can understand their performance. How then is feedback accomplished in OLTE? Researchers and others have posited that effective feedback needs to be multidimensional, supportive, timely, specific, credible, frequent, and genuine. In a study of Mexican teachers undertaking an Applied Linguistics through Distance Learning Diploma, Contijoch-Escontria, Burns, and Candlin (2012) found that the feedback was “qualitatively different from that in the ftf feedback situation” (p. 27). They identify, in particular, the importance of the type of language used in online feedback because the medium does not provide the same paralinguistic cues as in ftf interactions and language online is often open to misinterpretations. Menezes (2003) also notes the importance of interactional feedback as well as evaluative feedback. She reports that in her study, participants were anxious when others did not respond to an email or discussion list posting, especially when they had been asked to undertake a collaborative assignment; the learners also needed the teacher to be visible because they cannot see the paralinguistic and non-linguistic cues used in ftf interaction.

4.3.1 Social Interaction and Collaboration

The literature on online learning in general agrees that it “means treating the network not merely as a way of distributing learning materials but more generally as a resource that facilitates distance

interaction between learner and teacher and among students within online learning groups” (Trentin, 2010, p. xv). This view is in contrast to the prevalence of “serial monologues” (Henri, 1991) that can prevail in asynchronous discussion fora. Discussion fora have been the most researched of the potential interactive online tools, largely because they have been commonly used in blended courses, and because there is a permanent record for study. While others have reported Henri’s serial monologists, others have also reported interaction, with the more reluctant and shy students making more contributions, especially in asynchronous discussions (Bauer-Ramazani, 2006). This difference has been attributed largely to the types of pedagogical tasks set up by the teacher (Nunan, 2002; Pawan, Paulus, Yalcin, & Chang, 2003; Rovai, 2002).

Discussion fora have been the most researched of the potential interactive online tools, largely because they have been commonly used in blended courses, and because there is a permanent record for study.

As Trentin (2010) notes, higher education requires that learning is social and social interaction is vital for learning higher-level knowledge and professional competencies. Such social interaction occurs not only via the relationships between the student and the expert with the domain knowledge (i.e., the lecturer), but also via relationships with peers in the same course (Anderson, 2008b; Schramm, 2005). “Fostering the social dimension of learning in TEL means treating the network not merely as a way of distributing learning materials but more generally as a resource that facilitates distance interaction between learner and teacher and among students within online learning groups” (Trentin, 2010, p. xv). This view is supported by a report from a former OLTE student for whom the struggles with text analysis would have been ameliorated through “group-based scaffolding tasks” (Legg & Knox, 2012, p. 56) where students “work on an analysis of a text with a small group of students, try out ... ideas, get feedback, and attempt to negotiate a final interpretation of the text ... for eventual feedback from the teacher” (p. 57). A further benefit of group work, Legg claims, is that through interaction students become enculturated into the academic voice that they need to be successful in their university studies.

As a result of this concern for interaction and collaboration, a strong current in the literature is based on constructivist approaches to learning, especially how to develop learning communities online. A constructivist approach is learner centered, with learners playing an active role in interpreting, processing, and creating knowledge. In

graduate teacher education, participation in discussion fora has been positively correlated to better overall performance (Kirtman, 2009). In asynchronous discussion, students take control of their own learning by preparing their responses in advance and reflecting on the task or issues raised (Beeghly, 2005; Prescott, 2010). In fact, many have attributed the focus on more learner-centered teaching to the attributes of online technology (Bauer-Ramazani, 2006). Others have indicated that the technology itself does not support professional development; only its use to develop communities of practice promotes professional growth (Vrasidas & Zembylas, 2004). For Legg and Knox (2012), this latter development is the responsibility of OLTE, to ensure ample opportunities for interaction through structured, scaffolded pedagogical tasks, including asynchronous discussions (Shin & Bickel, 2012).

Essential to constructivist approaches is the notion of communities of practice, the concept that learning takes place through the sharing of purposeful, patterned activity (Lave & Wenger, 1991). This theme of communities of practice (Wenger, 1998) reoccurs throughout the literature, along with discussions of how to develop such communities among online learners. Communities of practice in more traditional settings develop through regular interaction of groups of people who share the same passion and extend their learning through interaction. Therefore, in online learning, instructors seek to find technological applications and assign tasks that foster interaction. CMC provides such a vehicle. Through CMC, learner identities evolve as they collaborate online in project-based learning with learners from a diverse range of cultures. Some contend that these collaborations help prepare learners for their lives beyond the classroom (Khalsa, 2012).

However, achieving this interactive, learner-centered environment requires developing trust among students, teachers, and the technology itself (Anderson, 2008a), and creating a sense of responsibility among online learners. Such a sense can be achieved by creating activities that require shared responsibilities (Nutta, 2001; Vrasidas & Zembylas, 2004), as well as developing clear membership participation rules.

Such collaboration can go beyond groups working together to undertake tasks or for knowledge construction and can include online spaces for social interaction. For example, Deakin University in Australia

A strong current in the literature is based on constructivist approaches to learning, especially how to develop learning communities online.

Achieving an interactive, learner-centered environment requires developing trust among students, teachers, and the technology itself.

uses Wikis as an icebreaker to build relationships among learners, giving students opportunities to socialize virtually (Augar, Raitman, & Zhou, 2004). Related to collaboration and social interaction are situated learning and learner autonomy. However, they are often treated as separate categories, as I will do here, acknowledging that the four concepts are interrelated.

4.3.2 Situated Learning

Garton and Edge (2012) make the claim that online teacher education provides an opportunity for participants to become theoretical in ways that are not possible in traditional ftf classrooms because they have more opportunities to explore their own practice and theorize it. However, their data are of participants who are already practicing teachers undertaking an MA by distance while actually teaching. They state that for these learners, their TESOL education is not distant, but situated. However, this distinction begs the question of situations where participants are pre-service teachers and so still have no way to situate their learning. Garton and Edge (2012), along with Copland and Garton (2012), have used the concept of situated learning first developed by Lave and Wenger (1991). Shin and Bickel (2012), for example, use peer-moderated asynchronous discussion for participants to explore the “concepts and dilemmas of their local contexts” (p. 105). In applying their new learning to their local contexts, they might reject or adapt the ideas put forward in their courses, ideas that primarily come from the inner circle (Kachru, 1986).

OLTE provides an opportunity for participants to become theoretical in ways that are not possible in traditional ftf classrooms because they have more opportunities to explore their own practice and theorize it.

4.3.3 Learner Autonomy

Computer-based technologies have long been touted as facilitating learner autonomy. Healey (2007) identifies four quadrants of what she calls self-directed learning, with locus of control on one axis and content on the other. Locus of control can be teacher or learner. Content can be fixed or variable. She claims the quadrant with learner control and fixed content is the most common in CALL materials. However, others have claimed that computer-based learning, especially using computer-mediated communication (CMC), promotes learner autonomy (Hurd,

2005; Schwienhorst, 2003; Toyoda, 2001). Others have identified collaborative learning tasks as developing learner autonomy, because “for a learner to act autonomously does not mean to act alone, but rather to be able to decide how to use one’s own resources and those of others appropriately” (Robb, 2006, p. 336).

However, there is nothing inherent in the computer that ensures learners are self-directed in their learning; rather, it is the tasks and how the instructor scaffolds instruction (Murray, 2008). Learners need to be explicitly taught how to learn and how to reflect on their learning, which can be achieved through careful, structured guidance from the instructor that includes supportive feedback (Hubbard, 2004; Ros i Solé & Truman, 2005). Indeed, online students may need more discipline to persist and be successful (Allen & Seaman, 2013).

4.4 Access

Being online seems ubiquitous in many situations – several people plugged in at the local coffee shop, demonstrators using mobile phones and social media during the Arab Spring, or people texting while walking along the street, or even while having dinner with a partner. However, online access is still patchy, affected by context. The context may be slow landlines; power outages; costs of hardware, software, and connection fees; or censorship. The convergence of mobile access, miniaturization, content, and social media has made some of these access issues less problematic as technology is leapfrogging in countries such as China and India, which have limited wired infrastructures. In 2012, only one third of the world’s population was online. Therefore, in discussing OLTE, we need to be conscious of this gap in access to the full panoply of resources that exists to deliver language teacher education online.

Another aspect of access is that, with participants from around the globe, synchronous interaction is either difficult or impossible, not only because of time zone differences, but also because most participants have chosen to study online because it fits conveniently into their busy lives (Shin & Bickel, 2012). To be required to be online at a particular time, in some ways defeats the advantages of any time any place instruction.

In discussing OLTE, we need to be conscious of the gap in access to the full panoply of resources that exists to deliver language teacher education online.

Key to student and faculty satisfaction is how supported they are by the administrative systems.

Globalization of higher education in practice has meant a flow of education from developed countries, particularly the UK, US, and Australia, to the developing world (Marginson, 2006, 2008). The implication is that people receiving online education in the developing world may be dominated by external powers (Robertshaw, n.d.). As Kirkwood (2001) notes in an aptly titled article, “Shanty towns around the global village? Reducing distance, but widening gaps with ICT”, e-learning will benefit most those who have the most technological resources. There is, therefore, concern about how “the local life of students interacts with their global interconnectedness” (Rye & Støkken, 2012, p. 192). Rye and Støkken’s research uncovered inequalities among global participants, inequalities that were made obvious by the online environment. Initiatives such as the Virtual University of the Small States of the Commonwealth were established specifically to try to bridge this gap. The Virtual University uses Moodle as its learning management system (LMS) and already has several courses and degrees available free online; none, however, is in the area of language teacher education. Others (Fay & Hill, 2003) have expressed a different, but related concern, warning of the dangers of “the inter-institutional ‘transplant’ of courseware (with inherent ‘tissue rejection’ risks)” (p. 9). In a study of culturally diverse distance learners, Lauzon (2002) found that minority students felt marginalized. These students experienced dissonance out of conflict with the dominant educational culture because their collaborative learning experiences reinforced the dominant ideology.

4.5 Student and Faculty Satisfaction and Administrative Support

Key to student and faculty satisfaction is how supported they are by the administrative systems, not only those that keep the technology functioning, but also those that provide guidance, monitoring, and record keeping. As Leach notes for language teacher education by distance in general (with or without online delivery), “Face-to-face teaching, oddly enough, can often manage to stagger on in the most appalling administrative conditions. But distance learning can’t” (Leach, 1995, p. 36). Students at a distance have no framework for trying to understand the hierarchy and different functions of the organization

because there are no physical spaces for them to access for different functions such as registration, counseling, the international office, or instruction. Online students view the institution as a single entity (Hall & Knox, 2012).

While many administrators embark on online education to be more competitive (Mills et al., 2009) and to increase enrollments, others do it in the hopes of reducing costs (OECD, 2005; Trentin, 2010). However, much research indicates that often it requires higher investment in technology, training of teachers, and technology support staff than does ftf teaching (Annand, 2008; Kirkwood & Joyner, 2003; Trentin, 2010). “Most importantly, ongoing professional development for course developers, instructors and technical support will enable timely responses to changes in technology (Healey, 2012). Central to the future of online education is the extent to which it can increase productivity without decreasing the quality of the educational outcome. Many educators see MOOCs as a means of achieving this balance. However, providers such as Coursera are still working out the pedagogy. Currently, the model is primarily that of online lectures with links to multiple web resources, with participants able to participate together via fora, with or without instructor input or feedback. In other words, they rely on a connectivist approach with students interacting with content.

One of the original goals of distance education was to make it available to learners who could not access regular classrooms, either because of distance from an educational provider, or because of work or family commitments (Robinson & Latchem, 2003). For many administrators, this availability remains a key goal (Mills et al., 2009). Many online programs market their course offerings by emphasizing this point. Clearly, the development of MOOCs meets this need even more, by providing participants with access to world-renowned experts. However, the vast majority of students never finish (Marklein, 2012).

Both learners and teacher educators can experience feelings of isolation in online learning contexts (Hall & Knox, 2009). Instructors also experience frustration when they are not able to model effective pedagogy for their students who are or will become teachers, especially since modeling has been a strong focus in much of the research on second language classrooms.

Central to the future of online education is the extent to which it can increase productivity without decreasing the quality of the educational outcome.

Instructors also experience frustration when they are not able to model effective pedagogy for their students who are or will become teachers.

Online and distance learning are especially suited to English language teachers because they are very mobile and few can give up their jobs to study full-time on a possibly remote campus (Copland & Garton, 2012; Hall & Knox, 2009). “[D]istance learning...encourages teachers to investigate new ideas and approaches as part of their course of study, in the context of a supportive online community and with a reliable link to an academic centre” (Copland & Garton, 2012, p. 66). OLTE programs that are rigorous also attract participants who are serious about their study, realizing the difficulty of fitting it into their busy schedules. These online students expect “efficient, well-managed, organized, and convenient” (Roessingh & Johnson, 2006, p. 112) instruction.

Participants also highly value asynchronous discussion that revolves around problematizing the concepts from their course with other teachers from around the world (Riverin & Stacey, 2008; Shin & Bickel, 2012); yet some also have found that if involvement in online interaction is not required, students find neither the motivation nor the time to participate (Riverin & Stacey, 2008). These may include those participants who believe OLTE will be easier because they don't have to turn up to class and participate in academic debates with their classmates, especially at the tertiary level. However, Copland and Garton (2012), in their study comparing online graduates with on-campus graduates, found that the distance learning alumni continued with their professional development with multiple contributions to the profession through presentations and publications, skills they had learned through their situated online learning experience.

In ftf classrooms, research has shown that learning is facilitated through appropriate socialization of learners and through their collaboration. Studies on the characteristics of effective college educators have shown that important factors in student learning are fostering student engagement, stimulating intellectual development, and building rapport with students (for example, Bain, 2004). To achieve this end requires that teacher educators have the technical skills to be able to make informed, appropriate choices among the resources available, both online and not. They need to be able to review new tools and adopt or reject them based on the program's goals, rather than accepting anything new because the administration or technical staff members suggest it. They also need to be able to scaffold learning for students' competencies

Teacher educators must have the technical skills to be able to make informed, appropriate choices among the resources available, both online and not.

in English, in content, and in technology. In sum, teacher educators need to be able to mesh their pedagogical goals with the courses' technologies (Allen & Seaman, 2011).

A recurring theme in the literature on online learning is that the roles e-teachers take are different from those they use in ftf classrooms (Corbel, 2007). "In recent years, it has been recognised that eLearning is not merely another medium for the transmission of knowledge but that it changes the relationship between the teacher or trainer and learner" (Gray, Ryan, & Coulon, 2012). This change is often characterized as moving from the 'sage on the stage' to the 'guide on the side.' Many different organizations and scholars have posited lists of these roles and the skills they require, both hard (knowledge of the technology) and soft skills (e.g., Shepherd, 2003), as indicated in Section 4.3.1 above). In general, teacher educators play a number of roles:

- transmitter of information (about language and language learning);
- manager of learning – both content and activities;
- manager of classrooms – including discipline;
- a subject matter expert (about language and language learning);
- model of language use and pedagogy; and
- a monitor of progress (adapted from Murray & Christison, 2011).

For OLTE, changes in teacher educators' roles include generating and reading online discourse, and the need for more precise language to avoid misunderstandings (Hall & Knox, 2009). Online teacher educators must also provide technical support, an understanding of the contexts and needs of distance learners, and a prompt for online interaction, as well as developing an online social presence and a cognitive presence.

The literature indicates that many students underestimate the amount of time they need to commit to online learning. Superficially, it seems that not having to attend classes on a regular basis is appealing. Teachers,

too, find that their time commitments to both designing and teaching online are far greater than in ftf teaching (Mills et al., 2009). Hall and Knox (2009), along with many other researchers, note that additional time for reading emails is required by teacher educators and further, that this additional workload is not recognized by administrators. On the other hand, one study investigating an online model where traditional lectures were delivered online, but tutors held ftf tutorials weekly, concluded that the tutors found this model convenient and less time-consuming because they didn't have to be physically present at lectures, but could watch e-lectures in their offices (Ho, 2005).

4.6 Summary of the Literature Review

While research on OLTE is still scant and in its infancy, research in associated areas, along with the extant OLTE literature indicates a number of issues to be addressed in OLTE:

- Access. Although online education is marketed as global, access is still variable. Students in the same online course may have very different levels of access, based on local constraints such as government filters, power outages, and poor bandwidth. OLTE must therefore ensure that all course materials are available to all students, and that interaction among students with different resources is respectful and supportive of differences so that prevailing external ideologies do not dominate.
- Building community. A persistent theme throughout the literature is the need to develop communities of practice online, not only to counter feelings of isolation, but also to model academic discourse, and create new knowledge through discourse. Also, this community needs to be cognizant of the different contexts in which a global community interacts. As instructors facilitate community-building, they need also to scaffold instruction, while enabling horizontal knowledge building among students who take responsibility for their own learning.

As instructors facilitate community-building, they need also to scaffold instruction, while enabling horizontal knowledge building among students who take responsibility for their own learning.

- Intersection of technology and pedagogy. While a particular technology does not determine a particular pedagogical approach, the two are interrelated. The technological affordances facilitate particular approaches. It is therefore important for adopters to make informed decisions about which technologies support their preferred pedagogies.
- Student life online. Student expectations of online learning vary. Some expect a rigorous program, others an easy option, others total autonomy. Many experience isolation. Most underestimate the time commitment such that attrition is high. Instruction that includes interaction, feedback, and situated learning relevant to the students' contexts fosters their engagement.
- Professional development for teacher educators. Teacher educators take on new roles, and have to have mastery not only of pedagogy in a physical space, but also in a virtual one. To achieve this balance, they also need to master the technology and become critical users.
- Administrative support. Administrative support for online learning goes beyond providing PD for teacher educators. It means rethinking the university space and priorities.

In OLTE, the web is the delivery mechanism and so its design features are vitally important for effective appeal, marketing, and delivery

5. Review of Websites Offering OLTE

Research on website design has largely focused on what are the best design features for navigation and to attract an audience in order to achieve readability (Eyetrack study, 2000; Nielsen, 1999a; Spool, Scanlon, Schroeder, Snyder, & DeAngelo, 1999). Other research has identified the most common design. While the research has been largely conducted in the business world, the findings are relevant to language teacher education, which in the 21st century is a competitive enterprise that uses the web as a tool for marketing and visibility. In addition, in OLTE the web is the delivery mechanism and so its design features are vitally important for effective appeal, marketing, and delivery.

Nielsen and his colleagues and the Poynter Institute's eyetrack studies have found that readers scan for information and skim graphics because of the additional cognitive load graphics impose on short-term memory. Bulleted lists that chunk data facilitate reading, even when the resulting chunks are lexically dense and are highly nominalized. A number of non-linguistic features such as text in unusual fonts, sizes, and/or colors also reduce readability (Walz, 2001). People process information in shorter lists more quickly and effectively, and so it is best to limit the number of menu items in the navigation to six or fewer (Nielsen, 1999a). Web navigation should be consistent and simple so that the reader does not get lost (Flanders, 2004; Lazar, Bessiere, Ceaparu, Robinson, & Shneiderman, 2003).

To try to introduce some consistency and predictability in navigation, web designers are beginning to create conventions, such as a three-column format, with the left-hand column providing a table of contents, the center column providing the content of interest on the webpage, and the right-hand column providing functional links (Nielsen, 1999b). This predictability is essential because nearly one-third to one-half of the time spent in front of the computer is wasted due to frustrating experiences. In addition, when interfaces are planned to be deceptive and confusing, the situation can lead to increased frustration (Lazar et al., 2003).

Through a variety of investigative techniques, described above in Section 3, 185 institutions and their respective websites were examined to identify institutions offering OLTE. They range from webpages buried deep within a university's website to webpages focused on attention-grabbing advertising of their programs. Many offer recognized qualifications such as Trinity College London's Diploma in TESOL, University of Cambridge ESOL Examinations CELTA and DELTA, TESL Canada's certificate, and university degrees and certificates. Others offer programs that purport to be equivalent to CELTA and DELTA, while others offer courses of varying duration, the shortest being 20 hours and the longest being 450 hours.

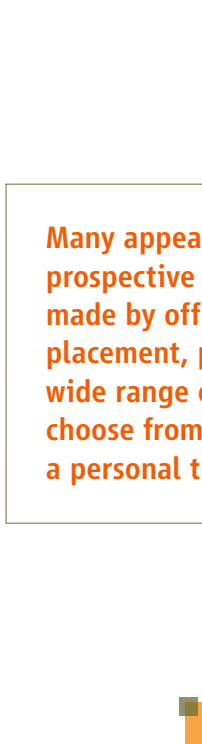
Some websites provide details about their teaching staff, while others state that a qualified TESOL professional (name sometimes

provided) wrote the online course, which will be taught by personal tutors. The latter is a common model amongst the many commercial programs. Some provide no names of any individuals or information about the organizational structure or home base of the institution. Many have an online form for prospective students to complete as the only means of contact. Many have “info@xyz” as the point of contact. In the course of my examination, one center said it was no longer accepting new students and another said the site was still under construction.

Many of the websites follow the traditional three-column format for the home page, with the most important information in the center, functional links in the right-hand column, and table of contents in the left-hand column. Some use the right-hand column as a table of contents that lists functional links. They then reserve the left-hand column for advertising or other functions such as links to their Facebook pages. Some have only the one column, relying on the top horizontal bar with its drop-down menus for navigation to other pages within the website.

Each website reflects the ideology underlying the PDO, whether it is a training model, an education model, or a professional development model. While the ideology permeates the website, it finds its fullest expression in the goals of the PDO, often expressed as student outcomes. In the training model, this ideology is expressed as “equipping the student with the skills to be successful in the classroom.” In the education model, it is on “knowledge creation through interacting and critically examining ideas, theories, methods and techniques in TESOL.” In the professional development model, it is on “staying abreast of the latest developments in the dynamic field of English language teaching and learning.”

Because of the competitive nature of providing online education, marketing is the primary purpose of many websites, whether they represent not-for-profit or commercially oriented providers. Some sites use inducements, such as discounted prices, limited-time promotions, or free trial courses. Many appeals to prospective students are made by offering free job placement, providing a wide range of programs to choose from, or providing a personal tutor. The sites are sprinkled with affirmations of the quality of their programs. Different aspects of an institution are used to indicate quality, such as:



Many appeals to prospective students are made by offering free job placement, providing a wide range of programs to choose from, or providing a personal tutor.

-
- its reputation;
 - the qualifications of teaching staff;
 - the methodology for teaching;
 - its affiliations, including its accreditation;
 - the length of time it has operated;
 - its value;
 - alumni testimonials; and
 - who hires its graduates.

The quality of programs is proclaimed through phrases such as “internationally acclaimed,” “providing high quality,” “internationally recognized,” “a leader in English teacher preparation,” “state-of-the-art techniques,” “highly regarded,” “our programs are top-notch,” “award-winning,” teachers are “big names in the field,” and “leading provider on the planet.” However, not all sites provide any concrete justification for their claims. Those that do mostly refer to their being “externally moderated” and/or “accredited.” As discussed in Section 4 above, some of the accrediting agencies have little or no external evaluation so that the issue of quality relies on a circular argument. Some websites also try to convince the reader that their courses are “good value” and “affordable.” They appeal directly to the consumer using not only testimonials from graduates, but also with appealing photographs, because research shows that people connect with images of people like themselves who are looking directly at them (Nielsen, 1999a).

Many websites also focus on why a reader might be searching for an online TESOL course. They use questions such as “Want to teach English overseas?,” “Need a TESOL Certificate to fill out your résumé?,” and “Are you filling a gap year?” Two sites go so far as to state “Imagine what it would be like to be living in the country of your dreams, supporting yourself teaching your native language and having the adventure of a lifetime,” and “Our courses will enable you to teach and finance your travels to many exotic locations.” While these two comments are rather direct, many websites cite travel as a major reason they assume people need a TESOL qualification. Whether direct or indirect, travel as an inducement is reinforced by pictures, often rotating in a window, of

exotic places, especially beaches.

Institutions that offer either the Trinity College London or the University of Cambridge ESOL Examinations Diploma use these certificates as their major marketing tool. Others claim that their certificate/diploma is equivalent to CELTA, DELTA, or the Trinity College Diploma. Some other sites indicate in detail what the content of the PDO is and where it will lead. Others claim how easy the program is; others how rigorous it is. Each program tries to appeal to the type of student that fits the ideology of the institution.

Because OLTE is conducted online, the home page for an institution offering OLTE is its face to the world, especially to prospective students. It serves as their entryway to course information. It is a reflection of the institution's priorities and values. The review of home pages identified three basic types:

- home page as sales pitch;
- home page as enquiry desk; and
- home page as edifice.

Each of these approaches will be discussed below.

5.1 Home Page as Sales Pitch

Many institutions recognize that their website is a significant marketing tool and so their home pages consist of banners and “for sale” tags or prices slashed and reduced. The primary information is a listing of the courses and their costs. The list is usually presented in the form of banners with minimal information, such as number of hours of instruction, course names, and the price. Other features are rolling windows revealing exotic scenes or testimonials from previous students.

Many of these online programs also have similar ftf courses at various sites around the world. These are usually also listed on the home page, providing evidence of the institution's global reach and often a list of toll free phone numbers is provided for contacts in the major English-

Each program tries to appeal to the type of student that fits the ideology of the institution.

The home page for an institution offering OLTE is its face to the world.

dominant countries. There are usually some references to accreditation or to the logos of the various bodies with which they are affiliated, whether they are actually accrediting agencies or not. The menu in the top horizontal bar usually follows Nielsen's advice (1999a), having only five or six fairly transparent titles such as *Home*, *About Us*, *Online Courses*, *Register Here*, *Jobs*, *Testimonials*, and *Contact Us*. Some provide links in the bottom horizontal box. Some also have explanations of what TESOL is or what sorts of careers are available.

5.2 Home Page as Enquiry Desk

Enquiry desk home pages reflect the view that potential students will have questions to ask about the courses offered. Therefore, the home pages often try to answer those questions or lead students on a pathway of choices that will help them find what they need. Several sites do not allow the enquirer to explore the full website without completing specific personal information on the home page. This information includes items such as highest level of education achieved thus far and how many units the enquirer wants to take. There may be questions such as, "Which best describes you? Aspiring teacher, current teacher." The possible answers to these questions are provided in a pull-down menu or by buttons to click on. This design allows the enquirers to branch through the website using a decision tree, ultimately finding only information specific to their situation. The web designer therefore controls access.

However, for the enquirers who know exactly the name of the course(s) they want to take, this design is frustrating. Also it does not allow the enquirers to compare different courses or programs or to serendipitously discover a course they did not even know existed but by which they might be intrigued. Once the enquirers have completed the general questions about their previous degrees, what course they are interested in, and so on, the next step is to fill out their names and addresses and emails so they can be contacted.

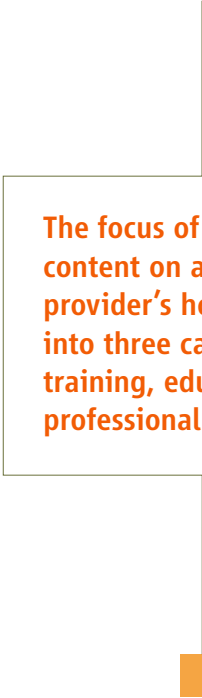
5.3 Home Page as Edifice

The home pages in this category reflect a 20th century and earlier approach to learning, where a physical building is the primary gateway for

students to access a seat of learning. This type of home page is common on many university websites, where the potential student needs to know which college the program is housed in, such as education or applied linguistics. Many of these websites have a search box, but entering a search term such as TESOL will often lead, not to the page for a course, but to a list of search results such as a CV of a faculty member who attended a TESOL Convention, or the minutes of a curriculum meeting.

Many universities have an edifice homepage that is opaque, reflecting the hierarchical structure of the institution. The homepage leads via labyrinthine corridors to course offerings. Programs that are offered online are peripheral to the core business of on-campus teaching (and research). As Hall and Knox (2009) indicate, institutional systems and procedures can actually obstruct online delivery.

Other universities have decided that online offerings are a priority and have come up with a number of different ways of circumventing the more traditional approach to university website design and gathering of information by prospective students. Some have “online” as one menu option in the horizontal menu bar at the top of the homepage. This option can sometimes be confusing because there is no conventional meaning of this item. On some websites, this menu option only links to forms and so on, which are available online. On others, it links to how to contact the program. Some universities have established a separate web presence with a different URL and website for their online offerings, even naming the university as “xyzonline.” Others, with focused marketing of particular online programs, have created separate homepages for each specific online program. These program home pages then become either a sales pitch or enquiry-desk focused. All of their advertising links directly to that website by clicking on the advertisement.



The focus of program content on an OLTE provider’s homepage falls into three categories: training, education, and professional development.

5.4 Summary of Webpage Analysis

The webpage analysis was conducted to determine the types of encounters prospective students might have as they navigate the web to find an OLTE program. The analysis shows that these sites and home pages project the values and priorities of the institution.

Case contributors were asked to include information about the target audience, recruitment, curriculum, goals and objectives, learning activities, characteristics of teaching and non-teaching staff, student assessment, program evaluation, online challenges, and program successes.

- Design. The design for some (especially commercial) websites is primarily focused on marketing and direct appeal to potential students.
- Program content. The focus falls into three categories: training, education, and professional development.
- Home page. The home page is the interface between the enquirer and the organization. Three types were identified: sales pitch, enquiry desk, and edifice. The latter is primarily the case for university-based programs, where information about the OLTE may be hidden within layers of the institution's hierarchical structure.
- Appeals to audience. A number of topics are used to appeal to prospective customers: quality, job placement, and travel. Quality is itself a complex construct, with different OLTE providers focusing on different aspects, such as value, testimonials, and famous staff.

6. Case Reports of Online Language Teacher Education

All institutions that had accessible emails were invited to participate. However, as indicated in Section 3 on the methodology used in this study, only eighteen institutions agreed to write case reports. Therefore, this sample cannot be considered a representative sample; it is a volunteer sample. Table 2 below shows the distribution of the case reports included in this study. Contributors represent all the predominantly English-speaking world of Kachru's (1986) inner circle, except for Canada. They represent universities, publishers, professional associations, and bicultural centers. Unfortunately, none of the institutions that offer the Trinity College London Diploma or the Diploma in Teaching English to Speakers of Other Languages (DELTA) agreed to write a case report. This lacuna is a major gap in the data because these certifications are prestigious, internationally recognized qualifications offered outside the university sector. The other major omission is that only one case report comes from a context in Kachru's expanding circle (Guatemala), and none from the outer circle.

The case reports were based on a set of guidelines, which included a series of statements about the program that form the headings for the 14 sections of the reports. Contributors were asked to include information about the target audience, recruitment, curriculum, goals and objectives, learning activities, characteristics of teaching and non-teaching staff, student assessment, program evaluation, online challenges, and program successes. In addition, two questions sought to address some of the issues that had arisen in the literature review, namely, how the program helped participants navigate the globalized, multicultural world in which the program was conducted and in which they were currently teaching or would be teaching in the future. By its very online nature, OLTE is global, with students from different cultures, with varying access to technology, and who are situated in their own local contexts. This study sought to provide examples of best practice for addressing this global-local nexus.

6.1 Overview of the Case Reports

The case reports document a variety of different OLTE offerings. They range from 90-minute webcasts to doctoral studies. As well as general training for teaching English to speakers of other languages, they include specific sub-fields, such as teaching young learners, language for specific purposes, and leadership development. Target audiences vary from participants from low-resourced contexts to teachers seeking specific state endorsements to be able to teach English language learners in the US. The OLTE programs include both pre-service and in-service education.



The case reports document a variety of different OLTE offerings.

6.2 Summaries of the Case Reports

In the section following Table 2, I will provide a summary of each case report that was submitted. Interested readers can access the full case reports on TIRF's website by [clicking here](#).

Table 2: Overview of Case Reports

Organization and Country Base	Type of Institution	PDOs Offered
1. Anaheim University, California, USA	Private university	<ul style="list-style-type: none"> ■ MA-TESOL
2. Aston University, Birmingham, UK	Public research university	<ul style="list-style-type: none"> ■ Post-graduate: ■ Certificate in Advanced Studies in ELT ■ MSc in Teaching English to Speakers of Other Languages (TESOL) ■ MSc in Teaching English for Specific Purposes (TESP) ■ MSc in Teaching English to Young Learners (TEYL) ■ MSc in Educational Management in TESOL (EMT) ■ MSc in Applied Linguistics ■ MSc in Forensic Linguistics ■ MPhil/PhD Applied Linguistic
3. California State University, San Bernardino, California, USA	Public university	<ul style="list-style-type: none"> ■ MA in Education, TESOL
4. Electronic Village Online, TESOL International, Alexandria, Virginia, USA	Professional association	<ul style="list-style-type: none"> ■ Professional development
5. Griffith University, Brisbane, Australia	Public university	<ul style="list-style-type: none"> ■ GrdCert in TESOL ■ MA-TESOL/AL
6. Instituto Guatemalteco Americano (IGA), Guatemala City, Guatemala	Bi-national center	<ul style="list-style-type: none"> ■ Teacher training for new hires
7. Macquarie University, Sydney, Australia	Public university	<ul style="list-style-type: none"> ■ Doctor of Philosophy [by thesis] ■ Master of Applied Linguistics ■ Master of Applied Linguistics (TESOL) ■ Master of Applied Linguistics (LSP - Language for Specific Purposes) ■ Postgraduate Diploma of Applied Linguistics ■ Postgraduate Diploma of Applied Linguistics (TESOL) ■ Postgraduate Diploma of Applied Linguistics (LSP) ■ Postgraduate Certificate of Applied Linguistics ■ Postgraduate Certificate of Applied Linguistics (LSP) ■ Postgraduate Certificate of TESOL
8. Massey University, Palmerston North, New Zealand	Public research and teaching university	<ul style="list-style-type: none"> ■ Postgraduate Diploma in Second Language Teaching (PGDipSLT) ■ MA in Second Language Teaching

9. Monterey Institute of International Studies, Monterey, California, USA	Private college	<ul style="list-style-type: none"> ■ Seminar on language teacher education
10. Pearson International, New York, USA	Publisher	<ul style="list-style-type: none"> ■ TESL Certificate
11. Shenandoah University, Winchester, Virginia, USA	Private university	<ul style="list-style-type: none"> ■ Master of Science in Education with concentration in Teaching English to Speakers of Other Languages (MS Ed TESOL) ■ Advanced Professional Certificate in Teaching English to Speakers of Other Languages (APC TESOL) ■ Professional Certificate in Teaching English to Speakers of Other Languages (PC TESOL) ■ Professional Studies Certificate in English as a Second Language (PSC-ESL), approved by the Virginia Department of Education (for VA licensure compliance).
12. TESOL International, Alexandria, Virginia, USA	Professional association	<ul style="list-style-type: none"> ■ Online certificate programs: <ul style="list-style-type: none"> ■ TESOL Core Certificate Program ■ Principles and Practices of Online Teaching Certificate Program ■ Additional online education programs: <ul style="list-style-type: none"> ■ 4- or 6-week TESOL online courses on various ELT/ESL/EFL topics ■ TESOL virtual seminars (90-minute live and recorded webcasts) ■ 21 TESOL Interest Sections (communities of practice) have social networking and knowledge-sharing opportunities on the TESOL Community section of the website ■ Periodic TESOL online discussions on the TESOL Community section of the website and through the TESOL Blog ■ Networking via TESOL on Facebook and Twitter ■ TESOL has also had some 2-week online workshops for the Leadership Development Certificate Program
13. The Pennsylvania State University, University Park, Pennsylvania, USA	Public university	<ul style="list-style-type: none"> ■ Certificate in TESOL
14. University of Cincinnati, Cincinnati, Ohio, USA	Public university	<ul style="list-style-type: none"> ■ TESOL Certificate/endorsement
15. University of Maryland Baltimore County, Baltimore, Maryland, USA	Public university	<ul style="list-style-type: none"> ■ MA-TESOL ■ Graduate Certificate in ESOL
16. University of Oregon, Eugene, Oregon, USA	Public university	<ul style="list-style-type: none"> ■ Developing EFL Literacy through Project-based Learning (PBL)
17. University of Southern California, Los Angeles, California, USA	Private university	<ul style="list-style-type: none"> ■ MA-TESOL
18. University of York, York, UK	Public university	<ul style="list-style-type: none"> ■ MA-TEYL

6.2 Summaries of the Case Reports



Case Report 1

MA-TESOL at Anaheim University

by David Nunan



Anaheim University is a private, online university, started in 1996, with the MA-TESOL being its first program. While all the courses are conducted online, students are required to participate in a four-day residential experience, held in various places around the world. The program is designed for working TESOL professionals in different countries throughout the world. While students come from all over the world, the majority come originally from English-speaking countries but reside elsewhere. At the time of writing, 35 students were enrolled in the masters program. The program is marketed through a variety of channels, including Anaheim University's website, professional conferences, and advertisements on professional websites. Additionally, Anaheim University has partnered with universities in Korea and the US, and the Ministry of Education in Colombia to provide their clientele with the MA-TESOL education.

The curricular approach is a balanced offering among the educational, linguistic, and empirical foundations of language teaching.

The University's online approach has allowed it to offer a high quality program by hiring faculty based on their professional expertise and status in the field, wherever they may reside. Students choose the program because of the high profile of participating faculty, as well as the ability to keep their jobs while studying. The curricular approach is a balanced offering among the educational, linguistic, and empirical foundations of language teaching. The overarching goal is to produce TESOL professionals who are autonomous, who subscribe to lifelong professional development and renewal, and who see themselves as part of a global community of TESOL professionals. A variety of assessment instruments is used. While originally a thesis was mandatory, after review and student and faculty feedback, students were given the option of completing either a thesis or a research portfolio. Other assessments include written assignments, examinations, participation in discussion fora and classes, all designed to integrate theory, research, and practice.

The program includes both synchronous and asynchronous activities. The classes are held in real time using high definition video conferencing, led by a faculty member. Asynchronous activities include discussion fora, facilitated by a faculty member. Both the online discussions and assignments help participants to understand their own context and those of their peers from around the world. Because participants are working, they are able to test out theory in the reality of their own situations. Peer review is used in many assignments so that students learn about and evaluate other contexts. All students undertake training in the Learning Management System, which includes guidelines for online intercultural communication. The biggest challenge is participant access to library resources and the introduction of new or upgraded technologies. Because the classes are held in real time, time zone differences result in scheduling challenges. Classes are usually scheduled for Friday evenings in California, which is Saturday morning in Asia, but the middle of the night in Africa and Europe. Faculty members reside in different countries and, like the students, participate in the discussion fora at their own convenience.

The University is accredited by the Distance Education and Training Council (DETC), a US Department of Education recognized accrediting agency, and operates under the regulations of the Bureau for Private Post-Secondary

Education for the State of California. The program is evaluated through student opinion surveys, reviews of student learning outcomes, alumni surveys, faculty evaluation of the courses, and reviews by the DETC. The University has received awards for its pioneering online education, and the founder of the program, Dr. Nunan, received a congressional citation from the US House of Representatives for online education at Anaheim University.





Case Report 2

Distance Learning at Aston University

by Fiona Copland



Aston University has offered distance learning (DL) programs for more than 30 years, and so has taken advantage of the emerging technologies to move course offerings online. It offers a range of programs, from certificate level to a PhD in second language teaching, with all programs being offered at the graduate level. While students come from all over the world, current large cohorts are from Japan, the Gulf States, and Turkey, and the majority of the students are from EFL settings. Students choose online study because they cannot take the time away from their families and

Through students investigating their own teaching contexts, they become autonomous, knowledgeable, and highly skilled professionals.

current jobs in order to study. Online education allows them to fit their studies around their busy working and personal schedules. The certificate in Advanced Studies in TESOL is designed for those you have some teaching experience, while the masters degrees are designed for those with at least two years' experience. Around 150 participants were enrolled in

the programs 2012. The programs rely on word-of-mouth for recruitment.

The approach of Aston's distance learning in second language teaching is both situated learning and theorizing from practice. Through students investigating their own teaching contexts, they become autonomous, knowledgeable, and highly skilled professionals. Students are required to reflect on their own practice, using the knowledge and tools they acquire in the program. This curriculum approach was determined because TESOL professionals need to be adaptable to a variety of different teaching contexts. Students are expected to critically evaluate both the literature and their own classrooms, sharing this learning with their peers through online discussions. Through these shared understandings, participants become familiar with a range of ELT contexts. Through reflection, they acquire the skills to evaluate any context in which they might teach in the future. Assessment is through written assignments and includes both formative

and summative assessment.

The programs use Blackboard as the LMS platform, and employ both asynchronous (e.g., recorded lectures, discussion boards) and synchronous (e.g., Skype) tools to deliver content and facilitate interaction among students and tutors. Students need only minimal technology to be able to participate. Aston has chosen this route in order to ensure equal access for all participants.

Aston's teaching staff members have doctorates and qualifications in TESOL or the equivalent and all the teachers are experienced users of technology for instruction. They also use tutors, who are all graduates of their programs. They and the students are supported by a large administrative team including technology staff members.

The program is evaluated through student opinion surveys, an External Examiner who reviews students' work twice a year, and a whole program internal review every five years. In addition, Aston has conducted two alumni surveys, the results of one of which have been published in an edited volume (Copland & Garton, 2012). Alumni views are extremely positive. Alumni report on the enhanced professional positions they have taken, their research articles, and their conference presentations.

Aston reports that the challenges in OLTE include teaching staff having to

make informed decisions about which evolving technologies to adopt. The program faculty members want to focus on those that facilitate teaching and learning and especially the development of communities of practice among participants.





Case Report 3

The Master of Arts in Education, Teaching English to Speakers of Other Languages Option at California State University, San Bernardino

by Julie Ciancio and Lynne Díaz-Rico



CSUSB inaugurated its online MA- TESOL in 2009, designed to meet the needs of pre-service students more than 120 miles from the campus, as well as busy working professionals. The program was launched with a Korean partner, and therefore the majority of students are from Korea, although students do come from other countries, including the US. Teaching experience is not required for admission, but many students do have experience. Students are recruited through the Korean partner, as well as through a variety of other venues, such as conferences, agent fairs, and a presence on the web via Facebook, Twitter, and LinkedIn.

Although the majority of courses are taught online, two require residency: Research Methods in TESOL and the Practicum. This residency requirement was made because of the belief that

students, especially international students, benefit from time in the US, and that students need teaching experience if they are to be certified as having a TESOL degree. In addition to a focus on pedagogy, subject matter (that is, English), and assessment, the program has cross-cultural communication as a core value, along with computer-assisted language learning. This curriculum was developed as a result of a needs analysis that included a survey of potential candidates. Content is delivered via video or slides, with voice. Having both auditory and visual information helps participants connect with instructors, and meets the needs of learners with different learning styles. The Practicum includes observation in elementary schools, an intensive English program, and an adult school so that students can reflect on the different needs for different ages and purposes of learning English. Participants also teach and tutor elementary, high school, or adult students invited to the university's literacy center.

The residency requirement was made because of the belief that students, especially international students, benefit from time in the US, and that students need teaching experience if they are to be certified as having a TESOL degree.

Culminating experiences include an e-portfolio and a comprehensive exam. The portfolio includes key assignments, completed rubrics, and other documents that demonstrate the student has met the program's goals and objectives. All course assessments include a reflective component.

Both the cross-cultural communication course content and its projects, and the discussion board provide opportunities for students to interact with each other, valuing different cultural and linguistic heritages. Students also have role models in some of the instructors who are themselves not native-English speakers.

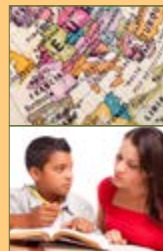
The program allows both Blackboard and Moodle as the LMS platform. The program includes discussion boards, wikis, and web videos and other web-based content. Synchronous tools were initially attempted but were discontinued because student response was unfavorable. Instructors, however, still do maintain times when they are available via Skype or instant messaging, but students do not use these very often. In all the online work, CSUSB adopts the principles of Universal Design, which means audio and video components also have transcripts, thereby providing access for those with slow internet speed. Files are emailed to students if they are not able to download files from a website. When students are blocked from certain websites in their countries, the program videos are moved from other websites to

the CSUSB LMS or instructors play them to students via Skype.

Instructors are provided with technology training as needed. Instructors and students are supported by two full-time administrators who help with all aspects of the course, including technology.

The program is evaluated via two student opinion surveys, student focus groups during the residential component, periodic monitoring, and Western Association of Schools and Colleges (WASC) and NCATE accreditation. In 2011, the academic coordinator of the program won a university award for Outstanding Originator of Online Learning.

In addition to deciding not to include required synchronous communication, the program also disbanded the practice of using a cohort model. Students are now allowed to take the program at their own pace. Technical issues have largely been at the all-university level.





Case Report 4

Professional Development through TESOL's Electronic Village Online

by Elizabeth Hanson-Smith



As part of TESOL'S online professional development offerings (see Case Report 12), TESOL's Computer-assisted Language Learning Interest Section (CALL IS) sponsors a volunteer-taught Electronic Village Online (EVO) each year. The EVO has been offered since 2002, with the goal of introducing TESOL teachers, whether members or not, to the technological applications available. The program is provided free because it is staffed by volunteers, who are experienced ESL/EFL teachers with a wide range of technological experience. The online approach was chosen in order to reach teachers worldwide.

Participants have come from all around the world, and are mostly ESL/EFL teachers, with some computer basics. The program is advertised through TESOL's website, other professional e-lists, social media, and word-of-mouth.

The curriculum is chosen by the

instructors, who nominate a topic. Suggested topics are reviewed by a Coordination Team, which also assists in syllabus design and delivery mechanisms. Sessions last for five weeks. The goal is to prepare TESOL professionals in 21st-century technologies for teaching English, while developing a community of practice (CoP). In this way, participants can interact long after the sessions are over and continue with their experimentation, getting feedback from peers. Some of the session presentations are available to all participants, further fostering a CoP. Some sessions are workshops; others are discussions. Most sessions begin with introductions and encouragement for participants to respond to each other's teaching situations. There is no assessment of learning because no institutional credit is offered. However, many participants produce useful artifacts and projects during their sessions.

Instructors receive a four-week training during which each teacher's syllabus is refined. The training also discusses the

The goal of this PDO is to prepare TESOL professionals in 21st-century technologies for teaching English, while developing a community of practice

need to be aware of the teaching context of participants, some of whom may come from low-resource areas. A variety of different LMS platforms are used, at the discretion of the instructor. Both synchronous (e.g., text chats and voice chats) and asynchronous (e.g., discussion fora) modes of communication are used. However, in order not to disadvantage people unable to attend a live session, these are also recorded. Instructors are encouraged to use technologies that are freely available. In addition to being supported by the small Coordination Team, they are also supported by mentors.

Sessions have moderators who monitor instruction. Each session is evaluated using SurveyMonkey. Both instructors

and participants complete such evaluations. Future training is changed based on these surveys. In addition, EVO has witnessed interaction across unfriendly borders, along with support from and ties with other TESOL groups and other professional associations.

Although relying completely on volunteers, the EVO has never suffered from a lack of instructors. The biggest challenge is for new instructors to adapt to an online environment for their sessions because not all are familiar with online teaching, even if they are familiar with various CALL technologies. Moderators, too, need to adjust to an all-volunteer, not-for-credit environment.



Case Report 5

Postgraduate Certificate and Masters in TESOL/Applied Linguistics at Griffith University

by Indika Liyanage



These three interlocking programs that share required and elective courses are designed for both pre- and in-service

EFL/ESL teachers. The programs were initially offered on-campus but were converted to online offerings in 2002. The

conversion to online was in response to students who needed the convenience of off-campus study, and to the university's commitment to flexible learning. The curriculum focus is on the theory-practice nexus, encouraging students to become practitioners who can adapt to a variety of different contexts by applying what they have learned to new situations.

Students have mostly come from East Asia, Eastern Europe, and the Middle East. Griffith uses its website, open days when students may visit campus, and accredited agents for recruiting.

Griffith uses Blackboard as its LMS platform and the OLTE programs utilize asynchronous tools such as discussion boards and recorded lectures. Instructors use the discussion boards to help build a sense of community among participants. Students are encouraged to share resources and information about their own contexts. A unique feature is that students in remote locations can be informants for on-campus students, providing them with data from a totally different setting.

To help all participants prepare for any teaching situation in the future, assessment tasks are situated in different geographical locations. Assessments include teaching practice, research essays, case studies, reflective journals, and assessed discussion fora.

Instructors are trained to use Blackboard and attend professional development activities at Griffith University. Instructors and students are supported by the computer help desk and the library. Although the university is committed to flexible learning, online learning is a challenge for many students. Returning older students who are not familiar with technology and students from low-technology contexts experience the most difficulty.

The programs are evaluated using student opinion surveys, and external reviews are conducted every five years. Instructors have received teaching awards.

A unique feature is that students in remote locations can be informants for on-campus students, providing them with data from a totally different setting.





Case Report 6

Teacher Training for New Hires at the Instituto Guatemalteco Americano (IGA)

by German Gomez



The Instituto Guatemalteco Americano (IGA) is a bi-national center with centers in Cobán and Guatemala City. The center provides English language instruction and trains the teachers who work in the program. The online program was developed to meet the needs of teachers in Cobán, which is remote from the IGA headquarters, and also for teachers in Guatemala City who are unable to attend ftf courses at the main site. The participants are newly hired teachers, who are selected based on their English proficiency and so may not have extensive teaching experience or even any teaching experience. IGA hires such individuals because there are few trained teachers available. Online delivery was chosen because of the logistics of training remote and busy teachers, and because one of IGA's strategic directions is to incorporate the latest technology, including web 2.0 tools in its teaching. The online program started in 2008.

The training covers lesson planning, and methodology, as well as practice

teaching, with the focus on developing effective teaching and learning. The overall curriculum is largely based on the ftf training delivered at the headquarters in Guatemala City. However, the ftf training is one-on-one, whereas the online training is delivered to small groups. Additionally, the online training has only one observation of student teaching per trimester, while the ftf has two. The curriculum is designed to help participants in their decision-making so that they will meet the needs of their specific learners. Successful completion of tasks and classroom observation comprise the assessment.

The online program uses both teleconferences and Moodle as the LMS platform. The teleconferences are conducted with seven of the English teachers and an online trainer. Moodle is used to store handouts and readings for participants to access, while the synchronous videoconferencing includes methodology input, discussion of readings and materials, and sharing of

responses to tasks. Moodle also allows participants to interact with one another about their own teaching experiences.

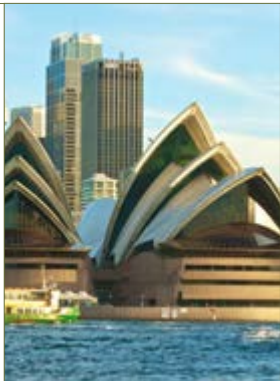
The trainer received training in both Moodle and Skype, while the IT department provides ongoing assistance. Participants and trainers are also supported by a digital resources coordinator and an academic director.

children, teens, or adults. Instruction also reflects the global nature of the field of TESOL, taking culture, socioeconomics, and life experiences into account.

The program is evaluated by IGA directors and a user survey is currently being developed. The directors have used interviews with participants and videos of classroom teaching in their program evaluation. The greatest challenges have been in scheduling, loss of internet connection, or insufficient broadband, and the fact that some participants do not have their own computers and have to use the ones at the IGA site.

While the program is focused on teachers within Guatemala, the teaching contexts vary. Cobán is different from Guatemala City in that participants may be teaching to different age groups –

Cobán is different from Guatemala City in that participants may be teaching to different age groups – children, teens, or adults.



Case Report 7

Macquarie University Postgraduate Programs in Applied Linguistics

by David R. Hall and John S. Knox



Australia has a long tradition of distance education, largely because of the large distances and remoteness of many regional and rural areas from

centers of learning. Macquarie University has a long tradition of providing DE graduate programs in applied linguistics at the university level, starting in the

1980s. These courses began as paper-based programs and have evolved to online programs as the technology became more readily available and robust. The OLTE programs range from graduate certificates to the PhD. Only one of the offerings, the Postgraduate Certificate in TESOL, includes a practicum. The others are post-experience qualifications, which focus on students reading and understanding research and theory, and using that new knowledge to inform their own teaching. The program attracts individuals from around the world, but the majority of students are Australians, either living in Australia or working as expatriates in other countries.

Because the Postgraduate Certificate in TESOL is a first-level qualification to become a TESOL professional, students include those wanting to change careers or upgrade their qualifications. On the other hand, the other programs attract students who are practicing teachers, whether teachers of language or of other subjects. They choose online education because it fits into their busy professional and personal lives. Recruitment focuses on flexibility, academic rigor, and quality in response to student needs.

Since their inception, these programs have undergone major curriculum changes, first in partnership with the Open University, UK, and in 2012 to respond to recent developments such as multimodality and professional discourse. The curricula are designed

to help language professionals become informed, critical practitioners, using evidence-based knowledge. This knowledge includes linguistic theory and research methodology. All assessment of learning is through written assignments.

Various online tools are used, with Moodle as the primary LMS platform. Online discussions and, increasingly video are used. Synchronous technology is not used because of the time zone difficulties, except that Voice Over Internet Protocol (VOIP) is used for research supervision. The online discussions help students understand contexts different from their own, while many assignments ask students to examine their own situations in relation to the global context. Axiomatic to all courses is the understanding that identity and culture are negotiated through interaction. Through their interactions with peers from around the world, who are living and working in different contexts, students learn to understand the teaching of English in different settings from their own current one.

Faculty members receive technology training, especially when new tools are added. The teaching staff is supported by full-time administrators. The major challenge to faculty members, non-teaching staff, and students has been university-level changes of LMS. However, these challenges have improved over time.

Axiomatic to all courses is the understanding that identity and culture are negotiated through interaction.

Courses are evaluated by student opinion surveys each semester, and external reviews are conducted. Curricula have been evaluated at each major restructure. Graduates publish articles,

present at conferences, hold prominent roles in language teaching or applied linguistics associations, and take leadership roles in their workplace.



Case Report 8

Online Postgraduate Diploma in Second Language Teaching at Massey University

by Gillian Skyrme



Massey University has a long history of providing DE graduate programs. The diploma is a stand-alone qualification, and can also form part of the MA in Second Language Teaching and the MTESOL Leadership. The diploma was originally offered as paper-based DE in the 1970s and increasingly more online activities have been added. However, paper materials are still available for students who need them. The course is designed for practicing teachers who want to enhance their qualifications or skills. Most participants originally were New Zealanders, whether living in New

Zealand or abroad. The diploma is now available to international students, who are mostly from East Asia.

The most effective marketing is word-of-mouth, but other avenues are also used. These include electronic brochures and advertising online through the New Zealand professional association, Teachers of English to Speakers of Other Languages Aotearoa New Zealand.

The focus of the diploma is on combining theoretical and practical perspectives. The goal is to produce

effective second language teachers who reflect on their own practice, based on the theoretical understandings they are exposed to in the program. The curriculum includes reflecting on action in classrooms. The assigned tasks encourage peer-to-peer discussion, with fora available for participants to post comments and share resources. In addition to these asynchronous activities, Adobe Connect or Wimba are used so that participants can interact in real time. Although many of these activities are voluntary, required activities ensure participants experience the value of online learning. These required activities include collaborative discussion about the action research project and the workshop planning assignment, both of which are assessed.

In addition to being attractive to students who need to continue working while they study, online delivery is attractive because it allows for a wider range of teaching/learning activities than does paper-based DE. There are more opportunities for interaction, quick turnaround of materials, and immediate responses to student questions. These advantages help students overcome the feeling of isolation so common in DE. A further advantage for participants is that instructors can model online teaching for teachers who themselves will most probably become involved in blended or totally online teaching. Because the students are mostly new to online learning, all instruction is carefully scaffolded,

with many opportunities for interaction to help create a community of learning. With students from a wide variety of backgrounds, considering contextual differences is a key aspect of the program, achieved through readings, tutor and instructor responses, assignments, and peer-to-peer interaction. For example, students are required to plan a workshop for professional development. For this assignment, they choose a topic and an audience appropriate to their own settings. Students' reflective journals are posted online for peer comment.

Moodle is the LMS platform used. The online tutors and instructors are supported by university technical staff and two full-time administrative staff members. Many technical staff are trained teachers so that the support provided is pedagogically sound.

The program is evaluated through student opinion surveys, as well as qualification reviews by external academics and stakeholders. The diploma is accredited by the Committee for University Academic Programmes, the national regulating body for New Zealand universities. Graduates have been successful in their careers, taking on additional qualifications or continuing on to further study.

Within distance education (DE), there are many opportunities for interaction, quick turnaround of materials, and immediate responses to student questions. These advantages help students overcome the feeling of isolation so common in DE.



Case Report 9

Online Seminar in Language Teacher Education at the Monterey Institute of International Studies

by Kathleen M. Bailey



Most graduate programs in language teacher education focus on training teachers. This unique program at the Monterey Institute of International Studies (MIIS) helps its students to become teacher trainers in their own right. The course is an elective in the TESOL-TFLMAs, but is required for students completing the Language Program Administration Certificate. A number of the students in the course plan to enter the Peace Corps, and so the course prepares them for some of the responsibilities they may encounter. Recruitment is done through the MIIS website, Institute visit days, graduate programs, word of mouth, and professional conventions.

Previously the course had been offered ftf. It was converted to the online format in 2008, partly for administrative purposes. MIIS became affiliated with Middlebury College and so was encouraged to offer intensive courses in January, as is done on the Middlebury campus. MIIS itself wanted to offer more courses that would be available

worldwide. Students have participated from China, Egypt, El Salvador, Japan, Russia, and across the US. Additionally, with more teacher education and training being delivered online, faculty members wanted to provide their students with an online learning experience that would prepare them for their own future online teaching.

The goal of the course is to prepare graduate students to become teacher trainers. This goal is achieved through reading and writing assignments, online asynchronous discussion fora, audiotaped interviews with expert teacher educators, and interacting via Adobe Connect (asynchronous web-based conferencing tool). The LMS platform used is Moodle. Through Adobe Connect, the instructor can post slides, documents, and photographs. It provides live voice access to participants, as well as video views of participants. Students can access the computer help desk and also other institutional computer support. The instructor prepared for her online

teaching by taking two courses about teaching online. She was also supported in the actual course Moodle development by an experienced online educator.

The course seeks to create a community of practice among participants, no matter what their individual contexts and constraints may be. Participants help one another through technology coaching or by helping others access library materials. Through developing their own original teacher education projects, participants explore educational and cultural contexts that may be unfamiliar to them. Because these projects are shared through oral reports via Adobe Connect, participants learn of a wide range of different teaching contexts. The discussion fora are also used to build a community through specific activities and peer reviews. The course is assessed through two written assignments, the first of which is each participant's language learning and teaching history. Students examine their own experiences as language learners and teachers in order to examine how their experiences may influence them as teacher educators. The second is the original teacher education project. Additionally, participation in the discussion board is assessed.

The course is evaluated through student opinion surveys, and the entire MA program is accredited through the New England Association of Schools and Colleges (NEASC). Students have gone on to implement their projects in their

careers. The instructor has won teaching awards.

Developing this OLTE was challenging because of the time involved in building the online resources for students to access, in learning how to use the technology, and helping students who have difficulties with the technology. Modeling effective teacher education and community building are not as straightforward as they are in ftf teaching. Special efforts are made to build a community of practice among course participants by including peer reviews, team projects, and the use of ice-breakers.

Through developing their own original teacher education projects, participants explore educational and cultural contexts that may be unfamiliar to them.





Case Report 10

Pearson: Teacher Development Interactive

by Professional Development International



Teacher Development Interactive (TDI) provides professional development through six modules, successful completion of which leads to professional certification from Edexcel in the UK. One of the modules, Teaching Knowledge Test (TKT prep) is part of the Cambridge ESOL examination system. The modules were written by experienced, world renowned experts in the field. Online delivery was chosen because of its international reach, the ability to use a variety of learning modalities, and its potential to model what teachers will use in their

work with ESL/EFL students. Participants are expected to have online experience and an advanced level of English.

The program can be studied online by individuals, or institutions can use the program with a group, facilitated by a teacher. The program is designed for people, whether already teaching

language or not, who do not have an advanced degree in language education. It attracts participants who want to gain a solid understanding of the practice of language teaching without interrupting their work life. As an international publisher, Pearson is able to market the program through its extensive sales and marketing teams. The Pearson website also provides demonstration lessons.

Lessons are presented by experts through video lectures and slide presentations. Participants complete concept checks and tasks and receive immediate computer-generated feedback. Videos of classroom lessons around the world are presented, along with written transcripts to support participant understanding. Brief lectures and podcasts of expert interviews supplement the videos. Lessons include a written assignment for participants to reflect on their learning, applying it to their own context.

An online facilitator monitors par-

Online delivery was chosen because of its international reach, the ability to use a variety of learning modalities, and its potential to model what teachers will use in their work with ESL/EFL students.

Participants' progress, encourages their participation in online fora, and responds to the written assignments. In the teacher-led version, there is an asynchronous discussion board. Through the fora and discussion board, and the feedback provided, participants are encouraged to investigate their own context in relation to what they have learned, especially the general, global context of English language teaching. The fora are designed to foster critical thinking.

The tasks and written work provide participants with formative assessment. Summative assessment takes the form of

an online quiz and final test.

Participants are expected to have access to computers; in some settings, slow bandwidth has been a challenge. However, there are no synchronous activities, so the course can be taken anywhere in the world.

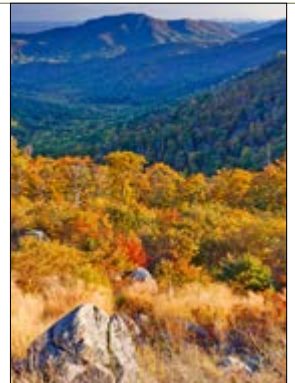
The program is evaluated by participant opinion surveys. Additionally, an efficacy study was conducted, and the program received a UK award for best educational software. TDI is accredited by Edexcel, the UK's largest awarding organization.



Case Report 11

Online TESOL Programs at Shenandoah University

by Liz England



DE has a long history of reaching learners who could not attend on-campus programs. In the case of Shenandoah University, it is the remoteness of the university that compels attention to DE.

Shenandoah began offering both a masters and four certificates online in 1998. One of the certificates is approved by the Commonwealth of Virginia for licensure.

The program focuses on small classes, with individual advising to students worldwide. Most participants are practicing teachers, while some participants plan to travel. At the time of writing, 120 students were in the program. Marketing is done primarily by the TESOL Chair. The university itself has made a strong push to increase enrollment.

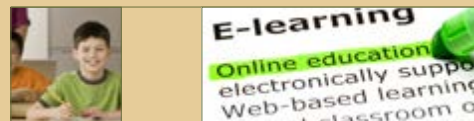
The curriculum was developed after a needs assessment was conducted. The goal of the curriculum is to equip graduates to teach in any instructional environment. Assessment includes self-, peer-, and instructor feedback, examinations, analysis of video and audio recordings, a capstone course project, and an e-portfolio. An assessment focus is on reading and responding to colleague's work in a useful

and appropriate manner. In the practicum, students observe, assist, and teach, with their teaching being videotaped for self-, peer-, and instructor evaluation. Some courses require students to upload videos, which are accessible to all participants, with a goal of establishing a community of practice across different contexts. Through discussion about their own different contexts and their readings of different settings, students learn how to engage effectively in intercultural exchanges. They also learn about the conditions and issues faced in various contexts worldwide.

The program uses Blackboard as the LMS platform and utilizes a wide range of both synchronous and asynchronous tools, including Skype-based live interactive discussions and video lectures. Although synchronous interactions are not frequent or required, the university insists on students having broadband access.

Instructors are expected to continuously upgrade their technical skills and knowledge. For instructors, there are ongoing technological challenges, most of which are at the university level, such as upgrades to Blackboard. Students, on the other hand, have a more transparent experience because instructors step in to help them with technical issues. The students also have access to the computer help desk, the online library, and a writing center.

The program is evaluated through student course evaluations, faculty evaluation, accreditation by the Southern Association for Colleges and Schools (SACS), and Quality Matters. Alumni have taken on leadership roles in professional associations, embarked on doctoral work, received raises or promotions, or become administrators.



Instructors are expected to continuously upgrade their technical skills and knowledge.



Case Report 12

Online Professional Development at TESOL International Association

by John Donaldson



As a professional association whose mission includes advancing professional expertise in English language teaching and learning, TESOL offers a wide range of professional development opportunities (PDOs) for both members and non-members. These range from 90-minute web casts to certificates that earn Continuing Education Units to online resources. TESOL's online PDOs' strength lies in the range of formats and types of interaction. The program is delivered by TESOL experts, and is supported by three full-time staff members at TESOL's Central Office. TESOL chose to offer PDOs online to reach a global audience of ELT professionals.

Participants choose this online option because of its low cost, the convenience of the asynchronous format, and TESOL's reputation as an international association. Recruitment is primarily done through the association's various outlets, from the website to professional publications to networks with other associations. TESOL also has an online

presence through Facebook. The goal of recruitment is to have maximum exposure with as little cost to the organization as possible.

Curriculum decisions are made by the Professional Development Committee in conjunction with the TESOL Central Office staff, and the Board of Directors, and with input from members through periodic needs assessment surveys. There are two delivery models for the courses: one with 16-18 participants with a high level of interaction; and a cohort model of 35-50 participants. The latter model expects less interaction and feedback from the instructor and includes group and peer-to-peer interaction and feedback. Content includes core, high-demand topics; high impact topics; niche topics; and research-into-practice topics. Courses are designed to cover a range of different contexts: low-resource, different age groups, ESL/EFL, and teachers with different levels of teaching experience. Assessment is based on weekly tasks, as well as participation in peer-to-peer online interaction.

Activities include readings, videotaped programs, asynchronous discussions, individual projects, and group work. Only webcasts are live events, but these are also videotaped so people can access them at their leisure. All this instruction is supported by a robust social networking platform that encourages participants to share and discuss their local contexts.

Instructors are chosen because of their expertise in the specific areas of the courses being offered. If they do not have experience with online teaching, TESOL provides free training. This training and coaching, as well as orientation for participants, presents the biggest challenge for TESOL staff.

To ensure global access, most programs have little need for high-level bandwidth. Also, to encourage participation from professionals in countries with low per capita Gross National Product, TESOL offers them a considerable discount.

All courses are evaluated by participants and are monitored for interaction by TESOL staff. A university provides CEUs for some courses. TESOL is often invited by other groups, such as the US Department of State and non-governmental organizations, to partner in offering online professional development.

All instruction is supported by a robust social networking platform that encourages participants to share and discuss their local contexts.

Case Report 13

Graduate Certificate in TESOL at The Pennsylvania State University

by Sharon Smith Childs



Penn State has a long history of DE and moving to online delivery has occurred over the past decade. The university

offers a stand-alone graduate certificate, which can also count towards the MA-TESOL if students complete further on-

campus courses. Recruitment is done through Penn State's World Campus, its online arm, as well as through the TESOL International Association and the college's website.

The certificate is designed for students who plan on or are already teaching adult English language learners, whether in the US or abroad. The focus of the program is on the practical application of theoretical concepts, with each of the four courses in the program including field experiences. The courses were built on existing on-campus courses: Focus on English, Focus on Learners, Focus on Classrooms, and Focus on Instruction. Each course includes 12 lessons with readings, as well as individual, partner, and group activities. There are also projects that require students to engage with adult English language teachers, learners, and teaching contexts. Courses use various assessment tools, including in-class activities such as blogs, a critical cultural analysis, and a language use in the classroom assignment. The Final Capstone Project requires students to draw from the numerous assignments completed in their courses to develop a professional teaching e-Portfolio, which can include any items that demonstrate the professional expertise they acquired through the PDO.

The program uses Penn State's proprietary LMS, which includes spaces for instructors to post materials. It also houses an email system, course

announcements, and threaded online discussion fora. To supplement the LMS, the PDO uses VoiceThread, a collaborative, multimedia web portal where students can upload and share images, documents, and videos and leave written or spoken comments on one another's work. All assignments are done asynchronously, at the students' own convenience.

Students write an introductory blog so they can get to know the other participants and their contexts. Other class activities, such as shared reflections, give participants opportunities to learn about contexts different from their own, explore their own cultural biases, and develop intercultural competence. Because each course requires students to explore adult English language teaching contexts through observation, tutoring, interviews, etc., students are able to contextualize the concepts and theories presented in class.

Four instructors teach in the program, and all have PhDs in TESOL-related fields. They are supported by two administrators and web-technology specialists. Students also have access to Penn State's online library and workshops.

The PDO is evaluated by student opinions surveys, and also by the program supervisor. Challenges have included providing rigorous academic content

The Final Capstone Project requires students to develop a professional teaching e-Portfolio, which can include any items that demonstrate the professional expertise they acquired through the PDO.

balanced with practical field experience, as well as helping students navigate the online platforms.

The online program only began in

January 2011 and is only now graduating its first students at the time of this writing. Therefore, there is no history of how graduates use their qualification.



Case Report 14

The TESOL Certificate Program of the University of Cincinnati

by Hye K. Pae and Holly Johnson



As the number of English language learners (ELLs) has increased dramatically in the US, school districts have scrambled to help their teachers address the needs of these learners. Increasingly, states that had few ELLs have seen growing numbers in their schools. They have therefore looked to in-service professional development opportunities to educate their teaching force in the backgrounds and needs of, and effective instructional practices for, these learners. The online certificate program at the University of Cincinnati responds to this need in Ohio. Although it was initially designed in 2004 for local Ohio teachers, in 2011 it was expanded to include teachers from across

the nation and around the world.

The target audience is both in- and pre-service teachers who want to specialize in ESL/EFL teaching at the PreK-12 level. Participants have come from a number of countries and include both Americans working abroad as well as nationals of other countries. Recruitment is done at state, national, and international conferences; in an online presence via Facebook and the website; and by partnering with a recruitment agency.

The curriculum was aligned to the standards of the TESOL International Association, because these standards are

used by the Council on the Accreditation of Educator Preparation (CAEP, formerly the National Council on Accreditation of Teacher Education—NCATE), which accredits the University’s School of Education. In addition, a needs analysis was conducted across public schools. The focus of the curriculum is on participants becoming theoretically informed and practically equipped. In addition to teaching about language, language learning, pedagogy, the background of ELLs, and assessment, the program promotes professionalism and networking with other TESOL practitioners. The culminating experience is a practicum course, an online seminar with a 56-hour field experience requirement, which is monitored by a mentor teacher. Discussion boards allow students to understand contexts different from their own, while textbooks provide examples from national and international settings.

The program uses Blackboard as its LMS platform, supported by wikis for collaborative group work, and Adobe Connect and Eluminate for synchronous meetings. Faculty members can receive technology training from the university’s technical support system and both faculty and students can use their help support system.

The program is evaluated by student opinion surveys and through CAEP accreditation. A further evaluation occurs because students wanting to achieve the Ohio endorsement are required to take

the Praxis II-ESOL examination. Program completers have achieved an almost 100% pass rate on this exam. Alumni hold key positions in Ohio and give presentations at state and national conferences.

The primary challenges for instructors on the program are the amount of time online teaching takes and the need to fully understand the technology to be able to solve student technology problems. For students, the lack of community with peers and instructors can be a challenge.

The focus of the curriculum is on participants becoming theoretically informed and practically equipped.





Case Report 15

UMBC (University of Maryland Baltimore County) ESOL Online Programs

by John Nelson



UMBC masters and graduate certificate level OLTE started in 2005, based on the face-to-face (ftf) program that started in 1979. Students do not need prior teaching experience, come from a variety of countries worldwide, and are interested in teaching at all levels of ESL/EFL. They choose the online option because they live away from the university campus and/or have busy life schedules. Recruitment is done through direct contacts and the program's website. At the time of writing, the MA had 22 students online, while the Certificate had 37, 24 of whom were a single cohort of Maryland teachers.

MA students have a thesis option and/or a 100-day internship if they choose state certification.

The programs are designed to equip students with the knowledge and skills they need for effective practice. The curricula are aligned with Maryland and CAEP (formerly NCATE) standards because many graduates seek state certification. MA students have a thesis option and/or a 100-day internship if they choose state certification. All MA students take a 40-

hour teaching internship. MA students also take a comprehensive examination and plan a project in a project seminar. Certificate students need to pass their four courses with a grade of B or better. Assignments include working with English Language Learner (ELL) informants, creating instructional materials, making lesson plans, visiting ESOL instructional programs, and making presentations to the class, all designed to help students understand different contexts for language teaching. UMBC maintains links with local and international language teaching programs and facilitates student access to sites as needed for assignments, such as the required internship in the masters.

The programs use Blackboard as the LMS platform. Instructors use both group and individual projects. Students are supported by three technology graduate students. Teaching faculty are supported by minimal non-teaching administrative staff. Students have access to a rich ESOL library in the department. Although

UMBC considers that online education requires constant monitoring, technological problems are now rare as the online program has matured.

The program is evaluated through student opinion surveys of individual

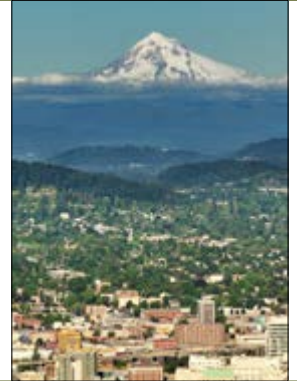
courses, graduate surveys, and CAEP accreditation. One Program Director was given a life-time-achievement award by the local TESOL affiliate, in recognition of the quality of the program and its contributions to ESOL instruction across Maryland.



Case Report 16

Online Course on Developing EFL Literacy through Project-based Learning at the University of Oregon

Case Report 16: by Char Heitman



Project-based learning (PBL) has become a focus in English language instruction for the 21st century (see, for example, Fitzpatrick & O'Dowd, 2012) across all age levels because it provides authentic interaction among groups of students, and may also include simulations of real-world tasks students may encounter. The online course at the University of Oregon both uses PBL and teaches participants themselves how to implement PBL in their own contexts. The course was first developed in collaboration with the US Department of

State. It leads to a certificate with CEUs. Online instruction was chosen for its cost effectiveness because participants do not have to travel and live in another country to attend the course or take time out of their current positions to attend a 10-week course in-country. An initial needs analysis was conducted, and then the course was refined, based on experiences during the first offering.

Participants live and work in low resource countries and, as leaders in their regions, are expected to disseminate the

Participants live and work in low-resource countries and, as leaders in their regions, are expected to disseminate the information they receive.

information they receive. The course is designed as a cascade model of PD (Gilpin, 1997), with a core value of learning by doing. Over 100 teachers, teacher trainers, and administrators have taken the course to enhance their own English language teaching skills. Participants are recruited through US embassies in order to ensure that they have advanced English proficiency, are proven or promising leaders, and have reliable access to the internet.

The course is designed as a graduate seminar, with a maximum of 25 students to ensure interaction. The goals are to provide participants with opportunities to develop their skills in PBL, as well as to build professional networks with their peers. These goals are achieved through online weekly discussions, a group project, and a final action plan, all of which are assessed as part of the final awarding of pass/fail. Online discussions allow participants to exchange ideas from different contexts about how to apply the concepts and techniques in their readings. The group project is designed to model PBL as students negotiate tasks and roles, and communicate clearly and appropriately. The project is scaffolded so that participants can themselves experience the benefits of providing their students with clear structure and instructions, including grading rubrics. The final action plan is completed

individually and requires participants to tailor their project to their own specific contexts. Both instructors and peers provide feedback, throughout the course. Because participants come from a variety of different settings, they learn how their peers adjust and adapt concepts and techniques for their own needs, which allows them to see their own contexts from a new perspective. Although all participants are from low-resource countries, there is still variability in resources. Therefore, program instruction is focused on what can be done, despite the local resource situation.

Although resources are provided online, they are also provided in PDF format to ensure student access. Despite the multiple formats, challenges such as virus-infected computers, power outages, and adequate connectivity are endemic in low-resource countries. Additionally, some resources may not be accessible because of government blocking of certain websites. To counter these constraints, all interaction is asynchronous, and video tasks are not mandatory.

Instructors can have technology training at the University of Oregon and can also be funded to attend conferences for additional training. Three non-teaching staff members support the program, which enrolls up to 250 students per quarter.

The course is evaluated and adjusted through participant opinion surveys,

through reflective questions on the discussion board, and by instructor observations. Alumni are chosen to

present at local, national, and regional conferences. They also conduct in-service workshops.



Case Report 17

Masters of Arts in TESOL at the University of Southern California

by Robert A. Filback and Christian W. Chun



The Masters of Arts in TESOL is part of the MAT program at the University of Southern California (USC). The online MAT program, launched in 2009, has its own profile, MAT@USC. The online MA-TESOL is also offered on-campus, both using the same curriculum, cohort structure, and faculty as the ftf version. It was first offered in 2010 after an external review of the existing two degree programs.

Participants include practicing teachers, novice teachers, and people changing careers. They are recruited through the program website, as well as through banner ads and sponsored links. Students include US residents, overseas nationals, and US expatriates, who are

seeking an initial or advanced degree in the field.

The curriculum focus is on reflective, research-based practice. The curriculum is based on seven Domains of Practice: Pedagogy, Assessment, Advocacy, Reflection and Inquiry, Curriculum, and Environment. This focus is to be achieved through developing a community among the participants.

The program uses a proprietary version of Moodle as the LMS. Activities include both synchronous and asynchronous tools. Web conferencing is used for weekly class meetings of two to two-and-a-half hours. Faculty members also

have live office hours and students have live study groups, some of which are required. Asynchronous activities include readings, videos, recorded min-lectures or study guides, and online discussion fora. Students have access to the USC online library, but can also have library articles in PDF format if needed. Field-based activities are also required, such as classroom observations, practice teaching, case studies, and curriculum reviews. Courses in the program, along with discussions, provide students with opportunities to understand a variety of different contexts of English language learning around the world. Their field-based experiences also enable them to examine one context and share this with other students in the program. Students are supported by a team of academic advisors, placement coordinators, and a writing advisor, all charged with monitoring student progress and supporting students who need additional help. Students are assessed on their participation in live activities, written assignments, and video reflection of students' own teaching.

Especially challenging has been the integration of asynchronous activities that require faculty members to prepare materials for students to review and absorb before the synchronous activity of the active classroom lesson.

Faculty members are trained in using the new technologies and how to use them for instructional purposes. Especially challenging has been the integration of asynchronous activities that require faculty members to prepare materials

for students to review and absorb before the synchronous activity of the active classroom lesson.

The program is evaluated through student opinion surveys of each course, an ongoing feedback tool available to all students during the program, an exit survey completed by each cohort, and a technology feedback form. In addition, an independent research group has been commissioned to conduct a five-year longitudinal study of all the teacher education programs.





Case Report 18

Masters in Teaching English to Young Learners at the University of York

by Annie Hughes



Teaching English to Young Learners (TEYL) has become a recent focus in the field as more and more countries have chosen to begin English language teaching at younger and younger ages. The University of York's masters focuses on professional development for educators involved in working with learners up to 16 years of age worldwide. These professionals include materials developers, teacher trainers, university instructors, school principals, teachers, and publishers. As a result of several international surveys, online delivery was chosen because busy professionals do not have the time to attend a full-time program, especially in another country. The program has been delivered online since 1997, but originally was a paper-based DE program. The online program enrolls around 55 students annually. Although students have come from more than 60 countries all over the world, two of the four current cohorts are in-country in Singapore and Switzerland.

Marketing is primarily through

word of mouth. It is supplemented by advertisements in professional publications and in-country newspapers, the university website, and conference presentations by instructors.

The focus of the curriculum is on principles and practice, with theory, observation, and research combined to improve and extend participants' understanding of TEYL. The wide variety of activities used to achieve this goal includes online discussions; sharing of student research; critical reading of the literature and recorded lectures, classroom

sessions, and interviews with experts. Participants are expected to reflect on their learning and that of their peers. Participants conduct research in their own contexts, and share their findings, not only with peers, but also with alumni and other TEYL professionals at an International TEYL Research Seminar.

Participants conduct research in their own contexts, and share their findings, not only with peers, but also with alumni and other TEYL professionals at an International TEYL Research Seminar.

Students also introduce themselves, as do their tutors, via a wiki. In these ways, they are all exposed to thinking about contexts different from their own. Assessment is both formative and summative and includes instructor and cohort feedback and interaction.

The LMS platform is Blackboard and both synchronous and asynchronous tools are used and all instructional team members have been trained in their use and write materials for the LMS. Students also have access to online training. Instructors and tutors are supported by university-wide resources and an administrator dedicated to the program. The online delivery mode is more flexible than the previous paper-based DE format. Videos can be streamed and materials easily changed. Tutors find

ways to interact with students via Skype or telephone, despite the differences in schedules.

The program abides by the university's Quality Assurance standards, and has been evaluated by three external evaluators. In addition, an external examiner oversees the program, evaluating student work annually. In a global survey of distance graduate programs in Australia, New Zealand, the UK, and the US, the University of York program was the most highly rated distance graduate program. In 2009, it was awarded the University of York Vice Chancellor's Teaching Award Certificate. Graduates have taken on high-level positions in ministries of education, have become teacher trainers, and work as materials writers.



7. Analysis of the Case Reports: Practices and Issues

The case reports demonstrate the wide range of international OLTE programs available from a variety of different providers. They offer an in-depth picture of how OLTE operates in practice. They also illustrate a range of issues that arise when providers try to deliver language teacher education online. Four general themes recur in the case reports, each of which has a number of aspects, not all of which are addressed by every case report. These four themes are (1) the audience for OLTE, (2) the pedagogical choices made by the program, (3) the technological choices made by the program, and (4) how each program ensures quality. Each of these themes is discussed in turn below.

7.1 The Audience for OLTE

Institutions embark on online delivery for a number of reasons. The field of language teacher education has a remarkably mobile workforce. By its very nature, English language teacher education trains teachers from around the world. This internationalization presents a dilemma for institutions and prospective students alike. Prospective students may be living in a country where English language teacher education is not widely available or they may be residing in areas remote from such opportunities. Students can move to another town or country to study, incurring great costs, such as the expense of living in a country with a higher living cost than their own and the loss of income because they are not able to work. Other prospective students have time constraints on studying because they have jobs and/or families and so are unable to attend traditional semester-long ftf courses.

Traditionally, to help prospective students in these situations, some institutions have offered distance education opportunities. Several of the institutions in the case reports have a long history of paper-based distance education (Case Reports 2, 7, 8, and 18). A gradual move to online delivery formed a natural progression in delivery mode for these institutions. Other institutions offered short courses or evening courses to provide education for students with time constraints.

The internationalization of OLTE programs presents a dilemma for institutions and prospective students alike.

Some OLTE programs have chosen online delivery because of the larger institution's strategic directions, which include commitment to flexible delivery

Other institutions began marketing to prospective students with time or distance issues precisely because the delivery could be technology-enabled (Case Reports 1, 4, 9, and 17). Other programs have chosen online delivery because of the larger institution's strategic directions, which include commitment to flexible delivery (Case Reports 5, 6, 9, and 17). At issue here is how the curriculum choices are affected by the reasons why an institution embarks on OLTE.

OLTE is delivered as both pre- and in-service education. Some programs are designed to train teachers for teaching English language learners in local schools, such as those described in Case Reports 14 and 15. Hye K. Pae and Holly Johnson, in their discussion of the TESOL Certificate program at the University of Cincinnati (Case Report 14), explain that the certificate was initially designed for local Ohio teachers, but has since been expanded to include teachers around the world. Similarly, the program at Massey University (Case Report 8) was originally developed for New Zealand participants, but was later made available for international students. German Gomez (Case Report 6) describes a local Guatemalan program that trains those who will teach in the Instituto Guatemalteco Americano, while Annie Hughes (Case Report 18) describes a program whose participants are already educators, including materials developers, teacher trainers, school principals, and publishers. These educators are upgrading their knowledge by specializing in teaching English to young learners through the online masters at the University of York.

A number of programs rely on partnerships with other institutions, often in another country. Julie Ciancio and Lynne Díaz-Rico, in their report on California State University, San Bernardino (Case Report 3), explain how their masters program began with a Korean partner, but has evolved to serve students in other countries, as well as in the US. Anaheim University's program (Case Report 1) also has Korean partners, along with others in the US and Colombia. The program at the University of Oregon described in Case Report 16 is designed in collaboration with the US Department of State to serve participants in low resource countries. Macquarie University's program (Case Report 7) worked in partnership with the Open University, UK to develop joint curricula.

While the case reports indicate that the participants live in a number of different countries, they are not all nationals of those countries. Many are expatriates. For example, Macquarie University’s program, while it has “national, linguistic, and professional diversity” (Case Report 7), includes many Australians living both inside and outside Australia. There are two exceptions – the program at the Instituto Guatemalteco Americano (Case Report 6), in which all participants reside in Guatemala, but many come from other countries; and the University of Oregon (Case Report 16) program, whose participants have come from over 100 different countries.

Different institutions target different audiences. Their specific audience influences curriculum, course design, technological choices, and even marketing decisions.

Institutions target specific audiences, which influences curriculum, course design, technological choices, and even marketing decisions.

7.2 Pedagogical Choices

The case report writers all note that the needs of their participants drive their curriculum approach, which in turn leads to the specific course tasks and assessment they choose. As discussed in Section 7.1, the field of English language education is global and the workforce mobile. Therefore, although participants may be living (and working) in a specific environment while taking the course, they are likely to work in different contexts in their future work lives. Consequently, participants need to understand their own context and learn how to work in different situations. The OLTE itself provides a rich environment for such exploration because peers come from a variety of different contexts. As the case reports indicate, OLTE programs exploit this diversity in their curriculum and task design and encourage sensitive intercultural communication among participants.

OLTE programs exploit the diversity of contexts in their curriculum and task design and encourage sensitive intercultural communication among participants.

For a number of institutions, because their primary focus is to serve the needs of local educators, the curriculum is guided by state, national, and professional association standards. In the United States, TESOL provides standards for English language teacher education programs, administered through CAEP as national standards. Therefore, programs such as the University of Cincinnati (Case Report 14) and the University of Maryland Baltimore County (Case Report 15), which

reside in colleges of education that seek CAEP accreditation, align their curriculum to the TESOL/CAEP standards, while still reflecting the global nature of the field.

A recurring theme for all case reports is how the nexus of research, theory, and practice is reflected in the curriculum. Several of the institutions specifically state that their curricular approach is “research into practice” (Case Reports 2, 5, 7, 17, and 18), while Pennsylvania State University’s program focuses on theory and practice (Case Report 13). The University of Cincinnati “creates professional and scholarly opportunities for participants to become theoretically informed and practically equipped” (Case Report 14).

As noted in Section 7.1, a number of institutions require or prefer that their students be practicing educators. As Fiona Copland notes for Aston University (Case Report 2), their approach is situated learning. That is, participants are “able to contest course input against the realities of their own professional contexts” as David Nunan states in his report on Anaheim University’s MA-TESOL (Case Report 1). The University of Oregon’s program in project-based learning is situated in the contexts of different low-resource countries (Case Report 16). Participants both practice project-based learning in the course assessments, and apply these principles to their own contexts. Such a situated learning approach leads to assignments that include a local action plan (Case Report 16), developing a curriculum model for a specific group of learners (Case Report 1), small-scale research in their own context (Case Reports 1 and 17), videos of their own teaching (Case Reports 11 and 17), and tutoring (Case Report 13).

Depending on the profiles of their participants, some institutions require a teaching field experience or practicum. Those institutions that admit only students with teaching experience do not require a supervised practicum (Case Reports 1, 2, 7, and 8). California State University San Bernardino requires a residential field experience, because it has been their “experience that the foreign teachers benefit greatly from an experience in the US” (Case Report 3). The Instituto Guatemalteco Americano requires observed teaching practice because the program is designed to train their own teachers (Case Report 6). Institutions that do not require on-site teaching practice have chosen a

Depending on the profiles of their participants, some institutions require a teaching field experience or practicum.

variety of methods for choosing a site and supervisor. Griffith University (Case Report 5) allows students to choose their site, but it has to be one that has a qualified supervisor. Shenandoah University (Case Report 11) also allows students to choose their site, but allows them to choose their supervising teacher. The University of Southern California (Case Report 17), on the other hand, has placement coordinators who choose the sites and supervisors; and the University of Maryland Baltimore County advises students on their internship placement (Case Report 15). The Pennsylvania State University's program integrates a field experience in each individual course (Case Report 13).

Most case reports identify the importance of establishing a community of practice among participants. As Robert Filback and Christine Chun note about their program at the University of Southern California, "it is incumbent on program faculty and staff to find new and creative ways to work to build a sense of community and cohesion among students who are online and who may be dispersed across many time zones" (Case Report 17). Most of these programs use technological tools to build such community (see Section 7.3 below). For example, Kathi Bailey (Case Report 9) uses recorded voices of well known teacher educators to help the students make connections with the wider professional community. The University of York (Case Report 18) expands this notion of community by including tutors in other countries, graduates of the program, as well as current students. Liz England indicates that the student-produced videotaped materials are uploaded for all to respond to, which helps build community among the Shenandoah University students (Case Report 11). TESOL's Electronic Village Online develops a community of practice among participants who can continue with their technological experimentation after the sessions are over (Case Report 4). Gillian Skyrme explains how OLTE provides opportunities for such community-building that were previously not available: "Online courses have enhanced the field by providing a wider range of teaching/learning activities than previous distance modes: speedy response to issues that arise, and numerous opportunities for interactivity with fellow students and faculty to help overcome the isolation that has sometimes been associated with distance learning" (Case Report 8). Two programs (Case Reports 1 and 3) require a residential component, which consolidates the emerging community of practice.

Different institutions make different pedagogical choices because of the clientele and their own approach to teaching and learning. These different pedagogical choices in turn lead to different profiles and foci for each institution.

Different institutions make different pedagogical choices because of the clientele and their own approach to teaching and learning.

7.3 Technological Choices

Just as course tasks are chosen based on learner needs and the overall curriculum approach, so too are the types of technologies chosen to deliver instruction and for student interaction. All programs use an LMS, some of which are locally designed or adapted, others of which are commercially available, such as Blackboard and Moodle. The LMS supports all online activities in many programs, while others supplement the LMS with VOIP, Eluminate and Adobe Connect, webcasts, files attached to emails, podcasts, and WIKIs. Several mention the technological constraints on participants, such a low bandwidth (Case Report 10), website blocking by governments, and loss of internet connections. Consequently, some programs go further, by providing participants with hard copy versions, recordings of live components, or, in the case of California State University San Bernardino, by providing transcripts for all audio and video components (Case Report 3).

Just as course tasks are chosen based on learner needs and the overall curriculum approach, so too are the types of technologies chosen to deliver instruction and for student interaction.

As indicated in Section 7.2 all case report authors recognize the importance of interaction and community-building among participants. Most use asynchronous discussion lists to achieve this, using specific tasks to build community, such as an initial ice-breaking activity (Case Report 9), initial personal introductions, collaborative group projects, and peer reviews of assignments (written, oral, or video). The types of technology applications are chosen strategically by OLTE faculty and staff; however, several authors reported that one of their biggest challenges is the larger institution's change of LMS, upgrades, or decisions about other aspects of the technology. Many use no synchronous tools for, as John Donaldson reports on TESOL's programs, "synchronous tools are not appropriate because participants live all over the world and in different time zones" (Case Report 12). Their live videos are recorded so participants can access at their leisure. California State University San Bernardino had

used synchronous tools, but found students responded unfavorably (Case Report 3). Others make only asynchronous participation required, making synchronous participation optional (Case Report 11) or using it only for individual consultations with students (Case Report 3) such as for research supervision (Case Report 7). Other programs exploit synchronous tools for student presentations (Case Report 9), lecture delivery (Case Reports 1, 2, and 6), text chat (Case Report 4), or class meetings (Case Reports 14 and 17).

All case reports indicate the importance of providing timely, constructive feedback to students. These are provided by instructors, peers, and through self-assessment. The *Teacher Development Interactive* developed by Pearson, is the only PDO in the case reports that uses the technology as a tutor, not only as a tool (Taylor, 1980). Their interactive program provides immediate feedback on whether participants have grasped the key concepts. If they do not respond correctly, they receive an explanation about what is wrong and have the chance to try again.

7.4 Ensuring Quality

All the programs described in the case reports use a variety of tools to ensure the quality of the program. Most are accredited institutions, accredited by agencies decided at the institutional level. These include the regional accrediting agencies for universities across the US. In Australia, New Zealand, and the UK, they include mandatory external reviews of universities. As well as accreditation, programs conduct student evaluations of instruction (see, e.g., Case Reports 9, 10, and 12); many conduct alumni surveys and teaching evaluations; and they examine completion rates, student learning outcomes, and program growth. Four of the OLTE providers do not fall under such accrediting systems. Therefore, their reviews rely primarily on student formal and informal feedback, and monitoring. The programs also note the quality of their alumni, noting the positions they move to after graduation, their professional presentations and publications, and awards. They recognize the quality of their teaching staff through their publications, professional offices held, promotions, and awards. For Anaheim University, one of the distinct advantages of online education is the

Several authors reported that one of their biggest challenges is the larger institution's change of LMS, upgrades, or decisions about other aspects of the technology.

Many programs discuss the quality of their alumni, noting the positions they move to after graduation, their professional presentations and publications, and awards.

ability to hire high quality, internationally recognized teaching faculty, who, like their students, can be remote from the university's base (Case Report 1). Like Anaheim University, TESOL (Case Report 12) and Pearson (Case Report 10), hire only experts in the specific topic to be taught.

A further tool for ensuring quality is the professional development of the staff, both in the content area, and in the pedagogy of delivering online instruction. Most of the institutions provide such professional development. The Electronic Village Online, taught by volunteers, ensures quality through monitoring of sessions, and conducting a four-week training session with new instructors (Case Report 4).

8. Analysis of Findings

The goals of this research were

- (1) to identify the language teacher education programs, workshops, and/or courses that are currently being offered online, and to determine what their key characteristics are;
- (2) to determine the levels at which such education is being offered (e.g., undergraduate, diploma, certificate, masters degree, doctoral studies, or individual workshops or courses for professional development); and
- (3) to identify the issues that arise in delivering language teacher education online and how these institutions have addressed these issues.

While these three areas were the questions guiding the research, for ease of overall discussion and analysis, (1) and (2) will be collapsed as "Types and characteristics of OLTE." The findings from the three sets of data (literature review, webpage analysis, and case report analysis) are compared and contrasted under these two conceptual areas

8.1 Types and Characteristics of OLTE

The eighteen case reports are fairly representative of OLTE programs worldwide. However, as indicated in Section 6, no case reports were submitted from Canada or the outer circle and none from institutions offering the Trinity College London Diploma or the DELTA. Despite this limitation, the case reports do represent a range of types of OLTE. They include doctorates, masters, graduate certificates, professional certificates, individual credit-bearing courses, and professional development workshops. Providers include universities/colleges (both public and private), publishers, professional associations, and a bi-national center. They include pre- and in-service programs. The web search found that of the 186 OLTE programs, 106 were university/college-based, while the remaining 80 were professional associations or private companies, many delivering only English language teacher training. During the process of this study, some of these providers came and went or were unapproachable. This search also found that the majority were headquartered in Inner Circle countries (157), with almost half of those in the US (74). As the literature review indicated for cross-border education in general, the commercialization of education involves an export market of education, primarily to developing countries from rich countries. OLTE is following this trend.

The case reports demonstrate the range of PDOs available. They provide in-depth picture of how OLTE operates, the programs' values, professionalism, professional standing, focus on student learning, and commitment to the global-local nexus.

OLTE can be characterized as an emerging and growing alternative to brick-and-mortar professional development, one that serves the extraordinarily diverse needs of the field of training teachers of English to speakers of other languages. It is responding to a global felt need for more English teachers. However, as with all new enterprises, it can also be characterized as the "Wild West," with a certain amount of lawlessness and exploitation, of promises not kept. The prospective English teacher

OLTE providers include universities/colleges (both public and private), publishers, professional associations, and a bi-national center.

As the literature review indicated for cross-border education in general, the commercialization of education involves an export market of education, primarily to developing countries from rich countries. OLTE is following this trend.

or the language teaching program searching for a quality online program needs to carefully sift through much of the online rhetoric, judging programs by their instructors (not just who originally wrote the materials) and the details of their pedagogy and technologies used.

8.2 Issues in OLTE: Trends

Several issues emerge from the three data sets. These issues included what types of learners OLTE suits, how to develop collaborative online communities, how to match the technology with the pedagogy, and how to ensure quality programs.

8.2.1 Appropriate Candidates for OLTE

The literature review and the case reports all indicate that while online education is a highly flexible, effective means of delivering education to those not able to attend brick-and-mortar institutions, it is not a panacea. It requires a time commitment from both instructors and participants. Although the literature notes that attrition is high, only one case report discusses this issue, noting how the faculty members made the thesis optional to accommodate student time and access problems.

While the University of Oregon's program demonstrates that people in low technology environments can still participate in OLTE, the author of that case report and others emphasize that adjustments need to be made to accommodate government censorship, institutional bandwidth restrictions, or lack of infrastructure. This issue permeates the literature review and the case reports. Effective supports include print versions of online materials, transcripts and/or recording of live videos, and emailed files as a workaround.

Students embark on online learning for different reasons. The webpages they encounter as they make their choices of provider often appeal to the potential for jobs and travel and the program's low cost.

OLTE can be characterized as the "Wild West," with a certain amount of lawlessness and exploitation, of promises not kept.

While online education is a highly flexible, effective means of delivering education to those not able to attend brick-and-mortar institutions, it is not a panacea.

The technology is gradually evolving so that some PDOs include live, high-definition webcam classrooms. For many potential students, their reason for choosing online learning (any time, any place) is obviated when the program requires they attend live sessions. It therefore seems incumbent upon all providers to clearly explain in their online and print marketing, exactly the types of technologies, interactions, and tasks that will be required of students. Prospective students can then make informed decisions.

8.2.2 Developing Communities of Practice

The literature review identified learner autonomy as a goal and advantage of online education. However, only one author (Case Report 2) mentioned autonomy. Also noted in the literature review was the notion that learner autonomy is required for effective collaboration. Therefore, the focus on communities of practice and collaborative tasks identified in the case reports concurs with the literature review's finding that effective student learning requires collaborative, student-centered and -created knowledge. It requires that students understand their local contexts within the global context so that they can test the theory and research input in the program against their own (and others') professional contexts. The PDOs themselves provide a rich environment for such exploration, with their diverse student populations and even more diverse contexts of teaching. The case reports demonstrate a number of ways of achieving such situated learning and communities of practice online. These include collaborative projects, facilitated online; peer review of assignments or videos of teaching; local tutoring; field experiences; and student presentations. A useful finding from Stanford's MOOCs is that many participating faculty have pre-recorded their lectures, students watch them before class, and then class meetings are devoted to discussion of the information presented. This 'flipped' classroom approach has permeated the traditional classroom, leading to greater interaction and student-generated knowledge building (Johnston, 2012).

8.2.3 The Intersection of Technology and Pedagogy

Technological choices can constrain or expand pedagogical choices. Therefore, as noted in the literature review, OLTE providers need to make informed decisions about which technologies to employ. The literature presents changed teacher roles as a facet of online learning, with the teacher as the guide on the side. However, it was also noted that an LMS that focuses on content and courses will facilitate cognitive-behaviorist pedagogies. The instructor's role is highly complex, providing input and a visible online presence, but facilitating and prompting interaction; providing technical support; modeling pedagogy and thoughtful, intercultural communication; and giving and modeling feedback. The literature and case reports agree that constructive, timely, and supportive feedback is essential for online learners to understand their performance. Several case report authors indicate that their programs utilize feedback from instructors, peers, and self. Some programs use extensive rubrics for such feedback.

What constitutes quality is contested, with different OLTE providers privileging different aspects of quality.

8.2.4 OLTE Quality

Quality is a focus in all three data sets. However, what constitutes quality is contested, with different OLTE providers privileging different aspects of quality. The webpage review showed that most providers focus on value, testimonials, and famous instructors. The literature review, however, follows the Sloan Consortium's five pillars of quality: learning effectiveness, cost effectiveness and institutional commitment, access, faculty satisfaction, and student satisfaction. Several of these themes are highlighted in the case reports. All authors identify goals and objectives about what learners will be able to achieve (learning outcomes) and how it is measured. They note participants' access and issues around such access. They all report on program evaluation methods that include student satisfaction and sometimes faculty satisfaction, along with alumni and faculty achievements. None of the authors discuss cost effectiveness, but many comment on administrative support or lack thereof. This support takes the form of professional development in the technology, online pedagogy, and content area. However, several also mention how disruptive the constant upgrades or changes to the LMS

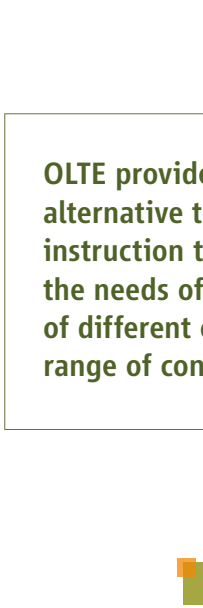
are for instructors and students alike. They note their accreditation or other external review process. It would seem that more attention needs to be paid to actual measures of quality on many websites, rather than mere statements of quality that are impossible for potential customers to verify.

9. Concluding Comments

This study has revealed that OLTE is still an emerging model of teacher education and training, one in which providers are experimenting with new technologies and ways of both delivering content and interaction with participants. OLTE provides an alternative to ftf instruction that meets the needs of a variety of different clients in a range of contexts. It allows participants to juggle work, family, and study. It makes professional qualifications available for people who live in remote areas, far from formal classrooms. It provides participants with access to international professionals, instructors and peers, giving both the opportunity to learn more about the complex, international field of TESOL. These opportunities are essential for the field because of the intercultural nature of language education and the itinerant nature of the English language teacher workforce.

Consequently, OLTE is likely to be taken up by more providers and more participants, especially because of the need for English language instruction worldwide and the subsequent need for more trained English language teachers. As it grows, providers and consumers need to be aware of the choices they make, choices that need to be based on sound pedagogy, not just on technological availability. More importantly, their choices need to be truly transformative.

Ensuring that OLTE becomes transformative requires rich research that explores the following issues (1) instructor attitudes and experiences; (2) participant attitudes and experiences; (3) technical support staff attitudes and experiences; (4) peer-peer interaction; (5) instructor-participant interaction; (6) learning outcomes; (7) cost effectiveness; and (8) washback of online pedagogical strategies to classroom practice. It is my hope that the present study will motivate others to pursue these lines of investigation.



OLTE provides an alternative to ftf instruction that meets the needs of a variety of different clients in a range of contexts.

References

- Aimard, V., & McCullough, C. (2006). E-learning in Europe: How do trainers, teachers and learners rate e-learning? Retrieved from http://cms.eun.org/shared/data/pdf/report_survey_teachers_and_learners_and_e-learning_final.pdf
- Allen, I. E., & Seaman, J. (2011). *Going the distance: Online education in the United States, 2011*. Retrieved from <http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf>
- Allen, I. E., & Seaman, J. (2013). *Changing course: Ten years of tracking online education in the United States*. Retrieved from <http://www.onlinelearningsurvey.com/reports/changingcourse.pdf>
- Anderson, T. (2008a). Teaching in an online learning context. In T. Anderson (Ed.), *The theory and practice of online learning* (pp. 343-366). Edmonton, AB: AU Press, Athabasca University.
- Anderson, T. (2008b). Towards a theory of online learning. In T. Anderson (Ed.), *The theory and practice of online learning* (pp. 45-74). Edmonton, AB: AU Press, Athabasca University.
- Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *The International Review of Research in Open and Distance Education*, 12(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/rt/printerFriendly/890/1663>
- Annand, D. (2008). Making relevant financial decisions about technology in education. In T. Anderson (Ed.), *The theory and practice on online learning* (pp. 277-304). Edmonton, AB: AU Press, Athabasca University.
- Armitage, C. (2012, April 28). Rise of online teaching sets a clicking pace for universities. *The Sydney Morning Herald*. Retrieved from <http://www.smh.com.au/national/postgraduate-education/rise-of-online-teachers-sets-a-clicking-pace-for-universities-20120427-1xqae.html>
- Augar, N., Raitman, R., & Zhou, W. (2004). Teaching and learning online with wikis. *ASCILITE Proceedings*. Retrieved from <http://www.ascilite.org.au/conferences/perth04/procs/augar.html>

-
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bauer-Ramazani, C. (2006). Training CALL teachers online. In P. Hubbard & M. Levy (Eds.), *Teacher education in CALL* (pp. 183-200). Amsterdam, The Netherlands: John Benjamins.
- Beeghly, D. G. (2005). It's about time: Using electronic literature discussion groups with adult learners. *Journal of Adolescent and Adult Literacy*, 49(1), 12-21.
- Berge, Z. L., & Huang, Y.-P. (2004). A model for sustainable student retention: A holistic perspective on the student dropout problem with special attention to e-learning. *DEOSNEWS*, 13. Retrieved from http://www.ed.psu.edu/acsde/deos/deosnews/deosnews13_5.pdf
- Brinthaupt, T. M., Fisher, L. S., Gardner, J. G., Raffo, D. M., & Woodard, J. B. (2011). What the best online teachers should do. *Journal of Online Learning and Teaching*, 7. Retrieved from http://jolt.merlot.org/vol7no4/brinthaupt_1211.htm
- Collis, B., & Jung, I. (2003). Uses of information and communication technologies in teacher education. In B. Robinson & C. Latchem (Eds.), *Teacher education through open and distance learning* (pp. 171-192). London, UK: Routledge Falmer.
- Contijoch-Escontria, M. C., Burns, A., & Candlin, C. N. (2012). Feedback in the mediation of learning in online language teacher education. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 22-38). New York, NY: Taylor & Francis.
- Copland, F., & Garton, S. (2012). Life after online learning. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 64-77). New York, NY: Taylor & Francis.
- Corbel, C. (2007). Teachers' roles in the global hypermedia environment. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 1113-1124). New York, NY: Springer.

-
- England, L. (Ed.). (2012). *Online teacher education: TESOL perspectives*. New York, NY: Taylor & Francis.
- Epstein, R. (2001). Teacher education at a distance in Canada and Thailand: How two cases measure up to quality distance education indicators. In L. E. Henrichsen (Ed.), *Distance-learning programs* (pp. 127-139). Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.
- Eyetrack study. (2000). Retrieved May, 5, 2004, from <http://www.poynter.org/extra/Eyetrack/previous.html>
- Fay, R., & Hill, M. (2003). Educating language teachers through distance learning: The need for culturally appropriate DL methodology. *Open Learning: The Journal of Open, Distance and e-Learning*, 18(1), 9-27.
- Fitzpatrick, A., & O'Dowd, R. (2012). *English at work: An analysis of case reports about English language training for the 21st-century workforce*. Monterey, CA: TIRF.
- Flanders, V. (2004). The biggest web design mistakes of 2004. Retrieved from www.webpagethatsuck.com/biggest-web-design-mistakes-in-2004.html
- Gallagher, S. (2002). *Report – Distance learning at the tipping point: Critical success factors to growing fully online distance learning programs*. Boston, MA: Eduventures, Inc.
- Garton, S., & Edge, J. (2012). Why be an online learner in TESOL. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 9-21). New York, NY: Taylor & Francis.
- Gilpin, A. (1997). Cascade training. In I. McGrath (Ed.), *Learning to train* (pp. 185-194): Hemel Hempstead, UK: Prentice Hall.
- Glass, G. V., & Welner, K. G. (2011). *Online K-12 schooling in the U.S.: Uncertain private ventures in need of public regulation*. Retrieved from <http://nepc.colorado.edu/publication/online-k-12-schooling>

-
- Gray, D. E., Ryan, M., & Coulon, A. (2012). The training of teachers and trainers: Innovative practices, skills and competencies in the use of eLearning. *European Journal of Open, Distance and E-Learning*, 1-2. Retrieved from <http://www.eurodl.org/?article=159>
- Greer, J. (1999). "No smiling Madonna": Marion Wharton and the struggle to construct critical pedagogy for the working class, 1914-1917. *College Composition and Communication*, 51, 248-271.
- Hall, D. R., & Knox, J. (2009). Issues in the education of TESOL teachers by distance education. *Distance Education*, 30(1), 63-85.
- Hall, D. R., & Knox, J. S. (2012). Rewards and challenges of online program administration. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 166-171). New York, NY: Taylor & Francis.
- Healey, D. (2007). Theory and research: Autonomy and language learning. In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments: Research, practice, and critical issues* (pp. 377-389). Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.
- 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.
- Healey, D., Hanson-Smith, E., Hubbard, P., Ioannou-Georgiou, S., Kessler, G., & Ware, P. (2011). *TESOL technology standards: Description, implementation, integration*. Alexandria, VA: Teachers of English to Speakers of other Languages, Inc.
- Henri, F. (1991). Distance learning and computer-mediated communication: Interactive, quasi-interactive or monologue? In C'Omalley (Ed.), *Computer conferencing and content analysis* (pp. 145-161). Berlin, Germany: Springer-Verlag.

-
- Higher Education Funding Council for England. (2009). Effective practice in a digital age. Retrieved from http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/effectivepracticdigitalage_textonly.doc
- Ho, C. M. L. (2005). E-lectures in teacher education: Boon or bane? *Asian EFL Journal*, 6. Retrieved from <http://asian-efl-journal.com/teaching-articles/2005/10/05/e-lectures-in-teacher-education-boon-or-bane/>
- Howell, S. L., Williams, P. B., & Lindsay, N. K. (2003). Thirty-two trends affecting distance education: An informed foundation for strategic planning. *Online Journal of Distance Learning Administration*, 6. Retrieved from <http://www.teenet.net/thirtytwotrends.htm>
- Hubbard, P. (2004). Learner training for effective use of CALL. In S. Fotos & C. Browne (Eds.), *New perspectives on CALL for the second language classroom* (pp. 45-67). Mahwah, NJ: Lawrence Erlbaum.
- Hubbard, P. (2008). CALL and the future of language teacher education. *CALICO Journal*, 25(2), 175-188.
- Hubbard, P., & Levy, M. (Eds.). (2006). *Teacher education in CALL*. Amsterdam, The Netherlands: John Benjamins.
- Hurd, S. (2005). Autonomy and the distance language learners. In B. Holmberg, M. Shelley, & C. White (Eds.), *Distance education and languages: Evolution and change* (pp. 1-19). Bristol, UK: Multilingual Matters.
- Jennings, J. C. H. (1995). Virtual language schools: Overcoming the problem of distance in the training of language teachers. In R. Howard & I. McGrath (Eds.), *Distance education for language teachers* (pp. 104-117). Clevedon, UK: Multilingual Matters Ltd.
- Johnston, T. (2012). Stanford for all. *Stanford*, September/October, 49-55.

-
- Kachru, B. B. (1986). *The alchemy of English: The spread, functions and models of non-native Englishes*. Oxford, UK: Pergamon Press.
- Kassen, M. A., Lavine, R. Z., Murphy-Judy, K., & Peters, M. (Eds.). (2007). *Preparing and developing technology-proficient L2 teachers*. San Marcos, TX: The Computer Assisted Language Instruction Consortium.
- Kelly, M., Grenfell, M., Allan, R., Kriza, C., & McEvoy, W. (2004). *European profile for language teacher education: A frame of reference*. Retrieved from http://ec.europa.eu/languages/documents/doc477_en.pdf
- Kern, R. (2006). Perspectives on technology in learning and teaching. *TESOL Quarterly*, 40(1), 183-210.
- Khalsa, D. K. (2012). Creating communities of practice: Active collaboration between students. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 81-92). New York, NY: Taylor & Francis.
- Kirkwood, A. (2001). Shanty towns around the global village? Reducing distance, but widening gaps with ICT. *Education, Communication & Information*, 1(2), 213-228.
- Kirkwood, A., & Joyner, C. (2003). Selecting and using media in teacher education. In B. Robinson & C. Latchem (Eds.), *Teacher education through open and distance learning* (pp. 149-170). London, UK: Routledge Falmer.
- Kirtman, L. (2009). Online versus in-class courses: An examination of differences in learning outcomes. *Issues in Teacher Education*, 18(2), 103-116.
- Kouritzin, S. G. (2002). The personal, practical, and professional rewards of teaching MA-TESOL courses online. *TESOL Quarterly*, 36(4), 621-624.

-
- Lauzon, A. C. (2002). Distance education and diversity: Are they compatible? *The American Journal of Distance Education*, 14(2), 61-70.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate and peripheral participation*. Cambridge, UK: Cambridge University Press.
- Lazar, J., Bessiere, K., Ceaparu, I., Robinson, J. P., & Shneiderman, B. (2003). Help! I'm lost: User frustration in web navigation. *IT & Society*, 1(3), 18-26.
- Leach, R. (1995). Language teacher training by distance learning: Models of delivery. In R. Howard & I. McGrath (Eds.), *Distance education for language teachers* (pp. 35-48). Clevedon, UK: Multilingual Matters Ltd.
- Leakey, J. (2011). *Evaluating computer-assisted language learning: An integrated approach to effectiveness research in CALL*. Oxford, UK: Peter Lang.
- Legg, M., & Knox, J. S. (2012). Reflections on learning TESOL at a distance. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 54-63). New York, NY: Taylor & Francis.
- Marginson, S. (2006). Dynamics of national and global competition in higher education. *Higher Education*, 52(1), 1-39.
- Marginson, S. (2008). Global field and global imagining: Bourdieu and worldwide higher education. *British Journal of Sociology of Education*, 29(3), 303-315.
- Marklein, M. B. (2012, September 12). College may never be the same. *USA Today*, pp. 1A-2A.
- Marriott, R. d. C. V., & Torres, P. L. (2009). *Handbook of research on e-learning methodologies for language acquisition*. Hershey, NY: Information Science Reference.

-
- Massy, J. (2002). Quality and e-learning in Europe: Summary report 2002. Retrieved from <http://www.elearningage.co.uk/home.aspx>
- Matthews-Aydinli, J. (2005). Online professional development for adult ESL educators. Retrieved from http://www.cal.org/caela/esl_resources/briefs/onlinepd.html
- Menezes, V. L. (2003). Feedback in the virtual environment. *PsychNology, 1*, 256-282. Retrieved from http://207.210.83.249/psychology/File/PSYCHNOLOGY_JOURNAL_1_3_MENEZES.pdf
- Mills, S. J., Yanes, M. J., & Casebeer, C. M. (2009). Perceptions of distance learning among faculty of a college of education. *Journal of Online Learning and Teaching, 5*(1), 10-28.
- Moore, J. C. (2005). *The Sloan Consortium quality framework and the five pillars*. Retrieved from <http://sloanconsortium.org/publications/books/qualityframework.pdf>
- Murray, D. E. (2007). Creating a technology-rich English language learning environment. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (Vol. II, pp. 747-762). New York, NY: Springer.
- Murray, D. E. (2008). From marginalisation to transformation: How ICT is being used in ESL learning today. *International Journal of Pedagogies and Learning, 4*(5), 20-35.
- Murray, D. E., & Christison, M. A. (2011). *What English language teachers need to know: Facilitating learning* (Vol. II). New York, NY: Routledge.
- Nielsen, J. (1999a). *Designing web usability: The practice of simplicity*. Indianapolis, IN: New Riders Publishing.
- Nielsen, J. (1999b). When bad design elements become standard. Retrieved from <http://www.useit.com/alertbox/991114.html>

Nunan, D. (2002). Teaching MA-TESOL courses online: Challenges and rewards. *TESOL Quarterly*, 36(4), 617-620.

Nutta, J. W. (2001). Making distance learning dynamic: The evolution of the TelESOL web-based teacher education program. In L. E. Henrichsen (Ed.), *Distance-learning programs* (pp. 97-112). Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

OECD. (2005). *E-learning in tertiary education: Where do we stand?* Paris, France: OECD.

OECD. (2008, January). Cross-border higher education and development. Retrieved from <http://www.oecd.org/dataoecd/24/48/39997378.pdf>

Oxford, R., & Jung, S. (2007). National guidelines for technology integration in TESOL programs: Factors affecting (non) implementation. In M. A. Kassen, R. Lavine, K. Murphy-Judy, & M. Peters (Eds.), *Preparing and developing technology-proficient L2 teachers* (pp. 51-66). San Marcos, TX: The Computer Assisted Language Instruction Consortium.

Parker, N. K. (2008). The quality dilemma in online education revisited. In T. Anderson (Ed.), *The theory and practice of online learning* (pp. 305-341). Edmonton, AB: AU Press, Athabasca University.

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.

Perreton, H., Robinson, B., & Creed, C. (2001). *Teacher education through distance learning: Technology, curriculum, evaluation, cost*. Paris, France: UNESCO.

Prabhu, N. S. (1987). *Second language pedagogy*. Oxford, UK: Oxford University Press.

-
- Prescott, D. L. (2010). Online English language teacher training courses: Quality and innovation. *EA Journal*, 26(1), 4-40.
- Public Broadcasting Service. (2012). Online public schools gain popularity, but quality questions persist. Retrieved from http://www.pbs.org/newshour/bb/education/jan-june12/cyberschools_02-23.html
- Riverin, S., & Stacey, E. (2008). Sustaining an online community of practice: A case study. *Journal of Distance Education*, 22(2), 45-58.
- Robb, T. (2006). Helping teachers help themselves. In P. Hubbard & M. Levy (Eds.), *Teacher education in CALL* (pp. 336-347). Amsterdam, The Netherlands: John Benjamins.
- Robertshaw, M. (n.d.). Virtual institutions in East and Southeast Asia. Retrieved from <http://www.col.org/SiteCollectionDocuments/chapter9.pdf>
- Robinson, B. (2003). Evaluation, research and quality. In B. Robinson & C. Latchem (Eds.), *Teacher education through open and distance learning* (pp. 193-211). London, UK: Routledge Falmer.
- Robinson, B., & Latchem, C. (Eds.). (2003). *Teacher education through open and distance learning*. London, UK: Routledge.
- Roessingh, H., & Johnson, C. (2006). Online teaching and learning in TESL professional development. *Quarterly Review of Distance Education*, 6(2), 107-115.
- Ros i Solé, C., & Truman, M. (2005). Feedback in distance language learning: Current practices and new directions. In B. Holmberg, M. Shelley & C. White (Eds.), *Distance education and languages: Evolution and change* (pp. 72-91). Bristol, UK: Multilingual Matters.
- Rovai, A. P. (2002). Building sense of community at a distance. *The International Review of Research in Open and Distance Education*.

Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/79/152>

Rye, S. A., & Støkken, A. M. (2012). The implications of the local context in global virtual education. *The International Review of Research in Open and Distance Education*, 13, 191-206. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1010>

Schramm, A. (2005). Making online students connect: Ethnographic strategies for developing online learning experiences. In B. Holmberg, M. Shelley, & C. White (Eds.), *Distance education and languages, evolution and change* (pp. 230-241). Bristol, UK: Multilingual Matters.

Schwienhorst, K. (2003). Learner autonomy and tandem learning: Putting principles into practice in synchronous and asynchronous telecommunications environments. *Computer Assisted Language Learning*, 16(5), 427-443.

Shepherd, C. (2003). E-learning's greatest hits. Retrieved from <http://www.fastrak-consulting.co.uk/tactix/Features/etrainer.htm>

Shin, J. K., & Bickel, B. (2012). Building an online community of inquiry with participant-moderated discussions. In L. England (Ed.), *Online language teacher education: TESOL perspectives* (pp. 102-121). New York, NY: Francis & Taylor.

Spool, J. M., Scanlon, T., Schroeder, W., Snyder, C., & DeAngelo, T. (1999). *Web site usability: A designer's guide*. San Francisco, CA: Morgan Kaufman Publishers.

Taylor, R. P. (1980). *The computer in the school: Tutor, tool, tutee*. New York, NY: Teacher's College Press.

The National Education Association. (2000). A survey of traditional and distance learning higher education members. Retrieved from <http://www.nea.org/assets/docs/HE/dlstudy.pdf>

-
- The Sloan Consortium. (2005). Growing by degrees: Online education in the United States, 2005. Retrieved from http://sloanconsortium.org/sites/default/files/growing_by_degrees_1.pdf
- Toyoda, E. (2001). Exercise of learner autonomy in project-oriented CALL. *CALL-EJ Online*. Retrieved from <http://callej.org/journal/2-2/toyoda.html>
- Trentin, G. (2010). *Networked collaborative learning: Social interaction and active learning*. Oxford, UK: Chandos Publishing.
- Vrasidas, C., & Zembylas, M. (2004). Online professional development: Lessons from the field. *Education and Training*, 46(6/7), 326-334.
- Walz, J. (2001). Reading hypertext: Lower level processes. *The Canadian Modern Language Review*, 57(3), 475-494.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York, NY: Cambridge University Press.

Photo Credits

Images provided by Shutterstock.com,
including work by the following artists:

Arind Anbanerjee, Dimitry Berkut, Hung Chung Chih, Christian De Araujo, Steve Estvanik, Paul Prescott, LittleNY, Spirit of America, Shawn Talbot, Pal Teravagimov, Ken Wolter

Appendix A: Institutions Contacted

Non-universities

- Alaya International Training Academy of Languages and Training
- Anglo Centres TEFL
- Bell Schools
- City School of Languages
- Colchester Institute
- EBC
- Edenz Colleges
- ELL-U (National Adult English Language Learning Professional Development Network)
- English Language Centres
- Global TESOL College
- Great Minds
- Harvest Christian International School
- Instituto Guatemalteco Americano
- International House
- International Teacher Training Organization
- International Training Network
- ISIS TEFL
- LinguaEdge
- London Teacher Training College
- Omnicom School of Languages
- On-TEFL Coventry House
- Open Doors International Language Schools
- Oxford TEFL
- Pearson International
- The Consultants-e
- The English Training Centre
- The Language Centre
- Star-TEFL
- St. George International
- Study Abroad Canada Language Institute
- Teachers in Latin America
- Teaching English in Italy
- Teach Travel Asia
- TEFL Institute
- TEFL International

- TEFL online (Bridge Linguattec TEFL)
- TEFL Training College
- TESOL International
- TESOL Training Scotland
- tli School of English, Edinburgh
- Training Link Online
- VIA Training Centre
- Vitukno

Universities

- Acadia University
- Alliant International University
- American College of Education
- Anaheim University
- Anglia Ruskin University
- Arizona State University
- Aston University
- Athabasca University/Tele-University of Quebec
- Azusa Pacific University
- Brandman University
- Brigham Young University, Idaho
- California State University San Bernardino
- California University of Pennsylvania
- Chiang Mai University
- College of the Rockies
- Colorado State University Global Campus
- Cornerstone University
- Curtin University
- Darlana University
- Deakin University
- Dominican University
- Drexel University
- Dublin City University
- Edith Cowan University
- Emporia State University

-
- Georgetown Centre for Language Education and Development
 - Georgia Southern University
 - Grand Canyon University
 - Greenville College
 - Griffith University
 - Gu Online Language Teacher Education
 - Hellenic Open University
 - Higher Colleges of Technology
 - Indiana University
 - Iowa State University
 - Jones International University
 - Lesley University
 - Macquarie University
 - Manchester University
 - Marshall University Appalachians Abroad Teach in China
 - Massey University
 - Mercy College
 - Monterey Institute of International Studies
 - Mount Royal University
 - Nanyang Technological University
 - National Louis University
 - National University of Ireland
 - New School University
 - Newman University
 - North Central University
 - Notting Hills College/Pebbles University
 - Olivet Nazarene University
 - Open University of Israel
 - Open University, UK
 - Purdue University
 - Salem State University
 - Sheffield Hallam University
 - Shenandoah University
 - St. Cloud State University
 - St. Michael's College
 - Teacher Education Institute
 - The Pennsylvania State University
 - Trinity Western University
 - Universidad Albert Hurtado
 - Universidad de Jaen
 - University of Auckland
 - University of Birmingham
 - University of Calgary
 - University of Cincinnati
 - University of Florida
 - University of Illinois
 - University of Leicester
 - University of London, Institute of Education
 - University of Maryland Baltimore County
 - University of Newcastle
 - University of New England
 - University of North Carolina Wilmington
 - University of North Dakota
 - University of Northern Colorado
 - University of Nottingham
 - University of Oregon
 - University of Reading
 - University of Saskatchewan
 - University of South Florida
 - University of Southern California
 - University of Southern Queensland
 - University of Sunderland
 - University of Tasmania
 - University of Texas
 - University of Toronto
 - University of Utah
 - University of Wollongong
 - University of York
 - Vancouver Community College
 - Victoria University
 - Waikato University
 - Washington State University



The International Research Foundation
for English Language Education

About TIRF

Formed in June 1998, The International Research Foundation for English Language Education (TIRF) is committed to developing knowledge about English language learning and teaching in various settings through a coherent program of research, dissemination, and networking. TIRF's Board of Trustees, which serves on a voluntary basis, is drawn from academia, publishing, business, and government. TIRF raises funds entirely from charitable donations. To date, TIRF has awarded monies to fund 65 research projects involving 84 researchers from around the world.



Download the full, interactive PDF of the TIRF report "A Case For Online English Language Teacher Education" at:
www.tirfonline.org

© 2013 The International Research Foundation
for English Language Education