The International Research Foundation
for English Language Education

Title of Project:
An Exploration of English Language Teacher Educators'
Beliefs and Practices in Relation to 21st-Century Technologies

Researcher:
Ksan Rubadeau
Durham University
ksanrubadeau@korea.ac.kr

Research Supervisor:
Alan Gleaves
Durham University
alan.walkergleaves@durham.ac.uk

Ksan Rubadeau

Project Summary:

Twenty-first century technologies have emerged as a powerful tool in the pre-service training of ESOL teacher candidates. Yet while much research has focused on ascertaining the technology-related beliefs of learners, trainees, administrators and governments, one key group of ELT stakeholders has gone largely understudied: teacher educators. This qualitative instrumental multiple-case study aims to help fill this gap in the literature by investigating factors that influence teacher educators' beliefs about the integration of 21st-century technologies into their practice. The specific focus is on the perceptions and practices of five native-English speaking ESOL teacher educators at a TESOL training program run by a South Korean university.

Three strands of research frame this study: theories about educators' cognitions and beliefs (especially within the areas of TESOL and teacher education), concepts about perceptions toward the integration of technologies into teaching, and theories about teacher educators' roles. To enable a deep understanding and thick description of the five cases and the program setting, data collected over twenty weeks include four rounds of interviews and two sets of classroom observations for each of the five main participants, interviews with program administrators, written reflections from participants, researcher field notes, and extensive document review. Data are coded using King's (2004) template analysis method and analyzed thematically. The goal is to determine 1) the nature of ESOL teacher educators' beliefs in relation to the pedagogical purposes and efficacies of 21st-century technologies, 2) how ESOL teacher educators' integrate technologies into their practice, and 3) the factors influencing these decisions.