LANGUAGE TEACHER EDUCATION IN *SYSTEM*

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KEY TERMS

Professional development

Professional development refers to the courses teachers attend or activities teachers do to develop and improve their teaching skills to better meet the needs of learners

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

- What are the main differences and similarities between native teachers and non-native teachers?

- How can teachers improve their teaching skills?

- How can teacher training courses be more effective for teachers?

WHAT DOES IT FIND?

- Teachers' linguistic ability has an effect on how different teachers teach

- Native and non-native teachers have different strengths and weaknesses

- Native teachers can motivate learners' interactions

- Both native and non-native teachers have resources to enhance learning

- It is normal for teachers to consider themselves as intercultural promoters as they help learners appreciate different cultures in the process of language teaching

- Reflection and collaborative learning are the most effective practices to help teachers grow their pedagogical skills

- Some concerns are common between both experienced and less experienced teachers, including, **1)** teachers' self-concept, **2)** attitudes, **3)** teaching strategies, **4)** materials used, and **5)** expectations

- Novice teachers need clear, explicit feedback, while experienced teachers need more frequent positive feedback

- Product-oriented approach does not specifically help develop teacher autonomy

- Problem-based approach encourages teachers to share their teaching experience and insights

- Teacher professional development is a challenging area because language teachers' cognition is influenced by contextual conditions

WHAT EVIDENCE IS SUMMARISED?

Findings from **147** studies published in the journal, *System*, up to 2018

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teacher educators should support teachers with different professional development needs

- Teacher educators should consider teachers' identities in order to engage both pre-service and in-service teachers in professional development programs

- Young teachers need more emotional support and care

- Language educators need to provide teachers with analytical and critical skills to help them with their reflections

- Teacher educators should create communities for language teachers to reduce anxiety and create a safe place for reflection