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| ***Research Project***  ***Summary*** | ***Pre-service Teachers’ Transformative Learning Experiences in an Introductory Linguistics Course*** |
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**This study will be conducted in three undergraduate courses titled “Linguistics for Teachers” in the Teaching, Learning and Sociocultural studies (TLS) Department at the Univeristy of Arizona in 2021-22.**

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| **Research Goals**  This research study has three goals:   1. to identify the learning experiences that lead to transformations in preservice teachers' perspectives on a variety of topics related to language, culture, and English learners (EL) education in diverse school contexts. 2. to identify the learning activities reported by the preservice teachers that lead to perspective transformations. 3. to understand how classroom instruction shifts their perspectives. | **Research Questions**  This study will address three research questions:   1. What does transformative learning look like in an introductory linguistics course for preservice teachers? 2. Which learning activities contribute to transformative learning? 3. How does an introductory linguistics course that focuses on language (acquisition, ways of speaking, cultural connections, etc.) prepare pre-service teachers to work with English language learners? |
| **Theoretical background**  With the influx of ELs in the U.S. content classrooms, teachers not only need to know their subjects well, but also learn how to understand the EL population and their language and literacy needs. Johnson’s (2006) seminal article about the social turn in teacher education highlights reflection in teacher education programs as a method of learning more about the ELs and EL education. Also known as the reflective teaching movement, this perspective values teachers’ ways of knowing and lived experiences in and out of classroom settings. At the same time, a reflective pre-service teacher is positioned as a learner who learns and makes sense of the students, curriculum, policies etc. By considering the role of language, culture, and teacher power, a reflective teacher also starts to develop substantive understandings of educational contexts by asking questions, such as who benefits from particular teaching practices. Pre-service teachers can encounter learning experiences that shift their perspectives on different educational issues during their teacher education process. Mezirow (2009) calls these shifting perspectives and experiences “transformative.” In Mezirow’s Transformative Learning Theory (TLT), learners often experience a catalytic or disorienting dilemma that prompts them to recognize their current worldviews or frames of references that later transform as an outcome of reflective and critical learning experiences. Mezirow’s (1978) theory of learning suggests ten non-linear phases of learning that usually start with disorientation. As learners investigate other possible perspectives in reflective learning experiences, they might discover that some of their thoughts and perspectives are no longer reliable. The transformative experience is observed in such processes that liberate learners from unreliable perspectives (Mezirow, 2000). | |
| **Methodology**  This study will employ a mixed methods research design (Creswell & Creswell, 2018; Fetters, Cury, & Creswell). Qualitative and quantitative data will be analyzed in depth.  **Data collection**  *Qualitative data* will be collected through classroom observations, an audio recorded interviews as well as classroom artifacts (e.g., reflective discussions, art-based materials).  *Quantitative data* will be collected through the Learning Activities Survey (LAS) adapted from the original version (King, 1998, 2009). | **Outcomes**   * This study is expected to unpack the classroom learning activities that make perspective transformations. In-depth discussions and interviews with participants will also provide further details on how those perspective transformations happened. * Based on the findings of this research, curricular decisions will be made and teaching practices will be reconsidered for effective pre-service teacher education.   **Significance**   * This project will contribute to teacher education research. It will provide insights into the impacts of this course on developing pre-service teachers. Therefore, this study will generate data that might be useful for instructional policies as well. |
| **References**   * Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications. * Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs—principles and practices. *Health services research*, *48*(2134-2156), 2134-2156. * Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, *40*(1), 235. * Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress. The Jossey-Bass Higher and Adult Education Series*. Jossey-Bass. * Mezirow, J. (2009). Transformative learning: theory to practice. *New Directions for Adult and Continuing Education*, 74. * Mezirow, J., & Marsick, V. (1978). Education for Perspective Transformation. Women's Re-entry Programs in Community Colleges. | |