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Beliefs of Recent Second Language Teacher Education (SLTE) Program Graduates Regarding Linguistic Diversity as a Professional Responsibility

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BELIEFS OF RECENT SECOND LANGUAGE TEACHER EDUCATION (SLTE)
PROGRAM GRADUATES REGARDING LINGUISTIC DIVERSITY AS A
PROFESSIONAL RESPONSIBILITY

by

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A dissertation presented to the Doctoral Department
and College of Education, George Fox University
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July 27, 2017



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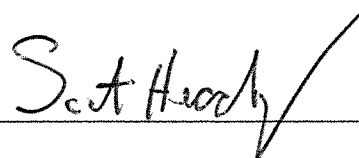
“BELIEFS OF RECENT SECOND LANGUAGE TEACHER EDUCATION (SLTE) PROGRAM GRADUATES REGARDING LINGUISTIC DIVERSITY AS A PROFESSIONAL RESPONSIBILITY,” a Doctoral research project prepared by DARREN C. GORDON in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership.

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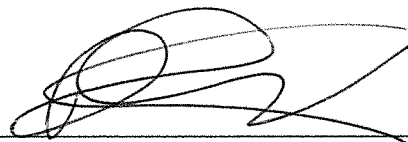
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ABSTRACT

This research seeks to understand the beliefs of recent second language teacher education (SLTE) program graduates concerning the relationship between the English language teaching (ELT) profession and linguistic diversity. This relationship is explored within the context of professional responsibilities, and, more specifically, whether research participants consider ELT to have a professional responsibility to sustain linguistic diversity. Recent SLTE graduates comprise one sector of ELT from which to gauge the degree to which a professional responsibility is embraced within ELT endeavors to sustain linguistic diversity, in addition to the central aim of increasing the language proficiency of English learners. Any development within ELT for recognizing a relationship between language teaching and linguistic diversity should be evidenced both through expressed beliefs about a professional responsibility as well as identified connections to the teaching practices of professionals. SLTE programs are significant conveyors of ELT philosophy and practices, preparing English language teachers. Therefore, interviews with recent SLTE program graduates were conducted and analyzed to determine the beliefs concerning the role of the ELT profession in relation to linguistic diversity, including the teaching practices which reflect those expressed beliefs. In addition, an examination of how participants describe the role of their SLTE program in shaping their beliefs and teaching practices will also contribute to understanding any potential professional responsibility accepted and practiced by ELT in sustaining linguistic diversity.

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CHAPTER 1

INTRODUCTION

... to the extent that English encroaches on domains of use which were previously the preserve of other languages, its spread poses a threat to linguistic diversity. Whatever materialistic advantages English might seem to offer (and these may sometimes be an illusion), its acquisition could be at considerable socio-cultural cost. . . English is implicated in globalization as both cause and effect, for good or ill, and this clearly raises issues of an ethical and political kind about pedagogic responsibility that cannot, or should not, simply be ignored. ELT has, in this sense, lost its innocence. (Widdowson, 2004, 361-362)

English language teaching (ELT) has grown extensively as a profession across the world over the past century. Although the spread of English prior to the growth of ELT was primarily the result of the extension of the British empire through colonialization, it has produced an existing context in which English has become the global language of a globalized world (Crystal, 2003). There are various features of ELT which would support its consideration as a profession, such as the existence of an international association (TESOL International) and many other national, regional, and local associations, numerous academic journals dedicated to ELT issues, and graduate programs awarding terminal degrees. Even though there are ideological tensions and a diversity of approaches to professional concerns, there remains a significant community of practice which connects and validates ELT as a profession (Canagarajah, 2016). Over twenty years ago, Wharton (1995) described the growth and changes in ELT as the process of professionalization, connected to discourse communities both locally and globally. However, one area of the professionalization of ELT that has received less attention is the concept of professional responsibility.

Mitchell and Ream (2015), in the context of the professions of education and medicine, provide a definition of professionalism as the “acceptance of professional responsibility for student and patient outcomes” (p. 2). The development and internalization of this professional

responsibility, leading to its eventual practice, is particularly important within the training of professionals. Therefore, the education of English language teachers, if ELT is to be viewed as a profession, must include a developed understanding of professional responsibility, both within its core theoretical content and applied practices as well as every implication of its content and practices. The professional work of ELT must necessarily incorporate interpersonal, social, and fiduciary responsibility (p. 5). This means that both the knowledge and practices considered within ELT need to be informed by a professional ethic which assumes a responsibility to the learners and communities it serves.

Professional ethics thus falls within the subject matter of a “politics” in the classical sense of an inquiry into the just and worthy forms of the common life. An adequate conception of professional ethics must therefore move from the questions of individual meaning and responsibility to include consideration of social and institutional contexts within which these arise. It must encompass the actual functioning of those contexts, seeking to make sense of the dynamics of these social situations so as to deliberate about how to respond to them in ways that are consistent with the profession’s declared ethical purposes (Sullivan, 2015, p. 61-62).

For ELT to fully realize the process of professionalization, it must develop more specifically this important component of professional responsibilities, rather than to maintain a narrow conception of the language teacher as simply a technical expert.

Within the historical context of ELT, it is helpful to recognize when a lack of professional responsibility has led to unintended consequences and a violation of professional ethics if a particular set of responsibilities had been adopted as part of ELT professionalization. Though it is prior to the perceived origin of the current conception of ELT, it is important to note

that within education, the teaching of English in the North American context reveals a significant amount of malpractice with respect to the flourishing and well-being of its learners. Considering the Indigenous nations and the impact of language policies and practices of education, devastating culture and language loss has been described in great detail and with grave consequences (e.g. McCarty, Romero, & Zepeda, 2006). The estimate of languages spoken in North American at the time of European contact ranges from 300 to 600 (Yamamoto, 2007). Using the estimate of 300, roughly 38% of these languages have become extinct since the late 15th century, and only 20% of those that are still spoken are being learned by children in the home (Campbell, 2000). Although there are numerous factors contributing to language shift, endangerment, and death of the many Indigenous languages in the US and Canada, education has had a significant role (Adams, 1995, King, 2001; Reyhner, 2006; Wyman, 2012). McCarty (2008) asserts that a strict English-only policy in the education of American Indians was the “primary mechanism” of assimilationist policies. Boarding schools in the US and residential schools in Canada have had a lengthy history, well into the 1980s, with a devastating policy prohibiting the use of Indigenous languages and often resulting in punitive measures if violated (McCarty, 2008; Reyhner & Eder, 2004).

As Widdowson (2004) contends in the quote opening the introduction, the English language has been implicated in the vitality of languages around the world in relation to the growing concern for decreasing language diversity (Anderson, 2011; Romaine, 2006). Although education language policies and practices have largely been orientated toward subtractive and deficit approaches, there are stories of hope and reclamation for various languages that have been greatly devalued by the social institution of education, leading to their endangerment (e.g. Hermes, Bang, & Marin, 2012; Hornberger, De Korne, & Weinberg, 2016; Johnson, 2012).

There are even stories of language teaching which intentionally works to undo the negative historical past and situates the program within the efforts of the reconciliation between Indigenous peoples and settlers (Sterzuk & Fayant, 2016). Viewed in these ways, the position of language within educational contexts has great power either to be detrimental or empowering toward the linguistic landscape, locally and globally.

The pedagogic responsibility within the profession ELT regarding its impact on linguistic diversity is one particular aspect of professional responsibility which calls for further investigation. This responsibility expects that ELT should not limit its gaze merely to the successful development of English language competencies of its students, but that it should give attention to the effects of its approach within each linguistic context, whether it endangers the linguistic diversity of the teaching context or provides space for sustaining multilingualism (Skutnabb-Kangas, 2009b). Attention to this responsibility is not new in ELT. It has been twenty-five years since Phillipson's (1992) critical assessment of ELT as a prominent proponent of a distinct type of imperialism, linguistic imperialism. Although the linguistic landscape of the world and each particular region and locale is complex and constantly changing, one principal characteristic of this landscape is the hierarchical nature of the relationships between languages. Within this global linguistic landscape, English, though not alone in this reality, is responsible for a great amount of language displacements (language shift) and language replacements (language death). In Phillipson's seminal work, he characterizes the practice of ELT as anglocentric and with a monolingual orientation which results in the devaluing of other languages and the dominance of English, or a subtractive approach to multilingualism rather than an additive approach (p. 306). In the years since this depiction, Phillipson has found no reason to diminish the severity of this assessment of ELT, but rather asserts that those involved in ELT

have simply taken “over where colonial education left off” through the continuation of practices that produce and foster an inequitable language hierarchy (2009, p. 32 & 16).

Evidence of the imperialist characteristics within ELT have been well documented over the past twenty-five years, along with efforts to work against this history (e.g. Canagarajah, 1999; Pennycook, 1998). A range of significant issues have emerged which seek to inform the ELT profession in this regard, including:

- negative effects of globalization (Coluzzi, 2012; Kumaravadivelu, 2006)
- the teacher as a moral agent (Crookes, 2009; Johnston, 2003)
- a native-speaker bias (Brutt-Griffler & Samimy, 1999; Choi, 2016; Cioè-Peña, Moore, & Rojo, 2016; Kumaravadivelu, 2016; Rudolph, Selvi, & Yazan, 2015)
- western-dominated curriculum (Barnawi & Phan, 2015; Forman, 2014; Song, 2013)
- decolonizing ELT practices (Motha, 2014; Rubdy, 2015; Shin, 2006)
- challenging the monolithic view of language (Mahboob & Barratt, 2014; Makoni & Pennycook, 2006; Saraceni, 2009, 2010)
- racial inequalities (Faez, 2012; Kubota & Lin, 2009; Lee, 2011, 2015)
- challenges of English in fostering international communication (Kubota, 2016a)
- commodification of language (Park, 2016; Piller, Takahashi, & Watanabe, 2010; Kogar, 2014)
- the misconception that learning English always comes with benefits (Henry, 2016; Jakubiak, 2016; Park, 2011; Shin, 2016)
- challenges to the monolingual approach to language teaching (Gallagher & Colohan, 2014; Ndhlovu, 2015)

- and connecting language policies with linguistic rights and justice (May, 2014a, 2015a, 2015b; Samuelson & Freedman, 2010).

These and other professional, ethical, and moral concerns which inform the pedagogical responsibilities for ELT have emerged within the past three decades in what is referred to as the multilingual turn (May, 2014b). This multilingual turn references a significant shift in focus and research toward the learners of English as multilingual speakers as opposed to an understanding of language development from the perspective of a monolingual, native speaker norm.

Additionally, amid these appeals from the multilingual turn for professional reflection and transformation in ELT, there are voices that contend that disparities may remain within neoliberal analyses and require a deeper and more thorough examination (e.g. Flores, 2013, Shin & Park, 2016). For example, Kubota (2016b) draws attention to the danger of a superficial reconceptualization of monolingualism into a type of multiculturalism that is still imbued with privilege and inherent inequalities.

In response to the multilingual turn, an important question to consider is whether language teachers hold a professional responsibility which embraces the value and vitality of all languages and seeks to actively and intentionally develop teaching practices which foster multilingualism. Additionally, it is important to discern the effectiveness of second language teacher education (SLTE) programs in shaping the beliefs, attitudes, and connected practices which prepare preservice teachers to engage this profession responsibility, beginning in conceptual and ideological ways and then in transferring this professional responsibility into pedagogical practices. Discovering how recent SLTE graduate articulate their beliefs and consider teaching practices that relate to their preparedness intended to support multilingualism should reveal important themes in SLTE programs.

For example, Wiltse (2011), in looking back after some experience in language teaching, identifies a lack of awareness and preparedness for engaging within her linguistic context in responsible ways and connects this to training deficiencies: “Unfortunately, I learned neither about dialect in general nor about Indian English in particular during the teacher preparation program I took at the University of Victoria. Until I began to teach in a cross-cultural context, I had no idea how ill prepared I was for the position I had accepted” (p. 56). Even with changes to pedagogical practices related to the conception of language and language learning processes and contexts, there are indications that SLTE programs continue to approach language teaching in ways that fail to disrupt an English-centric belief, attitude, and orientation found in the language teaching of linguistic imperialism. Therefore, further exploring the beliefs and attitudes of recent SLTE graduates, along with associated teaching practices, will provide insight into potential weaknesses and strengths of SLTE to shape and prepare language teachers for exercising a professional responsibility which more truly and authentically liberates ELT from its imperialistic history as a threat to linguistic diversity.

Statement of the Problem

The purpose of this study was to investigate the beliefs and attitudes of recent SLTE graduates concerning professional responsibilities within ELT, and especially a responsibility to sustain linguistic diversity. Through personal interviews, I explored the beliefs and attitudes that recent SLTE graduates expressed as being a part of their identity as an English language teacher regarding their role in relation to expressed responsibilities toward linguistic diversity. The findings of this inquiry revealed a number of important issues pertaining to second language teacher education (SLTE) programs, to the profession of ELT, and to the ways in which SLTE is

perceived in shaping beliefs and teaching practices which support multilingualism in addition to English language development.

Research Questions

In order to gain a deeper understanding of the nature of recent SLTE graduates' beliefs and attitudes associated with a responsibility toward linguistic diversity, a set of guiding research questions were developed to give parameters to the interviews while still allowing for even greater specificity and elaboration by the participants as to the information that is most important for them to communicate. The following questions were used to direct the kinds of interview questions posed and the analysis of the interviews themselves:

Research Question #1

What are the participant's expressed beliefs and attitudes regarding the relationship between English language teaching and linguistic diversity?

Research Question #2

What teaching practices are identified by the participant as sustaining linguistic diversity?

Research Question #3

What aspects of the SLTE program does the participant identify as shaping beliefs, attitudes, and practices connected to a professional responsibility for linguistic diversity?

Definition of Key Terms

ELT and TESOL:

English language teaching (ELT) is a term that is used to inclusively describe English teachers regardless of context. It originated in 1946 as the title of a new journal by the

British Council, though it was never adopted officially by the teaching association, which has been described as a missed opportunity (Howatt & Widdowson, 2004). Teaching English to speakers of other language (TESOL) also is an attempt to be inclusive of different teaching situations, specifically those attempting to define situations when English is taught to learners in an English-speaking context, referred to as English as a second language (ESL), or when English is considered a foreign language within the teaching context, referred to as English as a foreign language (EFL). It was first used in an official capacity in 1966 in the founding of the TESOL association, now TESOL International Association (Liu & Berger, 2015). Because these terms originate in different countries, they tend to be used to a greater degree in their respective contexts. However, there is also a preference for ELT to be used when speaking of the profession of English language teaching worldwide and for TESOL to be used for speaking of teacher education. This will be the pattern followed for the use of these terms.

Language endangerment

Language endangerment describes the situation of languages that have undergone a significant shift toward using another language exclusively, placing the continuation of their language as risk, resulting in language death if not countered with intentional actions (Crystal, 2000; Filipović & Pütz, 2016; Thomason, 2015). This process is often not by conscious choice but the result of various forms of (forced or coercive) assimilation demands and competitive frameworks within colonial, neocolonial, or globalizing processes (Anderson, 2011).

Linguistic equality:

Linguistic equality does have a legal sense related to nations determining the degree of linguistic rights languages are given within their jurisdiction (Phillipson & Skutnabb-Kangas, 1994). However, the usage here refers to the value individuals have for the equal treatment of language users as opposed to an inequitable treatment based on particular languages being superior to others as a result of prejudice, the number of language users, or to its perceived developmental status. A strong belief in linguistic equality esteems the vitality of all languages and desires the mutual thriving of language communities, leading to multilingualism when there are more than two languages within a particular context.

Multilingual turn:

The multilingual turn refers to a significant shift in understanding language, language development, and language use based on multilingual speakers as the normative lens (May, 2014b). Replacing the monolingual speaker with the multilingual speaker as the subject by which language issues are understood has resulted in a paradigmatic shift in language ideology and conceptions of language development for learners, with important implications for ELT policies and practices (May, 2014a).

Multilingualism:

Multilingualism is used to refer to a particular societal context in which two or more languages are used in various language use domains. Sustaining multilingualism seeks to enable the vitality of each language within this particular context.

Plurilingual:

Plurilingual describes the situation of individual language user's linguistic competency (Coste, Moore, & Zarate, 1997; Moore & Gajo, 2009). When a language user has an

increased linguistic repertoire, utilizing several languages in daily interaction, that person is said to be plurilingual or to have developed plurilingual competence. Plurilingual competence is qualitatively different than what is observed for a speaker with monolingual competence.

Second language teacher education (SLTE) program:

Although language teaching has existed for a long time in many different forms and contexts, training for English language teachers within ELT today has a relatively recent beginning, generally identified as beginning in the 1960s (Burns & Richards, 2009). As such, the professional training of English language teachers is conducted in programs that have come to be referred to collectively as second language teacher education (SLTE) programs, preparing teachers for teaching English as a second language (ESL) or as a foreign language (EFL). As mentioned above, specific programs will also be referred to as a TESOL program.

Teacher cognition:

Teacher cognition is concerned with the mental lives of teachers, particularly the beliefs and knowledge that influence classroom decision-making in teachers' practices. What teachers think, know, and believe are encapsulated in the concepts of practical knowledge, pedagogic knowledge, and beliefs (Borg, 2006).

Limitations and Delimitations

This study involved interviews with recent SLTE graduates concerning their beliefs, attitudes, and connected practices as they consider their role and function as English language teachers in relation to linguistic diversity. As such, the interviews will reveal degrees to which

their beliefs and attitudes adopt a professional responsibility to sustain linguistic diversity and the ways in which the TESOL program has helped to shape their posture. Although the results shared from the analysis of the interviews will be specific to the SLTE programs where these recent graduates have studied and to their own identity formation and background which contributes to their perceptions and beliefs, it is recognized that a primary limitation of this study is the inability to relate these findings to all recent SLTE graduates or to generalize the results into a type of framework for understanding all SLTE programs.

Additionally, though the small sample size in comparison to a survey can clearly be viewed as a limitation, it is anticipated that it will allow for a much more meaningful and thorough inquiry of the recent SLTE graduates' observations as future teachers and upon the formative aspects of their education. If this study was conducted utilizing a survey or another method of gathering information, though larger trends might be revealed, the kinds of details and themes that emerge from these interviews are considered invaluable for a deep and rich understanding of how recent SLTE graduates express their beliefs and grapple with professional ethics in a personal and informal setting.

While the limitations allow for greater depth in its investigation without the ability to generalize the findings, there are also several delimitations that are important to note. The focus of this study is limited to recent graduates from SLTE programs, having completed their program within the past two years. Additionally, the number of recent SLTE graduates (13) who were interviewed, as well as the fact that only recent SLTE graduates from Canada (three provinces) were interviewed, are delimitations. Since the recent SLTE graduates come from various types of programs, some similarities and contrasts can be considered.

Bracketing

As the principal researcher for this study, it must be acknowledged that I am a professional within an SLTE program. I realize that this has both the potential to prevent me from seeing and hearing critiques on my own profession while it also allows me to understand the context in ways that someone from outside the profession could not. This is a challenge for me to engage in this research simultaneously in both emic and etic ways. However, previous to work in SLTE, I also have experience in language development among marginalized language communities. This reality often causes me to feel conflicted in the ELT world as one who recognizes the perceived value of engaging in the international community with learning English, while at the same time believing very strongly that language teaching should always involve an equitable relationship, including the mutuality of learning and teaching between language communities and the need for those who come from a place of power and privilege to intentionally, authentically, and appropriately relinquish this power and privilege. I am grateful for the opportunities to learn language from those with time and patience to teach me—Tagalog, Bahasa Indonesia, Thai, Lao, Khamet, Cree, and I hope additional languages from future neighbors. Given this personal reality, I believe that this professional tension will become a benefit to this research rather than a hindrance.

Additionally, although some of the recent graduates participating in the research have completed their SLTE training in the program in which I am currently teaching. However, none of these participants have ever been my student. Because of this, I believe that there is no conflict of interest or adverse influence from the common relationship to one particular SLTE program. With every participant, it was my intent for the interviews to generate an honest and penetrating conversation about their beliefs and professional responsibility, relating as colleagues

in this profession. Finally, I was diligent and intentional in eliciting feedback from my committee chair for the refinement of my research and interview questions.

Role of the Researcher and Potential Contributions of the Research

As described above, this research emerges out of a tension between previous professional experience working with language development efforts among marginalized language communities and now working within a profession with a history that has arguably had one of the most significant impacts on decreased linguistic diversity. As a way of contending with this tension, this study is viewed in part to investigate places where redemptive work may yet be forged. Rather than carrying on as business as usual, I believe that every profession has the opportunity to be critical of its own practices and aim toward transforming those practices whenever needed and necessary for being responsible in all of the consequences of its functioning.

An added dimension to this professional tension is the realization that as both a descendent of settlers and a person of the Christian faith, the histories of both of these heritages are implicated in actions that have caused devastation to the lives, land, cultures, and languages of Indigenous peoples in North America. I believe very strongly that a Christian ethic necessarily leads to action which acknowledges this reality and works toward reconciliation, with a posture of humility and recognizing the need to relinquish power and privilege in a restored relationship. Although there are many necessary actions as part of this process, one significant and tangible action demonstrating both the desire for reconciliation and the commitment to relinquish power is by learning language, particularly of those communities who have experienced great language loss as a result of colonialism and neocolonialism.

Developing this even further and more broadly, it seems that perhaps a significant way for ELT to move toward decolonizing its practices, is to take up the responsibility of addressing language endangerment and become the largest advocate among professions or organizations in the world. Language endangerment is in many cases an indication of wrongdoing. At the very least it is the unjust use of power in furthering linguistic inequity. Although this research is in many ways a personal journey to find redemptive actions within both my professional life and personal life, it is also hoped that this research might be able to contribute in some way to the places where reconciliation can and must take place, though particularly in ELT.

CHAPTER 2

REVIEW OF THE LITERATURE

Applied linguists in non-Western communities have a professional responsibility to promote rather than undermine MT [mother tongue] education if we are to ensure the survival of local languages and cultures in an era of globalization. In ELT, applied linguists have to develop paradigms that accommodate MT rather than avoid it. (Kamwangamalu, 2005, p. 738)

Introduction

Although responsibility for supporting linguistic equality involves every constituent of society, including government agencies, language policy-makers, and language communities themselves, a particular professional responsibility for English language teachers to be intentionally and proactively engaged in fostering multilingualism must be examined. This responsibility is regarded as sourced in the need to recognize and respond to the role ELT has had in causing significant language endangerment as well as an ethical concern for the complete well-being of their students and the communities in which they live (Skutnabb-Kangas, 2009a, 2009b). A significant place to discern if this responsibility is important in ELT practice is to observe how central it is within its training institutions, prioritizing the preparedness of preservice English language teachers for sustaining multilingualism. Therefore, an examination of existing research will include the conceptualization of SLTE and teacher competences, the role of teacher cognition in understanding teacher beliefs, and the teaching practices related to sustaining linguistic diversity.

SLTE Programs and Teacher Competencies

As ELT has grown in professionalization, this is reflected in the training of English language teachers within SLTE programs. Changes that have occurred in fields of research which inform language teaching, particularly from applied linguistics and education, have

shaped the way in which SLTE is conceptualized. For example, Crandall (2000) observes four major shifts taking place in SLTE at the turn of the century arising from trends within teacher education more broadly: the theoretical approach of teaching, the inability of SLTE to prepare teachers to transfer theory to practice, a valuing and inclusion of preservice teachers' previous experiences, and a concern for teaching being viewed as a profession on par with law or medicine. This last observation is especially interesting since both law and medicine include ethical components in training professionals. As ELT has moved toward becoming more established professionally along with the SLTE programs which serve to prepare their professionals, evidence of a developing component concerning professional ethics would be assumed. Therefore, a primary emphasis of this examination of SLTE programs looks for evidence of this ethical component both within teacher competencies as well as emerging on its own. A professional responsibility of English language teachers toward sustaining multilingualism would be expected to be one important element of a professional ethics in ELT.

As of yet, there is no internationally accepted specification of English teacher competencies which governs SLTE programs. There are, however, associations and organizations which have put forth a set of criteria that do seek to establish guiding principles for their constituency. For example, Cambridge English Language Assessment (2014b, 2017) has developed a teaching framework with competency statements for English language teachers, presented in five categories: learning and the learner; teaching, learning, and assessment; language ability; language knowledge and awareness; and professional development and values. Interestingly, there is very little said about the cultures or languages of the students, except for having an understanding of intercultural competence as a part of understanding the learners within the first category. The professional development and values category does include a

subsection entitled professional roles and responsibilities which includes this statement at the expert (fourth) level: “Has a sophisticated understanding of institutional issues and of the professional, social and moral responsibilities of teachers in the modern world, and is highly aware of different roles within the institution and opportunities with the wider profession” (Cambridge English Language Assessment, 2014b, p. 11). There isn’t any specification as to what these social and moral responsibilities include and they seem to indicate a connection to the general teaching profession rather than to the specific responsibility of language teachers.

It must be noted that programs offering a certificate in teaching English to speakers of other languages (known as CELTA) authorized by Cambridge English Language Assessment are viewed as providing training which advances preservice teachers to the developing (second) level for each competency (Cambridge English Language Assessment, 2014a). Therefore, this “understanding of professional, social and moral responsibilities of teachers in the modern world”, since it first appears at the proficient (third) level, would not be an expected competency of a preservice teacher having graduated from a SLTE program. Their only professional responsibilities according to this teaching framework for a CELTA graduate is in relation to their institution and job-related responsibilities, both in and out of the classroom.

TESL Ontario (2017) provides 12 domains, each with two outcomes, for preservice teachers graduating from training programs given accreditation. One of the domains is titled “diversity and culture” yet its aim is appreciation of diversity and an inclusive classroom and does not include any explicit statement of a professional responsibility toward sustaining multilingualism. This is also the case with the only other domain, professional development, where this responsibility might be expected. In looking more specifically at how diversity is understood within expected curricular choices, diversity is a topic listed under section 1 (theory)

and includes subtopics socio-cultural, political, economic, racial, and gender issues, but conspicuously does not include linguistic diversity (TESL Ontario, n.d.).

As another example, the New Mexico Public Education Department (n.d.) presents nine categories of competencies, in addition to specific requirements, for a TESOL licensure for primary and secondary education personnel. There are multiple statements correlated to various aspects of a professional responsibility to foster multilingualism, some of which are given below.

The teacher:

“... recognizes and accepts the home language as a valid system of communication.”

“... understands the factors that contribute to the lifestyle of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.”

“... understands and respects vernaculars, including social and regional varieties.”

“... has knowledge of another language and culture, i.e. a minimum of two semesters of university coursework in a language other than English.”

“... assists students in maintaining pride in and extending identification with the mother culture.”

“... models the value of cultural diversity and validates the contemporary life styles of diverse cultural groups.”

“... establish[es] a caring, inclusive, safe, and linguistically and culturally rich community of learners where students take intellectual risks and work both independently and collaboratively.”

These statements indicate an awareness for English language teachers to engage intentionally within a linguistically diverse context and participate in specific practices which strengthen each linguistic community represented in the classroom.

The SLTE programs represented in this present study are all recognized by TESL Canada. It is interesting to note that TESL Canada does not specify competencies for preservice teachers upon completing programs which they recognize. What is provided is a description of coursework that is required of recognized training programs (TESL Canada, 2014, p. 10-11). These required courses are organized within three main categories: theory in practice, methodological issues, and professional issues. Under the category of theory in practice, one topic that potentially addresses linguistic diversity and multilingualism is sociolinguistics. However, how this course is connected back to the practice of English language teaching is uncertain. Also, in the category of professional issues, the topic of professional conduct and practice could also address the role of ELT in relation to language endangerment, but this is left undefined from the generic labeling of this topic and any specific professional responsibilities considered as inclusive.

Beyond the standards document of training programs which identifies curriculum, it is beneficial to consult the stated values of TESL Canada which should also be seen as a guiding document for outcomes of recognized training programs. TESL Canada designates eight values in total, two of which are important for this review (TESL Canada, 2015):

- 6. Linguistic rights for individuals and communities;
- 8. Assisting with English language development while still protecting Ancestral languages for speakers of Indigenous first languages

These two stated values suggest that English language teachers should embrace a professional responsibility to be aware of linguistic equality and for this understanding to inform teaching practices, enabling linguistic communities to maintain language use. What is not clear is how this responsibility or these specific values are advanced in SLTE programs recognized by TESL

Canada. Without clarity on these values informing a specific professional responsibility for sustaining multilingualism, or on how this responsibility is viewed as an objective of the recognized SLTE programs, it is questionable whether this responsibility would be held as a strong belief of recent SLTE graduates.

TESOL International has issued a number of position papers over the past two decades which have addressed multilingualism, linguistic rights, and sustaining the languages of English learners (TESOL International, 2017a). In 1999, TESOL International issued a position paper which states that “effective education for English as a second or other language (ESOL) students includes the maintenance and promotion of ESOL students’ native languages in school and community contexts” (TESOL International, 1999). The recognition of linguistic rights, the value of multilingualism, and the stipulation that ELT necessarily includes the support of learners’ languages are strong statements indeed. TESOL International has developed standards for different teaching contexts (e.g. PreK-12, Adult, and short-term TEFL/TESL). The standards developed for ESL/EFL teachers working with adults are given in 8 different domains (TESOL International, 2008). Domain 4, identity and context, does allude to the importance for teachers to recognize the contexts of learners, including their heritages, but there is no specific mention of sustaining multilingualism since the focus is on implications for English instruction. Domain 8, commitment and professionalism, addresses the need for teachers to understand the relationship not only within the ELT community, but also with the communities in which ELT is active. Yet again, there is no specific mention of what this commitment entails and seems to be much more focused on ELT rather than on any significant implications for linguistic communities. Additionally, in TESOL International’s standards for short-term TESL/TEFL certificate programs, standard 3.5 identifies the need for professional ethics and behavior, though again

without stating what is implicated within an understanding of ethical action in ELT (TESOL International, 2015).

In the process of developing teaching standards for EFL, Kuhlman and Knežević (2014) assert that multilingualism should be integrated and embedded within the educational values of teacher education from which standards are derived, though it is admitted that this work does present significant challenges for each context (p. 2-3). In describing the professional knowledge and expertise believed needed by English language teachers, Leung (2013) first situates ELT professionalism within contexts characterized by ethnolinguistic diversity. The first component of ELT professionalism presented is disciplinary knowledge in which Leung designates six categories, the last of which is multilingualism. Additionally, within the professional knowledge component described as management of power and authority, it is recognized that political and social inequalities exist and must be engaged through ongoing professional research and discussion.

For some researchers of SLTE programs and ELT professionalization, issues of linguistic equality and the role of ELT regarding multilingualism is consigned to specialized theoretical positions such as critical theory. Richards (2008) identifies globalization as instigating the need for preservice teachers to have an awareness of and investigate the political position of English within the world as well as its ability to uphold both privilege and inequality. Hawkins and Norton (2009) extend this further, suggesting that the issues, though situated within a critical approach, are significant for all language teachers:

The concept of “critical” is especially salient for language teachers. Because language, culture, and identity are integrally related, language teachers are in a key position to address educational inequality, both because of the particular learners they serve, many of

whom are marginalized members of the wider community, and because of the subject matter they teach—language—which can serve itself to both empower and marginalize... For those whose students may be members of the mainstream community, they nevertheless represent the values, beliefs and practices of the cultural groups with whom the new language is associated. Critical language teachers make transparent the complex relationships between majority and minority speakers and cultural groups, and between diverse speakers of the majority language, thus having the potential to disrupt potentially harmful and oppressive relations of power (p. 32).

Continuing on, Hawkins and Norton then describe the language endangerment situation and the possibility that 90 percent of the world's languages could move toward language death as a significant example of the "oppressive relations of power." Within this reality, "critical language teachers are aware of issues surrounding linguistic genocide and work to mitigate this damage through finding educational alternatives that promote access to new languages, while maintaining and valuing heritage languages" (p. 32). The question becomes whether ELT recognizes this awareness and work for all English language teachers or whether it remains solely for those who place themselves within the critical approach to language teaching.

In an attempt to capture what teacher competencies consist of, Richards (2010) identifies ten core dimensions encompassing the skills, knowledge, values, attitudes, and goals needed for preparing English language teachers and for ongoing professional development. A professional responsibility for sustaining multilingualism, if accepted, would be located in dimension ten, professionalism. However, other dimensions such as contextual knowledge and language teacher identity would also provide space for aspects of multilingualism and implications for teacher preparation. Scrutinizing the domains of study in SLTE and citing the neglect of important

sociocultural and political factors, Dogancay-Aktuna (2006) proposes an expansion of SLTE curriculum to include three more domains, including an “awareness of sociopolitical factors surrounding teaching of English as an international language” so that English language teachers can locate themselves within local and global contexts implicating ELT as “imperial troopers of the Empire” or as “agents of linguisticism” (p. 289-290).

Rather than look for specific dimensions of teacher competencies, Johnson (2006) considers the challenges for SLTE resulting from the sociocultural turn. The four challenges presented advocate for:

- (1) moving beyond a theory and practice dichotomy and toward praxis,
- (2) legitimizing teachers’ ways of knowing,
- (3) reconceiving what constitutes professional development, and
- (4) contextualizing SLTE.

These challenges for SLTE compel both teacher trainers and preservice teachers, among other things, to critically examine language as implicated within socially constructed (and reconstructed) relationships, especially concerning issues of power and inequity. Additionally, it becomes important to investigate and respond to the contextual effects of teaching practices, prompting teachers to ask such questions as “What are the social and educational consequences that their instructional practices may have for the intellectual and social lives of the students they teach?” (p. 242). Giving greater consideration to the consequences of ELT practice highlights the role of responsibility within SLTE.

Specifically emerging from the ESL for the PK-12 teaching context in the US, Lucas and Villegas (2013) indicate three particular orientations of linguistically responsive teachers: sociolinguistic consciousness, value for linguistic diversity, and an inclination to advocate for

English language learners (p. 101). The ‘value for linguistic diversity’ orientation is described as a “belief that linguistic diversity is worthy of cultivating, and accompanying actions reflecting that belief” (p. 101). Interestingly, when each of the three orientations are aligned with TESOL International’s standards for PK-12, Lucas and Villegas indicate that ‘sociolinguistic consciousness’ aligns with standard 2 and an ‘inclination to advocate for English language learners’ aligns with standard 5.b., but ‘value for linguistic diversity’ has no equivalent among the standards.

In a review of professionalism in ELT, Vu (2016) characterizes the conception of professionalization in ELT as best viewed along a continuum with a trait-based approach on one end and a critical approach on the other end, though each approach should also be seen as inseparable from the other. As has been shown from the literature, teacher competencies or professionalism is conceived in different ways without an as yet agreed upon set of domains or categories. This is demonstrated by studies comparing curriculum for SLTE programs which reveal differing foci or emphases (Nguyen, 2013; Ramanathan, Davies, & Schleppegrell, 2001; Vásquez & Sharpless, 2009). However, what is evident is that there are numerous occasions for a conception of professional responsibility for sustaining multilingualism in ELT, even if it is not widely adopted at a necessary constituent of SLTE programs.

Language Teacher Cognition and Identity

The consideration of the experiences and background, the beliefs and attitudes one holds, and the actions of a person as interconnected have received attention in various fields. In education, Dewey (1933) identified three attitudes, open-mindedness, responsibility, and wholeheartedness, as conduits connecting prior and current experiences and teaching practices.

In current ELT research the concept of teacher cognition is used to investigate the beliefs and attitudes of language teachers which inform their teaching practices. The experiences and background of a teacher, particularly those that constitute salient and socially constructed identifiers, are encapsulated in the exploration of language teacher identity. Both of these features related to teachers' dispositions, as well as how they interact, are important for understanding teaching practices and for any professional responsibilities which may be embraced.

Teacher cognition consists of the mental life of teachers, their thoughts, knowledge, and beliefs (Borg, 2006). An important recognition is the mental lives of preservice teachers being shaped by experiences prior to beginning a language teacher education program. It is important for SLTE programs to be aware of the prior beliefs of preservice teachers as they compete and may often be in conflict with intended teacher dispositions as outcomes of the program (Borg, 2015). One particular prior experience that has a significant impact on the beliefs about language teaching is the experiences that preservice teachers may have had with language learning (Borg, 2009). This is particularly significant as language learning experiences are also found to relate positively to beliefs about multilingualism in the classroom as discussed below.

In a review of recent research on practice in SLTE, Wright (2010) observes that although there are few studies on teacher cognition and the impact SLTE programs have on teacher cognition, formal theory-centered courses have only a minimal impact at best on the preexisting beliefs of preservice teachers. As a result, research recommends that SLTE should give attention to experiential learning or learning through practice for preservice teachers as a place of reform (Baecher, 2012; Gu, 2013; Harper & De Jong, 2009; Richards & Farrell, 2011). However, the length and type of experience is crucial for allowing a greater opportunity for producing change

in teacher beliefs (Wright-Maley & Green, 2015). Furthermore, specific types of experiences have been identified as enabling a greater impact on preservice teachers' beliefs, which include fostering an increased awareness of language learner needs, experiencing purposeful study abroad programs (Kasun & Saavedra, 2016; Nero, 2009; Youngs & Youngs, 2001), combining critical reflection in experiences with linguistically diverse students (Ajayi, 2011; Flores & Smith, 2009; Miri, Alibakhshi, & Mostafaei-Alaei, 2016; Song & Samimy, 2015), promoting the agency and critical awareness of preservice teachers (Pinho, 2014), and requiring language learning experiences (Lee & Oxelson, 2006; Youngs & Youngs, 2001). Recognizing that teachers learn the practice of teaching through praxis—being actively involved in content discourses and engaging in teaching experiences—is a reflection of the multilingual turn and a critical sociocultural approach to language teaching (Johnson, 2006; Singh & Richards, 2006).

Teachers' beliefs are also related to the willingness to adopt particular practices which are viewed as supportive to multilingualism. A teacher's language awareness, including issues of linguistic variation, language and power, and the benefits of multilingualism in the classroom, is often viewed as the initial layer of beliefs (or perhaps a lack of awareness) preventing a positive orientation toward their role in supporting multilingualism (Sterzuk & Nelson, 2016). In addition to the importance of language awareness, often societal and political realities can also contribute to the constraints of teachers adopting or implementing supportive multilingual practices (Gkaintartzi, Kiliari, & Tsokolidou, 2015; Pulinx, Van Avermaet, & Agirdag, 2015; Wang, 2016). One significant belief identified which inhibits the support of students' home language is the teacher's belief of the legitimacy of the student's language (Hall & Cook, 2012; Palmer, 2011; Sterzuk & Nelson, 2016).

Another important issue arising from the literature on teachers' beliefs concerning multilingualism and the language classroom is the discrepancy between beliefs and the implementation of practices aligned with positive beliefs about supporting multilingualism (De Angelis, 2011; Haukås, 2016; Heyder & Schädlich, 2014; Jakisch, 2014; Young & Sachdev, 2011). This discrepancy is often explained by beliefs that reveal a lack of competence or that the use of multiple languages interferes with language development. Young and Sachdev (2011) contribute these beliefs which lead to an unwillingness to implement an intercultural approach to a lack of teacher training. Additionally, although language policies are viewed as powerful orientations toward the particular stance and practices which either sustain or weaken multilingualism, the teacher is found to have a crucial role in both interpreting and enacting language policies in ways that support or resist those policies (Farrell & Tan, 2008; Hornberger & Cassels, 2007). Beyond the language development of their students, language teachers should recognize that they possess a significant and influential role concerning multilingualism within society, including the attitudes of students (Lasagabaster & Huguet, 2007).

Understanding the stances preservice teachers hold also involves consideration of the role of teacher identity. Walford and Reeves (2003) describe how the mental lives of teachers are shaped by teacher identity. A disputed aspect of teacher identity concerning beliefs about language learners and linguistic diversity is the role of ethnicity. Whereas some studies indicate that ethnicity is not an indicator of more positive beliefs of linguistic diversity (Flores & Smith, 2009), others have found that a number of important issues within the language classroom are influenced by ethnic background (Ajayi, 2011). Varghese, Morgan, Johnston, and Johnson (2005) demonstrate how complex and intricate teacher identities are. Through the narratives of three different teacher biographies, Varghese et al. reveal teacher identities as being dynamic,

contextual, and dialogic in nature. Additionally, they identify four primary areas of inquiry related to teacher identity: marginalization, position of nonnative speaker teacher, the status of the language teaching profession, and teacher-student relations. These areas of inquiry should not be thought of as isolated concerns as they are often found to be intricately interconnected, such as with the issues of marginalization and the position of nonnative speaker teachers being intertwined in numerous studies on teacher identity (Braine, 1999, 2010; Holliday & Aboshiha, 2009; Mahboob, 2010; Moussa & Llurda, 2008; Varghese, et al., 2005). The connection between the status of the language teacher profession and teacher identity is especially of interest for this study, though should not be considered apart from every other interrelated teacher identity characteristic.

As indicated above, one of the more prominent aspects of teacher identity within ELT is the dichotomy established between native English-speaking (NES) teachers and nonnative English-speaking (NNES) teachers. This dichotomy has been harmful both within the ELT profession as it marginalizes language teachers within a hierarchy of linguistic and racial inequalities (Ruecher, 2011) and through ELT practices as it supports a monolingual ideology through an uncritical acceptance of a fallacious native speaker norm for its learners (Mahboob, 2005). This dichotomy, though problematized, has presented issues for the professionalization of ELT in relation to its own professionals and for its clients (Brutt-Griffler & Samimy, 1999; Selvi, 2014). There have been attempts to reconceptualize this dichotomy for realizing greater equity with the ELT profession (e.g. Aneja, 2016a, 2016b; Cioè-Peña, Moore, & Rojo, 2016), though some are still wondering if those marginalized within ELT by a persisting native speaker ideology will ever have a voice that is heard (Kumaravadivelu, 2016). These issues are

indeed ones that must be thoroughly interrogated for the sake of professional responsibilities for ELT.

More specifically, the intersection between teacher identity, the NES-NNES dichotomy, and the consideration of the learner in relation to both linguistic equality and language development is important for informing the professional responsibility of engaging the linguistic context of learners ethically. Jee (2016) describes this intersection which also has unstated implications for SLTE conceptions of English varieties and their relations to other languages:

In agreement with Phillipson's (2008) argument of linguistic imperialism and Kubota's (2004) critical multiculturalism, I believe that the excessive emphasis on native-like proficiency and learning from NS teachers reflects symbolic domination over subordinates, such as EFL learners. I also believe that this biased view prevents EFL learners from becoming fully involved in community in a global society by looking down on the accented English spoken by English speakers of various countries, and by having low self-confidence due to their English ability. Rather than creating an imagined world with a promising future that is associated with native-like accents and NS teachers, I argue that the goals of EFL teaching and the employment of NS and NNS should be contextualized based on learners' needs and demands of society (p. 8).

Strengthening the position that context plays a prominent role for language teachers in relation to language legitimacy, Turner (2016) suggests that their positioning must be located within the norms of the context. However, although a consideration of particular contexts is beneficial, this recommendation still requires an understanding of complex beliefs perpetuated by ELT which hierarchize language norms and work against linguistic diversity (Jee, 2016). Kiczkowiak, Baines, and Krummenacher (2016) suggest awareness raising activities as a significant part of

SLTE programs for developing professionalism responding to false teacher identity conceptions found in the NES-NNES dichotomy.

Similar to teachers' beliefs, it is crucial for SLTE programs to understand the identities of preservice teachers and enable these identities to become more conscious and developed in relation to ELT professional responsibilities. Siefert, Salas, and D'Amico (2015) explain the importance of drawing out and building upon the lived experiences of teachers, particularly of those whose experiences are characterized as marginalized, culturally or linguistically. Equally important, preservice teachers who have not had these kinds of lived experiences, but rather have had a privileged background (Appleby, 2016; Ullucci, 2012), should also be foregrounded within SLTE so as to avoid being unaware of any biases or colonial tendencies (Vandrick, 2002). Purposefully engaging the lived experiences of all preservice teachers in SLTE is vital for the positioning of language teachers within a community of professionals (Pavlenko, 2003), even as SLTE programs themselves need to confront the professionalization of cultural difference and culture as problem (Holliday & Aboshiha, 2009).

It is important to recognize that beliefs are not easily changed by theoretical courses alone. Teacher identities are also deeply interconnected with the beliefs that teachers hold as well as to the practices that they perform. Both teachers' beliefs and identities are important aspects of what informs particular postures taken toward the profession and practice of ELT. Any professional responsibilities that are expressed or practiced by a language teacher are significantly formed by their beliefs and identity. If SLTE programs desire to foster specific professional responsibilities, then the beliefs and identities of preservice teachers need to be intentionally engaged. From the literature, the most influential and formative educational practices providing dynamic space for beliefs and identities to be shaped in meaningful ways are

through significant and purposeful experiences, such as through practicums or an intentionally designed study abroad component, reflective practices, and interactive critical discourses. Also, considering the kinds of courses SLTE programs offer (e.g. ethics in TESOL) and the types of activities and assignments required which give preservice teachers opportunities to participate, reflect, and engage their own beliefs and identity in meaningful ways are important considerations for revealing relevant themes within the research leading to professional responsibilities.

Language Teaching Practice and Multilingualism

It is important to recognize that beliefs alone do not reflect opinions of professional responsibility, but the way in which recent SLTE graduates connect practices will also confirm or reveal uncertainty concerning those beliefs. Understanding what teaching practices are identified and how those practices are connected to stated beliefs give further evidence to how confidently those beliefs are held and the degree to which those beliefs may guide future practice. These practices are also viewed as having some relationship with SLTE undertaken and the perceived preparedness for engaging in specific activities that act on a belief concerning professional responsibility. Therefore, an examination of current research concerning language teaching practices identified as supporting linguistic diversity and professional responsibilities is beneficial.

Within ELT research, there is a stated desire for the critical examination on the practices of language teaching. Generally, this examination relates to effective pedagogy in relation to learners developing language skills. However, there is also a small yet growing concern for considering the implications of teaching practices which represent imperialistic knowledge

production and perpetuate inequitable power relations, and then pursue tactics to decolonize those teaching practices (e.g. Canagarajah, 2007; Kumaravadivelu, 2003; Lin & Luke, 2006; Shin, 2006). Additionally, it is important to recognize that the connection between beliefs and practices is located within the broader conception of language ideologies, which are both individual and societal and are viewed as underlying both language teaching policies and practices.

A central ideological debate concerning language teaching in relation to linguistic diversity intersects with a pedagogical debate, the use of learners' own languages, within ELT. The intersection concerns the ideology found in the monolingual fallacy identified by Phillipson (1992) or the monolingual principle as detailed by Howatt and Widdowson (2004). It is argued that the long-standing practice in ELT to approach English language development by prohibiting the use of learners' own languages, based on a monolingual principle, is disposed to foster a monoglossic language environment rather than one characterized by linguistic diversity (Cook, G., 2010; Lin, 2013). Not only has the monolingual principle been challenged in reference to sound pedagogical grounds (e.g. Cummins, 2000, 2007, 2009; Stritikus, 2006), it is also opposed to the very nature of language and language development (e.g. Butzkamm, 2003, 2011; Grosjean, 2008, 2010). A monolingual principle necessarily views language as discrete, stable, monolithic, and with a privileged, desired native competence—all of which represents a linguistic purism that contributes to linguistic prejudices, linguicism, and various kinds of social injustices (Auerbach, 2016; Cummins, 2009; Gu & Qu, 2015; Moore & Gajo, 2009; Tupas, 2015).

The pedagogical implication of the monolingual principle results in what is described as a subtractive approach to multilingualism. What practitioners are advocating is reversing this to not only an additive approach, but going beyond to viewing language teaching as a dynamic

multilingualism which values all of the linguistic repertoires of learners within the linguistic context (García & Sylvan, 2011; Klapwijk & Van der Walt, 2016; Makalela, 2015). Within the North American P-12 context, this is most prominent in the culturally and linguistically sustaining pedagogy which values and seeks to cultivate linguistic diversity (Lucas & Villegas, 2010, 2013; Michener, Sengupta-Irving, Proctor, & Silverman, 2015; Paris, 2012; Paris & Alim, 2014).

Tudor (2003) describes this ideological shift of language teaching as not limiting the pedagogical approach to a technological perspective, but to broaden it to include an ecological perspective. An ecological perspective seeks to understand the local linguistic and cultural context, empower local decision making, and incorporate diversity as a central element of language teaching. However, Kumaravadivelu (2003) in recognizing the appropriateness of language teaching methods for local contexts which, even if methods are modified into a new configuration, continue to be characterized by colonial practices—marginalizing local languages, knowledge, and culture, devaluing local resources and making them irrelevant in the context of learning:

More than anything else the concept of method is a construct of marginality. It valorizes everything associated with the colonial Self and marginalizes everything associated with the subaltern Other. In the neocolonial present, as in the colonial past, methods are used to establish the native Self as superior and the non-native Other as inferior (Kumaravadivelu, 2003, p. 541).

Instead of seeking an alternative method, Kumaravadivelu advises that what is needed is an alternative to method, or a postmethod approach, which is able to cultivate a responsiveness and responsibility to the local context and move faithfully away from the colonial history that

ensnares ELT. He proposes three unifying and shaping principles to advance a postmethod approach: particularity, practicality, and possibility (p. 544; see also, Kumaravadivelu, 2008).

It is this last principle of possibility that has characterized a growing interest in research concerning the language competence of language learners, what Hülmbauer (2013) identifies as “latent linguistic possibilities” (p. 49). Recognizing the linguistic resources which learners bring to the classroom is open to possibilities, as opposed to viewing learners primarily as deficient and as having limited capacities (Lin 2013). Piccardo (2013) echoes Kumaravadivelu’s insistence on the need for a postmethod initiative within ELT, suggesting that plurilingualism is a concept that best advances this movement forward. Taylor and Snodden (2013) affirm this stance, indicating that although plurilingualism is radical concept, it is time for a paradigm shift within TESOL. Plurilingualism emphasizes:

the fact that as an individual person’s experience of language in its cultural context expands, from the language of the home to that of society at large and then to the languages of other peoples [...], he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact (Council of Europe, 2001, p. 4).

The learning of a language has had significant shifts in the description of its outcome, from acquiring linguistic competence (mastery of the linguistic system) to expanding this to include the development of communicative competence which also includes pragmatic and social aspects of language in use. However, even communicative competence is viewed as maintaining the idea of the native speaker as the model or ideal to which the learner is aspiring to (Cenoz & Gorter, 2011). What is evident from research is that the competence of the bilingual is not the same as

the competence of a monolingual (Lüdi & Py, 2009). The definition of plurilingualism above draws attention to the interconnectivity of language competences of an individual, rather than as separate, distinct components, as well as allowing for various levels of mastery of languages learned.

Plurilingualism, attributed to Coste, Moore, and Zarate (1997), has been integrated into the Common European Framework for Reference (CEFR) which is used for assessing the language proficiency of learners for any language. It shares similarities with other concepts seeking to recognize and devise pedagogies which build upon learners' linguistic repertoires, such as multicompetence (Cook, 1991, 2016), multilingual competence (Canagarajah, 2007; Duran, 2016; Paquet-Gauthier & Beaulieu, 2016), symbolic competence (Kramsch, 2008), and intercultural competence (Borghetti, 2013; Byram, 1997; Dytynyshyn & Collins, 2012; Galante, 2014; Sercu, 2005, 2006). Pedagogy which frames language learning around plurilingualism offers ideological social alternatives to learners, supported by a vision of society that aims to value and empower different voices. It also promotes an ethical value of language assessment (through the negotiation of knowledge), a vision of a democratic society and the development of global citizenship (Beacco & Byram, 2003). It is critically framed within an overt political agenda that defines diversity as an issue of social justice, and plurilingualism as a human right (Moore & Gajo, 2009, p. 148).

Therefore, not only does plurilingualism provide a space defined by an alternative ideology from the monolingual principle, it connects language teaching to a responsibility for linguistic diversity.

A prominent characteristic of plurilingualism in practice is the recognition, support, and fostering of learners' plurilingual competence (Cenoz & Gorter, 2013). Approaching language

teaching based on the legitimacy of a learner's multilingual repertoire validates and values the current linguistic competences and the plurilingual identities of each learner (Duran, 2016; Marshall & Moore, 2013; Sottani & Cossu, 2016; Stille & Cummins, 2013). It also allows for dynamic and authentic practices, mirroring language use within the everyday lives of learners and developing additional plurilingual resources for future needs, such as translanguaging and codemeshing (Bono & Stratilaki, 2009; Canagarajah, 2006b, 2011; Cenoz & Gorter, 2011; Creese & Blackledge, 2010; García, 2008; Hornberger & Link, 2012; Samar & Moradkhani, 2014; Zhu & Vanek, 2015). There is a focus given to the increased language learning strategies and multilingual resources of learners as well as accessing language awareness (Fielding, 2016; French, 2016; Oliveira & Ançã, 2009; Psaltou-Joycey & Kantaridou, 2009). Space is created for judicious use and valuing of the learners' own languages in the language classroom, including those often marginalized (Buen & Kelly, 2014; Cummins, 2005, 2009; Forman, 2010; Gallagher & Colohan, 2014; Szilágyi, Giambo, & Szecsi, 2013). A focus on plurilingual competence is situated within the intersection of language ideology, language pedagogy, and linguistic diversity, responding to the need to provide authentic and effective teaching practices within the classroom, while being ethically responsible to the linguistic context of learners' and their communities (Buen & Kelly, 2016; Canagarajah, 2006a; Coste & Simon, 2009; Guardado, 2012; Piccardo, 2013; Szilágyi, Giambo, & Szecsi, 2013).

The teaching practices of English language teachers are not assumed to be identical in every teaching context. Instead, teaching practices should develop from and meet the needs of local contexts. However, what should be shared within the ELT profession are the professional responsibilities which inform the ways in which those teaching practices relate to and impact the learners and their community. These professional responsibilities then are guiding principles

giving awareness to ultimate issues of language teaching which can be used to appraise all potential implications of the development and implementation of teaching practices.

As evident from the review of teaching practices issues within ELT concerning linguistic diversity, even though linguistic diversity has become a concern within a plurilinguistic approach, there is not yet an agreed upon understanding of a particular professional responsibility that authenticates teaching practices for sustaining multilingualism. However, there is a growing consensus that developing pedagogies which are not shaped by a monolingual principle, recognizing learners' proficiencies and developing competences, and seeking to contextualize to local contexts are simultaneously affirming an orientation of responsibility for ELT toward linguistic diversity and other issues of justice based on the effects of English language teaching and their learners:

Such an educational vision that is 'capable of narrating stories of possibility' is 'constrained within an ethical imagination that privileges diversity, compassionate justice, and securing of the conditions for the renewal of human life' (Simon, 1992, p. 30). The point here, then, is that ultimately we have to fall back on an ethical vision of responsibility to others. (Pennycook, 2001, p. 137)

There remains a strong emphasis on effective pedagogical outcomes in relation to the language development of learners. Allowing for professional responsibilities to also significantly influence the development and implementation of teaching practices process should be considered as providing ELT with professional space for increasing its effectiveness and professional integrity.

Conclusion

The professional lives and work of English language teachers throughout the world are varied and complex. However, if indeed ELT is to be considered a profession it must give attention to the professional responsibilities which guide all of its professionals and their work. For, “becoming an English language teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role” (Burns & Richards, 2009, p. 3). Informing these shared aspects should be professional responsibilities which have been identified as characterizing the nature and the effects of relationships with the individuals and communities in which the work of ELT takes place. Since language teaching is centrally about language addition, it must give consideration to the professional responsibility for linguistic diversity within each context so that individuals and communities are further strengthened for flourishing in those local contexts.

CHAPTER 3

METHODS

As English language teachers, we are the frontline deliverers of a series of formal and informal, planned and unplanned language policies which, haphazard as they may be, seem to be heading in the same general direction—a direction involving the implementation of a unique linguistic experiment on almost the entire population of the planet. This experiment addresses one overriding question: Is it possible for the vastly culturally and linguistically diverse populations of the world to develop English as a common first, second (or third . . .) language, and if so, at what cost to factors such as societies and individuals as well as to cultural and linguistic diversity? (Hall & Eggington, 2000, p. 5)

Introduction

Through the interviews of thirteen recent graduates from SLTE programs, this study sought to explore the participants' beliefs and attitudes related to professional responsibilities in ELT and particularly the role of ELT in sustaining linguistic diversity. These interviews were conducted with recent graduates from a variety SLTE programs in Canada. The purpose of this inquiry was to understand how these recent graduates articulate their beliefs explaining the role of ELT regarding linguistic diversity and practices connected to the language teacher's professional responsibility to sustain linguistic diversity. In this way, it was also intended to reveal how SLTE shapes and prepares preservice teachers to take up and practice this professional responsibility. To facilitate this purpose, this inquiry was guided by the following research questions:

1. What are the participant's expressed beliefs and attitudes regarding the relationship between English language teaching and linguistic diversity?
2. What teaching practices are identified by the participant as sustaining linguistic diversity?
3. What aspects of the SLTE program does the participant identify as shaping beliefs, attitudes, and practices connected to a professional responsibility for linguistic diversity?

Sampling Strategy and Participants

The interviews were conducted with participants from various institutions in two different provinces of Canada. As much as possible, the interviews were conducted in person and at a location convenient for the participants. Two of the thirteen interviews were not able to be done in person and were conducted via Skype.

The SLTE programs from which the participants graduated from represent four different program types. Five of the participants completed an online/distance graduate certificate in TESL, four of the participants graduated from a BA TESOL program, three of the participants completed a graduate certificate in TESOL in a face-to-face program, and one participant graduated from an MA TESOL program.

The process of looking for recent SLTE graduates willing to participate began with contacting SLTE program directors at eight different institutions. Several of the institutions were able to send out an invitation to recent graduates of the program. At the institutions that were not able to do so, it was recommended to me to contact organizations and businesses where recent graduates tend to be hired. Therefore, I also contacted ELT program directors at eight different organizations/businesses for permission to contact employees who had graduated from an SLTE program in the past two years. Through both of these avenues, I was able to arrange interviews with thirteen recent SLTE graduates. Thus, this investigation employed a purposive sampling strategy to recruit participants. Purposive sampling is frequently used in exploratory, qualitative research and is especially functional in identifying and recruiting participants who possess attributes necessary to make the exploratory study meaningful (Daniel, 2012).

Research Design

Based on the nature of the research questions and the depth of narrative desired, this study employed a qualitative approach. The primary means of data gathering was found in the thirteen interviews with the recent SLTE graduates. Each interview lasted between 60 and 120 minutes and was facilitated by a series of guide questions along with any appropriate supplemental questions to further probe particular palpable issues (see Appendix A). The interviews were digitally recorded and transcribed to perform an analysis and coding of the data.

Additionally, two other tools were utilized during the course of the interviews as appropriate. First, for participants to be able to refer back to the basic definition of professional responsibility from Mitchell and Ream (2015), the following was given to the participant: “We take professionalism to mean acceptance of professional responsibility for student . . . outcomes—not just acceptance of responsibility for technical expertise, but commitment to the social norms of the profession, including trustworthiness and responsibility for client well-being” (p. 2). Also, in order to have a visual representation of the relationship between technical expertise and professional responsibility, on several occasions I would show a hand-drawn picture of concentric circles showing technical expertise as a core aspect of ELT, with professional responsibilities providing the broader context in which these operate and are guided by (see Appendix B).

Data Collection and Analytical Procedures

The primary means of data collection is derived from the recorded and transcribed interviews with the recent SLTE graduates. This resulted in 111 total pages of single-spaced typed transcript, or approximately 8.5 pages per participant. In addition, detailed field notes were

taken during the interview to document other important aspects of the interviews not captured by the recordings, such as the initial reactions and nonverbal communication of the participants. Supplementary information related to the SLTE programs, including course curriculum, program outcomes, and informal conversations with program directors, were also considered and analyzed.

The method of inquiry used for this research was the constructivist approach of grounded theory (Charmaz, 2014). This approach is viewed as enabling the researcher to critically examine not only recent SLTE graduates' beliefs and the SLTE programs that have prepared them, but also the researcher himself as an ELT professional, the context of SLTE in Canada, and the broader context of ELT professionalization. Additionally, constructivist grounded theory allows for a simultaneous testing of the explicit ethical position of the research, including the role of participants themselves to interrogate the questions raised in the research, while also examining the way it operates in the belief system of the recent SLTE graduates, being connected to SLTE and to future practice. In this way, this approach allows for new questions to emerge and for developing new conceptions during the research process (Charmaz, 2017).

Within constructivist grounded theory, it is vital to prepare appropriate interview questions that will not direct participants to answer in any particular way, but to be general enough to provide space for interviewees to describe their experiences and beliefs while also be explicit enough to probe important issues found within the research questions. Once the interview questions were developed in such a way as to reflect this objective, the questions were refined with feedback from the committee chair and two other professionals. The interview questions were then trial-tested for their effectiveness to elicit evidence in an unbiased yet probing manner with two trial participants.

Once conducted, the data from the interviews were thoroughly analyzed with the purpose of describing significant themes as observed by the recent SLTE graduates in relation to the research questions. The analysis of the data entailed an engaged coding process to allow significant themes from the participants to emerge. This coding process consisted of three primary phases: initial coding, focused coding, and thematic coding. The initial coding phase involved a careful analysis of the transcribed data, along with attention to interview notes, other field notes from informal conversations with program directors, and considering evidence from curriculum and program outcomes. Following this rigorous analysis, in the focused coding phase the data was reconsidered in light of the initial coding to allow significant and recurring themes to emerge and give definition to the research process. Finally, the most important and prominent themes are further developed and considered in relation to notable connections amongst the participants and SLTE programs. These themes and connections are intended to provide explanations of the research questions and reveal areas for future study.

Research Ethics

Before conducting interviews with each of the recent SLTE graduates, a letter of consent was given to each potential participant to obtain their informed consent (see Appendix C). Subsequently, interviews were conducted with participants who had agreed to participate in the study signaled by their signature given on the letter of consent, which was also countersigned by the researcher. The findings of the data have been described in an anonymous fashion so that no individual is personally identified or program location is disclosed. In order to safeguard the anonymity and confidentiality of the participants, their personal information and identities are kept confidential and protected.

To ensure the confidentiality of the participants, the research materials (i.e., audio recordings, transcriptions, and signed consent forms) are locked in separate, secure locations for a period of no less than three years, with the researcher having sole access to these materials. Once the three-year period has concluded, the researcher has pledged to destroy all relevant research materials, including the deletion of the audio recordings.

CHAPTER 4

FINDINGS

Contemporary TESOL methodologies have been characterized by the compartmentalization of languages in the classroom. As a pedagogical reaction to the grammar-translation method,

TESOL methodologies in the past four decades have successively upheld classroom monolingualism, or “bilingualism through parallel monolingualisms” . . . Recent years, however, have seen the beginning signs of paradigmatic shift in TESOL methodologies, indicating a move toward valuing more flexibility regarding classroom language practices. . . A central force contributing to this change is the increasing affirmation of the notion of plurilingualism and the critique of linguistic purism. (Lin, 2013, p. 521)

Introduction

Recent graduates from SLTE programs represent an important sector of the ELT profession and provide a perspective on current trends and practices in ELT. Therefore, interviews with recent graduates were sought to discern their perspective on how professional responsibilities are conceived within ELT, whether this includes a responsibility to sustain linguistic diversity, how these professional responsibilities are connected to teaching practices, and the role of the SLTE program in shaping these beliefs. Thirteen recent graduates who were interviewed gave a portrayal of their understanding of the role of the language teacher beyond the technical expertise required to fully participate in their profession. In this chapter, I describe a) the background of the participants, b) how participants developed an understanding of professional responsibilities in ELT, c) how participants portray beliefs about the relationship between ELT and linguistic diversity, and d) ways in which the SLTE program influenced the shaping of their beliefs and teaching practices related to professional responsibilities and linguistic diversity.

Background of Participants

Since the issue of linguistic diversity relates significantly to this research, at the beginning of each interview I asked questions that allowed each participant to identify and describe aspects of their own linguistic repertoire and cultural heritage, as well as countries in which they have lived and where they intended to teach English (see Table 1). These questions provide valuable insight into the participants' lives and provide context to their interviews. Most notably, eight of the participants indicated that they spoke multiple languages and nine of the participants had lived for a time outside of Canada. Though it is beyond the scope of this research, it is important to note that the majority of the participants in this research learned English as an additional language. The participants also have completed their professional training from a variety of SLTE program types. These characteristics are not viewed in any determinative way due to a small sample size of participants, but they will be referenced when relevant.

Table 1

Research Participants

Recent Graduate	Type of Program	Multilingual	Expect to Teach	Countries Lived
RG1	Grad certificate—online/distance	Yes	Canada	Multiple
RG2	Grad certificate—online/distance	No	Canada	Canada
RG3	Grad certificate—online/distance	No	Canada	Canada
RG4	MA degree	Yes	Elsewhere	Multiple
RG5	Graduate certificate	Yes	Open	Multiple
RG6	BA degree	Yes	Elsewhere	Multiple
RG7	Graduate certificate	Yes	Open	Multiple
RG8	BA degree	No	Open	Multiple
RG9	Grad certificate—online/distance	Yes	Canada	Multiple
RG10	Grad certificate—online/distance	No	Canada	Canada
RG11	BA degree	Yes	Open	Multiple
RG12	Graduate certificate	Yes	Canada	Multiple
RG13	BA degree	No	Elsewhere	Canada

Developing a Context for Professional Responsibility

After getting to know aspects of each participant's background, the first three questions of the interview were intended to allow participants to reflect on broader questions of the purpose and impact of the ELT profession and their place within it. Additionally, it was anticipated that these broad questions would prepare participants for questions in which professional responsibilities in ELT would be introduced. Also, there was the potential for some participants to begin to describe professional responsibilities without specific reference to this concept.

Most of the participants mentioned multiple motivations for entering a training program to become an English language teacher. Both in terms of the most mentioned motivations and types of motivation, participants overwhelmingly described a motivation centered around a desire to impact the lives of learners through working in ELT (see Table 2). The most common descriptions related to the desire to help people and to give them opportunities.

Table 2

Motivation for Teaching English

Motivation	Number of Participants
Help, guide people, give them opportunities, find a job, become a citizen, teaching them functional English, enable to more fully participate	8
Work with students, interact with people, interpersonal relationships, learn from others	5
Love of language	4
Excite learners, lessen stress, see improvement, results	4
Recognition of English as a privilege, prize, status	2
Love teaching	2
Combine missionary work with English teaching profession	2
Positive influence	1
Job switch	1

Note: More than one response possible per participant.

In fact, at some point in the interview the connection between the teaching of English providing students with opportunities was specifically mentioned by eight of the participants. Notably, two participants also specifically challenged this commonly held assumption. Recent graduate 8 (RG8) wrestled with this assumed connection this way:

. . . historically the way English has been used and historically why English is so widely used globally, it's so messy and it's not just that it gives people opportunity . . . well, but yeah it's also wrecked people and so it's difficult to answer that question because people want to learn it, great but just because they want to learn it does that mean that's the best thing, I don't really have an answer yes or no to that.

The strong interest to make a difference in the lives of learners is captured in the frequent response of participants to help, guide, and prepare learners in ways they believed learners needed. Eight of the thirteen participants made explicit reference to this motivation for desiring to work in the ELT profession. Closely related to this motivation are the five responses concerning the opportunity to work closely with learners, the four responses focused on exciting learners or lessening the stress learners encounter, and one response that views language teaching as a chance to be a positive influence in the classroom.

Though the motivations described for working in ELT do not focus on professional responsibilities, they do begin to reveal aspects of what participants believe about English language teaching beyond the core of increased language proficiency in their students and the practices believed to bring about this result. For example, RG3's mention of "helping the newcomers" hints at the possibility that there is consideration of more than simply language instruction involved in the role of the language teacher. This is also present, if not slightly more apparent, in RG11's statement that newcomers to Canada "need help settling in." Several other

comments were given by participants which signify both that the outcome of English instruction is more than increased proficiency and that there are teaching practices involved to do more for the student, that require the professional attention of the teacher. RG9 asserted that “I want to create a love in them,” and RG8 affirmed that beyond utilizing basic communicative tasks, a language teacher assists the student in “communicating with the kind of sophistication that [they’re] used to” as well as participating in “the community of the classroom,” all of which “requires [a teacher] to be really creative.” Perhaps the most overt description of a motivation which reveals a sense of professional responsibility came from a comment from RG2, describing a more reciprocal relationship involved in language teaching, one in which the language teacher is also “learning from them.”

After discussing motivations, the interview moved into a time of exploring any positive impacts of the ELT profession worldwide, as well as any potential negative impacts. These questions, asked separately, intended to uncover any issues the participant may link to more specific concepts for describing professional responsibilities in ELT. The positive impacts mentioned by nearly all of the participants closely mirrored the participants’ motivations (see Table 3).

Table 3

Positive Impacts of ELT

Positive Impact	Number of Participants
Opportunities, employment, more successful, a tool/asset, travel, international business	8
Lingua franca, global language, language of technology, education, medicine, etc., one common language, be globally informed, tourism	8
Facilitate adaptation to Canada	3
Connections, relationships, learn from others	3
Power, influence, national improvement	2
Learning process itself	1

Note: More than one response possible per participant.

For example, one of the two most common positive impacts mentioned was the idea of English relating to opportunities and success, which reflects the most recurrent motivation. Closely connected to the idea of opportunity, is the group of responses recognizing the global benefit of English. This seemed to be an extension of the motivation to help English learners by equipping them for participation in the international community, with English viewed as a vital component.

With the noticeable parallels between the perceived positive impacts of ELT and motivations for being an English language teacher, there are also indications of preparatory thoughts for professional responsibilities in ELT when participants contemplated the positive impacts of the profession. This was most evident in the responses given which highlight the ability of ELT to provide a space for “connections that wouldn’t naturally happen” (RG2), and for these connections to be an intentional and important part of ELT. This observation, combined with other developing thoughts about the broader role of the English language teacher, later led to RG2 suggesting multiple times that “it’s not just teaching English.”

An unexpected development in asking participants about positive impacts of ELT was the emergence of potential negative impacts before being asked. Four participants began to volunteer concerns about the potential for ELT to have negative impacts while discussing the positive impacts. In recognizing the significance of ELT to assist learners in adapting to life in Canada, RG2 cautions, “but I hope in a way that’s not kind of pushing down their culture and stopping them.” As RG7 discussed the idea of English making the world smaller, the idea is simultaneously problematized: “I don’t know if I agree with this but making the world a smaller place.” Later, this same problematic relationship of a perceived positive impact of ELT was expressed by RG7: “Helping people connect with different cultures. A lot of times, that is tourism, not that that’s always positive.” Similarly, when identifying the economic opportunities

that are perceived to be afforded all English language learners, RG11 gave a personal disagreement with the notion that learning English automatically provides “. . . a superior place that they can go now because . . . they know English. That’s not really what I think, it’s just a place of connection.” Most strikingly, RG8 began responding to the question about the positive aspects of ELT by grappling with the complex situation of English in the world this way:

That’s a really good question . . . yeah . . . it’s difficult because I want to say, “Oh obviously, it gives people lots of opportunity,” but I feel like that’s a response that, I think I’ve heard that enough that I want to say that’s a good thing. . . [but] English has been used as this kind of tool of destruction.

In addition to the preceding participants wrestling with negative aspects of ELT amid identifying positive impacts, one other participant also included a statement regarding the language of their students, recognizing that although English is “one common language, I guess, but I do like my students to keep their own language.”

A final observation from the responses to the positive impacts of ELT is the language used in describing English. The use of the words “tool,” “asset,” and “a skill on a resume” suggests a commodified view of language that may have the potential to create a more neutralized perspective of the issues of linguistic diversity and language endangerment. In addition, the positive link established between learning English giving an individual power or leading to national improvements without recognizing any inherent negative consequences might also be connected to less favorable beliefs about sustaining linguistic diversity as a professional responsibility. Though these connections were not the focus or purpose of the interview questions, these issues should be given consideration in subsequent research.

A shift revealed in asking participants about potential negative impacts of ELT was the significant emergence of even more qualities related to professional responsibilities. The most common responses were associated with loss—both culture loss (six participants) and language loss (five participants) (see Table 4). Embedded within these observations of potential loss linked with the ELT profession is the recognition that English possesses an extremely high social status in the world—a position of superiority that can have destructive effects on culture and language.

Table 4

Negative Impacts of ELT

Negative Impact	Number of Participants
Culture loss, negative cultural influence, superiority of English	6
Language loss, weakened multilingual context	5
Way English is taught	5
Not negative—all knowledge, all teaching is good	3
Great pressure to learn English, desire for immediacy	3
Economic benefits of learning English problematic, an unquestioned good	2
Students hesitant to accept English	1
Sufficient time to support everyone, assessment	1

Note: More than one response possible per participant.

Five participants also mentioned the “way English is taught” as a negative impact. Often, this suggestion was in connection with language loss or the notion that English is superior. For example, RG13 described a value of English superiority being embedded within the way English is taught, having a negative impact, though described more in terms of English speakers rather than for the learners of English:

I think in a lot of situations it’s used as a ‘English speakers and North Americans are the best’ and everyone else is lesser and they have to become like us. And I think that we miss out on the value of a lot of other cultures and the languages associated with them.

And I think that the way English is taught in a lot of contexts communicates to the people learning it that they're inferior.

Interestingly, three participants suggested that there aren't negative impacts from ELT, using such statements as "all knowledge is good always" (RG1) and "teaching is always good" (RG5). However, RG1 did later amend this position, stating that in particular situations learners are "prohibit[ed] . . . from learning their own language . . . so I think that's the only negative impact. . . but it's not the language per se, it's the history and how it is all run."

Even more than the discussion on motivations for English language teaching, the questions posed on the positive and negative impacts of ELT demonstrate significant considerations for seeing ELT as more than increased English language proficiency. The responses, both the perceived positive and negative impacts of ELT, provide sources from which professional responsibilities could be linked and suggested. In other words, when recent SLTE graduates were given broad questions concerning the role and effect of ELT, there was an inclination for answers to include features of what could be deemed to be professional responsibilities. It is important to note that this was more distinctive in responses to negative impacts of ELT than with positive impacts, with negative impacts seeming to provide issues for the profession to be concerned about, to avoid, and potentially to change.

Beliefs Concerning Professional Responsibilities in ELT

After discussions pertaining to motivations and impacts of ELT, participants were asked about any suggestions they had for what should be considered as professional responsibilities for English language teachers to practice. The responses given by the participants were grouped by related concerns into nine different categories (see Table 5). Following the learner-centered

responses to motivation, ten of the thirteen participants suggested that some type of caring for the students should be regarded as a professional responsibility of ELT. Three other common suggestions were also fairly well represented—understanding the learning context (six participants), developing skills and employing resources for living in Canada (five participants), and having cultural sensitivity (five participants).

Two participants identified their belief that learning a language is a unique and important professional responsibility. This suggestion reflects what multiple studies have identified as significant for affecting the beliefs of preservice teachers (Borg, 2009, Kasun & Saavedra, 2016; Nero, 2009; Youngs & Youngs, 2001). One participant did recommend the importance of students maintaining their languages, indicating that English should not be privileged over the languages that students speak.

Table 5

Suggestions of Professional Responsibilities for English Language Teachers

Suggested ELT Professional Responsibility	Number of Participants
Caring, respect, relationship, community, attentiveness, supportive, careful about language describing students, learner-centered, feel safe, positive classroom atmosphere for learning	10
Understand context, numerous variables that affect learning, needs, goals, adaptability, authentic materials, language teaching beyond survival skills	6
Skills for successful living in Canada, practical/relevant teaching, resources for problems, aware of trauma and mental health issues, connect to international community	5
Cultural sensitivity, understand loss of identity, cultural differences in class, cultural curiosity	5
Teach customs of Canada, teach/navigate different cultural values, cultural context of Canada (attitude of newcomers toward First Nations)	3
Role model, professional, give distance	2
Learn a language	2
Importance of maintaining language	1
Professional development, collaboration with colleagues	1

Note: More than one response possible per participant.

The suggested professional responsibilities from the participants provide a meaningful inventory of ideas to be explored and tested for further professionalism of ELT. For the purposes of this research, they demonstrate that recent SLTE graduates do believe that ELT should involve more than technical expertise—the participants were consistently eager to propose professional responsibilities as a vital component of the ELT profession. For example, RG7 began answering this questions by reflecting:

Yeah, I think that's huge. That's something that definitely drives me because especially as a teacher you're always interacting with your students. So, if you only have a great background in linguistics and grammatical knowledge and methodology, that's one thing. But if you don't know how to interact or respect or engage with your students' needs I think you're maybe not a great teacher.

Others similarly indicated the importance of professional responsibilities in ELT by introducing their suggestion with assertions such as “I strongly believe . . .” (RG12) or arguing that both language teaching programs and SLTE should be intentionally involved in developing and implementing professional responsibilities. RG8 validated this latter evidence of the necessity of professional responsibilities, contending that teachers need to be concerned about

. . . other outcomes that aren't directly related to the ones on paper. But yeah, I want for the policies of a program to expect that teachers are going to consider these things, . . . to have high expectations, not only for the methodological decisions that a teacher makes but also for how that teacher considers what it means for a person to acquire another language, and for that specific language to be English. . . And . . . that would probably involve an expectation of the kind of training that teacher would have and I think that's a good thing.

Following the open discussion of proposed professional responsibilities, participants were presented with the possibility of whether sustaining linguistic diversity should be considered as a professional responsibility for English language teachers. While some participants answered with great assurance, both in favor or against, this question proved to be a challenge (see Table 6). Although the unequivocal ‘yes’ responses outnumber the unequivocal ‘no’ responses five to one, the qualified responses and uncertain answers represent the majority of the participants and illustrates the complexity of this issue for English language teachers. Utilizing the background information of the participants, all five participants responding ‘yes’ indicated that they were multilingual and have lived in multiple countries. However, because of the small sample size of this research and the majority of participants fitting this description, no correlation between these characteristics and beliefs should be presumed.

Table 6

Response to Linguistic Diversity as a Professional Responsibility

Response	Number of Participants
Yes	5
Yes, qualified	1
Undecided	3
No, qualified	3
No	1

The grouping of responses to this question required more analysis than would appear on the surface. Several of the responses from participants revealed a journey from one perspective at the beginning of the discussion to being at a slightly different place when we were finished with this question. As an example, RG7 immediately responded to the question by stating, “I think it should,” which came across as an affirmation that sustaining linguistic diversity needs to be a professional responsibility of ELT. However, later in addressing this question, RG7 followed up

by adding, “even though I have those hopes that they do retain their language, I don’t think it’s really my responsibility in my classroom to address that. That is up to them and their families.”

The most common qualification or challenge to whether ELT does have a professional responsibility for having a role in sustaining linguistic diversity was the idea that language loss is solely under the control of the language community themselves, and therefore is their responsibility alone. This is clearly expressed in the response from RG3: “I would encourage that diversity but I don’t know if I would be responsible for it because I am not one who can enact upon it.”

On the other hand, the level of responsibility asserted by the five participants indicating an unequivocal agreement was quite profound. RG4 declared immediately and definitively, “absolutely, absolutely, yes.” Later, expanding on the justification for such a strong belief of this responsibility for ELT, RG4 added, “I would see my role not primarily as an English language teacher but more as a language teacher. And as a language teacher, I have the responsibility of supporting every single other language as well. . . I’m not a professional in any other language but I can support it . . . I’m a professional in English language teaching but that is just my area of expertise . . . but still as a language teacher I am treasuring every other language as well.” RG4 identifies a broader professional context of ELT found and expressed within a mutual responsibility for all language teachers—whether that language be English, German, Pujabi, Quechua, Hmong, or any other language. In other words, linguistic diversity is the responsibility of all language professionals, or as RG11 asserts, “if we don’t do it, who is going to?”

Another issue discussed was whether participants believed that if ELT was determined to be one of various factors leading to language loss or language death, would this be a negative impact. Ten of the participants responded ‘yes’ or a ‘yes’ with some qualification (see Table 7).

One participant did not choose to indicate ‘yes’ or ‘no’, but simply stated that language loss is purely a choice of the language community, precluding ELT as a factor whatsoever. An important theme that emerged from this portion of the interview was the observation that languages do indeed die, that this is out of the control of the English language teacher, and that other factors caused this loss such as: politics (RG1), students/parents (RG3), society (RG5), unviability of the language (RG8), language policies (RG9), other factors (RG11), and personal choice (RG12). These responses capture the complexity of this question for the ELT profession in relation to the numerous other societal influences on the viability of languages across the entire global linguistic landscape.

Table 7

Response to ELT as a Potential Factor of Language Loss Being Negative

Response	Number of Participants
Yes	4
Yes, qualified	6
Don’t know	2
It’s a choice	1

Another theme that emerged was the issue of language competition and perhaps even doubts as to whether societal multilingualism is possible. For example, RG3 expressed concern over the ability for younger learners of English in this way:

There’s only so much you can expect or force your student to be learning. I know there’s some, even when I was taking my TESL classes about dual stream where they have half the day they’re learning Tagalog, half the day they’re learning English, so they have both at the same time. But is it a detriment to one or the other? Probably, because you don’t get as much in depth or in focus.

Uncertainties of this kind about the ability of learners to acquire multiple languages would benefit from further research to determine any potential links between the view of economic opportunities closely associated with English, leading to a more commodified characterization of English which leads to view languages being more valued or less valued. When RG3 was discussing First Nations language loss in Canada, particularly due to residential schools, even though there was a sense of this loss being a negative impact, there was also the presence of the disparate value of languages with English providing the most benefit:

Now their native language is lost. No one in their family speaks it anymore. So, that is probably one area where it could be more of a negative, but I think overall having that English focus is a benefit for them because then they're able to be more successful.

Professional Responsibilities Connected to Teaching Practices

Following the discussion of the broad professional topic of professional responsibilities in ELT, the interviews shifted toward more detailed topics. This shift came with some difficulty as the questions largely depended on some level of affirmation that the issue of linguistic diversity relates to ELT. When this was not entirely accepted, consideration was needed in adjusting the guide questions in ways that still addressed the central aspect of the question while acknowledging the previously stated beliefs of the participant. Attempting to inquire of specific teaching practices that participants believed to be connected to professional responsibilities and more specifically to linguistic diversity proved to be the most challenging part of the interview. One explanation of this difficulty may be that there is a tendency for theoretical and policy issues to be disconnected from issues of practice. Similarly, there also seems to be an overall belief by

ELT practitioners that English teaching techniques and methodology are entirely neutral in terms of societal language use patterns.

This overall belief in the neutrality of contemporary English language teaching practices concerning linguistic diversity becomes apparent when looking at the collection of responses from participants to all the questions about teaching practices and their connection to the language use of students. On a whole, there are very few examples given that demonstrate an idea of teaching practices which differentiate between English language acquisition conceived as an isolated system or as part of a plurilingual linguistic repertoire. Even so, there does seem to be a very strong sense from the participants that there is a connection between language loss and teaching practices (see Table 8). Ten participants identified some type of connection between teaching practices and language loss: three indicate that this connection is primarily the result of English-only classroom practices, three indicate that teachers need to encourage first language use, three stated that there is a connection but did not state what this is specifically, and one described the link as being more significant for children than for adults. Only one participant stated that there is no link between English teaching practices and language loss, with two other participants saying that they are unsure of the any connection.

Table 8

Views of Teaching Practices Connected to Language Loss

Responses to English Teaching Practices and Any Connection to Language Loss	Number of Participants
English-only teaching practices detrimental for language use	3
Promote/encourage first language	3
Yes	3
Not sure	2
No link	1
Different for children and adults	1

Teaching practices are principally viewed through the prism of a perception of effective or ineffective English language acquisition with little consideration to language theory or ethical issues related to language. Assessing the answers to all three questions seeking to understand the participants' beliefs of teaching practices and their connections to linguistic diversity, the overwhelming sense was that an English-only classroom policy is fairly common among many teachers but that this policy is problematic. However, the solution to this does not appear to be any strategic methodological alternative but rather is best addressed through communicating the value of the students' language and encouraging use of the language. This encouragement is accepted by all participants as being language use outside the classroom, but also some participants allow for classroom use of the students' language, generally for comprehension purposes, though most responses provided do not indicate a planned and strategic purpose for plurilingual language acquisition practices.

Nearly half of the participants (six participants) stipulated that the classroom should be English-only while also revealing that it should not include the value of English being superior to the language of their students (see Table 9).

Table 9

Role of Students' Languages in the Classroom

Response to the Role of the Students' Languages in the Classroom	Number of Participants
English-only, but communicate that English is not superior	6
Some use of L1 is beneficial for lower levels	5
Use and compare similarities and differences of L1 with English	2

Five participants suggested that some use of the students' language is beneficial for language acquisition, particularly for the lower levels. Two participants offered more specifically that teaching practices in which students are directed to involve their language with the acquisition of

English, in both cases described as comparing similarities and differences between the L1 and English, is beneficial and aligns with how they conceive of a multilingual brain and the process of acquiring an additional language.

In response to a question seeking any teaching practices participants would identify as sustaining linguistic diversity, only five responses involved engaging the language of the students, and only three of these responses related to some type of specific teaching practice involving plurilingualism (see Table 10). One participant mentioned the pairing of students of differing English abilities to enable the common L1 to be used for comprehension of content. One participant described the practice of language comparison and another participant suggested collaboration with other language teachers in a bilingual school context. The most common response involved drawing upon the culture of the students within the classroom as the best teaching practice for sustaining linguistic diversity while enabling increased English language proficiency.

Table 10

Kinds of Teaching Practices Identified as Contributing to Linguistic Diversity

Response to Teaching Practices Identified as Contributing to Linguistic Diversity	Number of Participants
Draw on and celebrate culture of students	4
Draw on language of students	2
Not sure	2
Not important, responsibility is to teach English	1
Pairing students of same language for comprehension	1
Strategically utilize language of students for connections and acquisition	1
Collaboration with other language teachers (in bilingual school)	1
More teacher autonomy, less syllabus-centered approach and repetitive practices	1

Role of SLTE Programs in Shaping Beliefs of Professional Responsibilities and Teaching Practices

The final segment of the interview sought to assess how participants described the impact of the SLTE program in helping to shape their beliefs about professional responsibilities in ELT, including the potential responsibility for sustaining linguistic diversity. One of the tendencies among participants was to address the question of preparedness and influential aspects of the SLTE program in terms of technical expertise. Certainly, the gaining of technical competence is significant for a language teacher, much like it is for other professions such as the field of medicine. However, this tendency may reveal much about the limited intentional attention to professional responsibilities as an important part of training English language teachers in ELT. For example, after spending some time addressing technical aspects of the SLTE program, I asked RG9, “What about professional responsibilities?” and the immediate response was, “not much, not much.”

Amid these broad trends, ten of the participants did indicate that they believed they were well prepared (six participants) or fairly well prepared (four participants) (see Table 11). Only three participants shared that they believed the SLTE program insufficiently prepared them regarding the professional responsibilities needed for the ELT profession.

Table 11

Reflections on Perceived Preparedness for Practicing Professional Responsibilities and Teaching Practices Perceived as Sustaining Linguistic Diversity

Response Indicating Preparedness from SLTE Program	Number of Participants
Well prepared	6
Fairly well prepared	4
Insufficiently prepared	3

Interestingly, all three of these participants completed an online/distance SLTE program. All six participants that believed they were well prepared in relation to professional responsibilities completed a face-to-face SLTE program.

Personal engagement being an important factor for developing preparedness for practicing professional responsibilities in ELT is further strengthened by an examination of the responses to questions about particular aspects of the SLTE program that participants identified as shaping their understanding of professional responsibility (see Table 12). Five participants indicated their professors shaped their perceptions not only in training them in ELT issues, but even more importantly in modeling the practice of professional responsibilities in their courses. As RG13 described, “Our professors’ own examples of that as they interact with students, [they] . . . modeled professional responsibility well.” Another, perhaps surprising, support to the significance of a personal engagement for developing professional responsibilities are the three participants that identified the meaningfulness of the broader university setting that fostered broader and interdisciplinary questions that they believed vital in preparing them for ELT professionalism.

Table 12

Aspects of the SLTE Program Which Helped Shape Thinking of Professional Responsibilities and Linguistic Diversity in ELT

Responses Indicating Shaping Aspects of SLTE Program	Number of Participants
Practicum	6
Professors	5
Required issues course	5
Required core course	5
Liberal arts education/university environment	3
Required foreign language course	2
Elective issues course	2

Note: More than one response possible per participant.

The other major theme found in the responses of participants is the fundamentality of experience in the formation of teacher identity and practice. The most common response from participants was that their practicum course was highly significant in professional responsibility development, including both observation of qualified ESL/EAL teachers' classrooms and practice teaching. For several participants, this exposure and experience in the classroom was so vital they suggested that the required hours need to be increased. RG3 stated this desire straightforwardly, "I think we need to have even more opportunities to watch professionals." I believe another response which needs to be considered as supporting the issue of experience is the required foreign language course, mentioned by two participants. Even though a small number, it seems surprising that it was mentioned at all. Many SLTE programs do not entail a language course as part of the program requirements, and only four of the participants interviewed completed a program which did have a language course as a requirement. One of the participants (RG13), expressed that the course not only gave insight to the close connection between language and culture, but learning a language

. . . helped me to understand why people work so hard to keep languages from dying out.

It helped me to understand that there really is something lost when language is lost. Even though I personally don't value that to the same extent that some other people do, I value it a lot more than I did before.

Another important observation not noticeable in the tabulation of responses is the mention of previous or ongoing experience. Nine participants indicated that previous or ongoing teaching experience, either work or volunteering, during their SLTE program was indispensable to the formation of their beliefs about professional responsibilities. As RG2 shared, "I think my idea of professionalism is probably more just from my experience; before I started the [SLTE]

program I worked as an EA in an ESL program.” Similarly, RG11 emphasized that previous intercultural and teaching experiences made the courses in the SLTE program more beneficial “because of all the experiences.”

In turning to the topic of suggested changes or additions to SLTE programs, participants were very willing to share ideas, though it did not result in an overwhelming consensus as to places of improvement for SLTE programs (see Table 13). However, the responses that did receive multiple mentions certainly do represent important concerns that were addressed in other sections of the interview and support other identified themes, such as the value of experience (more observation, better practicum experience) and personal engagement (add in face-to-face courses; use current practitioners).

Table 13

Identification of Suggested Additions or Changes to the SLTE Program Increasing Awareness of Professional Responsibilities and Linguistic Diversity

Responses Indicating Shaping Aspects of SLTE Program	Number of Participants
Content concerning TEFL, teaching refugees, ESL for children vs adults, ESL vs EAP, personality in SLA (esp. introvert students)	4
More observation, better practicum experience	3
Update course content	3
Better integration of ethical and professional issues throughout program	3
Add in face-to-face courses—shouldn’t be exclusively online/distance	2
Content concerning PBLA	2
Student assessment	1
Use current practitioners in SLTE program	1
Stronger connection between theoretical and ethical issues and teaching practices	1
Conflict resolution	1
Introduction to linguistics/language course	1
Big picture of ELT beyond individual lesson plans	1
Cultural differences in education around the world	1
Intercultural connections and experiences	1
More explicit teaching of student language maintenance	1
Nothing	1

Note: More than one response possible per participant.

There also were several related responses concerning course content: enacting an overall update to course content (three participants), including different teaching contexts/students (four participants), integrating of ethical and professional issues (three participants), including content related to portfolio based language assessment (PBLA) (two participants), and others that received one response.

CHAPTER 5

DISCUSSION AND CONCLUSION

Linguistically responsive teachers understand the connection between language, culture, and identity, and they develop an awareness of the sociopolitical dimensions of language use and language education. They understand that it is neither effective nor ethical to expect ELLs, for example, to learn English at the expense of leaving behind their home languages and dialects. (Lucas, de Oliveira, & Villegas, 2014, p. 221)

Introduction

Language teaching seeks to assist learners in increasing proficiency in a language in addition to other languages the learner already uses. Regardless of whether the learner only uses one other language or seven other languages, the teaching of a language may be presumed to be adding to the linguistic repertoire of the learner. However, the context of increasing language endangerment in the world today, coupled with the power inequality that most languages face against English as a global language, brings to the forefront the issue of whether ELT has a professional responsibility to understand the link between teaching practices, policies, and programs and the impact on linguistic diversity in the contexts in which English is taught. The demand to respond to this issue as an ELT professional is expressed in the immediate reaction of RG8 to the question of whether ELT has a profession responsibility to sustain linguistic diversity: “I think we have to ask that question. I don’t think it is a question that can be ignored. I think that it’s a necessary question.” Although there are numerous complex factors involved in language use patterns of every language regardless of its vitality, ELT is now tasked with the need to be aware of the profession’s impact and to seek ways to ensure that the profession is attending to a responsibility concerning linguistic diversity.

Summary and Discussion of Research Question Findings

To advance this particular issue within the ongoing broader professionalization of ELT, three research questions were developed and provided the framework for the interviews and the analysis of those interviews:

Research Question #1

What are the participant's expressed beliefs and attitudes regarding the relationship between English language teaching and linguistic diversity?

Research Question #2

What teaching practices are identified by the participant as sustaining linguistic diversity?

Research Question #3

What aspects of the SLTE program does the participant identify as shaping beliefs, attitudes, and practices connected to a professional responsibility for linguistic diversity?

The interview of thirteen recent graduates from a variety of SLTE programs provided significant responses addressing each of these research questions, while also revealing other issues for additional research. Based on the findings reported from the interviews, the three research questions are each given consideration.

Research Question #1

What are the participant's expressed beliefs and attitudes regarding the relationship between English language teaching and linguistic diversity?

A strong connection has been made between the spread of the English language (as well as other expansionist society languages), both through colonization and globalization, and decreased linguistic diversity (e.g. Evans, 2010; Vigouroux & Mufwene, 2008). The ELT

profession is implicated in the complex and multifaceted issues involved in language endangerment (e.g. Phillipson, 2009, Skutnabb-Kangas, 2009b). As a profession which promotes the most powerful language in the world, ELT is confronted with not only succeeding in the outcome of its learners regarding increased proficiency in English, but also accepting any consequences for the language communities those learners are a part of and the linguistic diversity of those communities. Attending only to the former and not to the latter neglects the ongoing professionalization of ELT and its professional responsibilities for the well-being of its learners. If ELT accepts and promotes a professional responsibility for sustaining linguistic diversity, this would be expected to be reflected in participants' beliefs concerning the relationship between ELT and linguistics diversity.

When looking at the question outside the lens of ELT, it is obvious that each participant believes linguistic diversity is an important concern. Recent graduates from SLTE programs do not want learners to lose their language. In other words, there seems to be a basic understanding that linguistic diversity is a value. Every participant offered at least one comment during the interview indicating a desire that learners maintain use of their language or that they don't want ELT to be the cause of language loss. Most often the value of linguistic diversity was described as teachers encouraging or promoting first language use (RG1, RG2, RG3, RG5, RG10, RG12, RG13). Not only is there a shared value of students maintaining their languages alongside English, there is also a strong representation of understanding how the inequality in the relationship between English and other languages threatens linguistic diversity and is often expressed as the superiority of English. Although only four participants specifically mention the problematic nature of the "superiority" of English, six other participants used alternate language

to describe a very similar inequitable relationship between English and the languages of their students, such as the “privileging of English” (RG2).

However, when linguistic diversity was looked at through the lens of ELT, the connection between the two was not viewed with any strong consensus as to what the role of ELT is—either its impact on linguistic diversity or its role in sustaining linguistic diversity. At first there appeared to be strong support for a connection to be made, as ten participants indicated, either completely or to some degree, that if ELT was found to be a contributing factor in language loss that this would be a negative impact. Yet, when the relationship between ELT and linguistic diversity was suggested to be a professional responsibility, there was much less agreement. Six of the thirteen participants expressed some level of affirmation that ELT should consider sustaining linguistic diversity as a professional responsibility.

The fact that three participants were unsure in their response also seems to indicate that this relationship between linguistic diversity and the professionalism of ELT needs further exploration. One issue to investigate further which may help to explain the relationship, is discovering if there may be any significance concerning the responses to the negative impacts of ELT, with culture loss mentioned more than language loss (six and five participants respectively). Though this does not appear to be a significant difference in the number of responses, the fact that these issues were considered separate by participants is worth understanding more—to what degree are they viewed as independent and is cultural loss viewed more negatively than language loss? In summary, although linguistic diversity is expressed as being valued by the participants, ELT’s relationship with the dynamic situation of linguistic diversity in the world is less clear.

Research Question #2

What teaching practices are identified by the participant as sustaining linguistic diversity?

Skutnabb-Kangas (2009b) suggests that if ELT is to intentionally engage in practices which sustain linguistic diversity, these practices will value plurilingual competencies over English competencies. This suggestion may reveal the primary obstacle in the relationship between ELT and linguistic diversity as being defined as a professional responsibility. A central concern of ELT is increased competency in English for learners. As expressed by several participants, an English-only approach is common among teachers and programs, with the expressed pedagogical intent that if English is to be learned, it must be given exclusive focus. Indeed, six participants stated that the classroom should be English-only for pedagogical purposes. So, although participants expressed beliefs about the importance of linguistic diversity, participants did not make a strong connection between specific teaching practices and the impact on linguistic diversity. This indicates that there has yet to be a significant shift for English language teachers from understanding ELT to have plurilingual competencies as the desired outcome for learners. Even though, five participants indicated that some use of the L1 is beneficial for lower level learners and two participants described the value of comparing the learner's language with English, giving increased value to the learners' languages has not yet moved from English competencies to plurilingual competencies.

One issue that emerged in the interviews which may give some explanation for the participants conveying an English competencies approach to teaching practices, is the presumed lack of an approach which allows for plurilingual competencies. Three participants (RG8, RG9, RG12) specifically identify the only perceived alternative approach to an English-only classroom

is the grammar translation method, which is often cast as an out of date and ineffective approach (e.g. Brown, 2014). This is captured in the comments by RG8: “I don’t want to suggest a sort of grammar translation method. . . We’ve learned long ago that that’s not necessarily the most effective way to structure the entirety of your lesson.” Without an alternative, the default is a focus on a communicative approach that maintains English competencies as the focus of teaching practices.

However, in this context there is evidence of a willingness for some participants to engage in teaching practices that have an outcome beyond English competencies. Three participants specifically indicated that English-only teaching practices are responsible for subtractive language acquisition. Moving beyond this belief, there were also responses which indicated an openness to teaching practices which involve the languages of learners, but this was also coupled with uncertainty as to how this can be done effectively. Following up with the example of language loss given by RG2 regarding First Nations languages, in an effort to understand the thinking about potential current teaching practices with plurilingual competencies, I asked what it would look like to go back and do things differently—to teach English in a way so as to sustain linguistic diversity. RG2 replied:

I think just somehow incorporating both languages so maybe, . . . I don’t know, I have to always teach English and there are so many languages, . . . but I would think for example perhaps reading something or listening to something in one language and then writing about it or talking about it in another language so that you are incorporating both and learning that I think that, I don’t know in my [SLTE] training I learned this . . . [it] happens more frequently I think in European countries where they kind of have the education in their native language and also English language and you’re kind of using

both all the time. That's kind of how I would see it, but then for me I don't know my students' first language. They all speak different first languages, so you have to have a very uniform class and you have to have teachers who know both languages. So, it's a very idealistic situation that I think right now would be very hard to practice.

There is both an acknowledgment of a not fully understood teaching approach exemplary of practices intended to develop plurilingual competencies as well as uncertainty for implementation, particularly within a predominately monolingual context. This consideration of potential alternative teaching practices combined with doubt and irresolution about their enactment suggests perhaps a lag in theoretical and critical issues in ELT, impacting changes in methodological approaches in ELT, particularly in relation to SLTE programs and the preparation of English language teachers.

Research Question #3

What aspects of the SLTE program does the participant identify as shaping beliefs, attitudes, and practices connected to a professional responsibility for linguistic diversity?

The extent of the impact SLTE programs have on the beliefs of preservice teachers is still largely understudied and indefinite (Wright, 2010). However, one area of training that is believed to be significant in shaping teacher cognition and practices is the role of experiential learning or learning through practice (Baecher, 2012; Gu, 2013; Harper & De Jong, 2009; Richards & Farrell, 2011). Regardless of the precise level of change in each of the participants' beliefs, if that could be measured, it is clear from the interviews that the recent graduates confirm the importance of experiential learning experiences in shaping beliefs and teaching practices.

Participants mentioned practicum opportunities in the SLTE program as essential in influencing perspectives of professional responsibilities and teaching practices emerging from these responsibilities. Other aspects of experiential learning also showed up in responses, such as the influence of professor modeling, the interaction within the university environment, and being required to learn a foreign language. Another way this emphasis on experiential learning is further supported is in the suggestions by multiple participants for increasing the required hours for observation, among other experienced-based responses. However, as important as the practical experiences are, this did not in any way diminish the value of course content, as both required and elective courses were significantly identified as contributing to their expressed beliefs and practices.

A lack of consensus among the participants concerning a professional responsibility to sustain linguistic diversity makes determining the degree of SLTE impact on shaping this belief and any related teaching practices difficult. In assessing the responses of the role of the SLTE programs for each of the six participants indicating a yes or a qualified yes to the proposed professional responsibility, they didn't identify any different set of influential aspects of the SLTE programs than the other participants. However, one belief that did emerge as unique among those six participants was situating ELT within the context of the broader endeavor of language teaching—thus, not exclusively viewing oneself as part of ELT, but rather as part of Additional Language Teaching (ALT). The link between this belief and the influence of the SLTE program was not able to be confirmed in any discernable way through the interview. Additionally, it must be noted that several of the six participants also relayed very strongly the importance of previous intercultural experience, before entering the SLTE program. One

particular story from RG6 is especially appropriate as being a suggestive of a belief shaping experience:

I remember going to my first school that . . . was in Spanish, and I didn't speak Spanish.

The first year in school was horrifying for me. And each morning when I walked with my sister to school there was one line [at] the entrance. And when you walked up to that line you could speak your own language, but once you entered, then you had to only speak Spanish, otherwise you would be punished. It wasn't a big punishment. But I remember that so vividly and I would never want to have that, allow other people to experience the same thing. So, I felt like I wasn't effective at communicating anymore.

Though not conclusive, because of the greater similarity of associations from the participants' responses concerning the SLTE programs, the role of intercultural experiences certainly remains a valid issue for further inquiry. What is confirmed, however, is the importance of experiential learning for shaping beliefs and practices. Therefore, the focus and purpose of those experiences within the SLTE program should be intentional in including professional responsibilities alongside the development of technical expertise.

Suggestions for Future Research and Implications for ELT and SLTE

The research undertaken offers support for previous studies, particularly regarding the crucial role of experiential learning in SLTE programs, while also representing areas needing further development. The nature of the research questions giving focus to the common themes of teacher beliefs, teaching practices, and the impact of SLTE programs is situated in a context that is less known—professional responsibilities of ELT. Within this context, establishing strong connections proved difficult, primarily because the notion of professional responsibilities in ELT

itself needs further investigation. However, this research did provide a significant starting point for exploring professional responsibilities in ELT more specifically—what professional responsibilities do SLTE programs identify as program outcomes, what professional responsibilities do ELT professionals identify, accept, and practice, and other similar questions probing various beliefs about the extent and nature of the professional responsibilities in ELT.

Additionally, as mentioned in the previous section, there are other gaps in the research which would benefit from further attention. First, understanding whether ELT professionals view culture loss and language loss differently would add more clarity to perspectives regarding linguistic diversity. Although there is a strong expressed value for the languages of learners, this value needs to be understood more specifically in terms of whether it is associated more closely with culture than with language. This nuanced understanding could reveal what aspects of this expressed value apply to linguistic diversity, in part or in whole.

Another issue for further inquiry is a more comprehensive understanding of ELT professionals' beliefs about language endangerment. Although participants demonstrated a concern for learners to continue to use their language, the belief that was also expressed by some participants is that language use patterns are beyond the influence of language teachers. Determining what factors ELT professionals believe to be involved in language shift would be helpful. Furthermore, discerning the level of perceived seriousness of language endangerment would provide another layer of understanding to more fully apprehend the relationship between ELT and linguistic diversity.

Closely related to these additional beliefs explaining what impact or responsibility ELT professionals hold toward the state of linguistic diversity is a need to further probe the beliefs regarding English competencies and plurilingual competencies. If the only teaching practices that

are considered and scrutinized are those characterized as effective or ineffective in achieving English competencies, then a significant amount of teaching practices are being neglected in the pursuit of understanding teaching practices associated with sustaining linguistic diversity. An English-only approach for the classroom should be assessed by ELT professionals beyond the effective/ineffective category, but should also include a comparison to teaching practices with plurilingual competencies as desired outcomes. A part of this issue would be to further explore the monolingual assumption underlying methodological approaches dominating ELT practices, and the problematic relation these practices have concerning linguistic diversity even if they achieve English competencies for learners (Katunich, 2006).

What ELT professionals believe about linguistic diversity, the perceived relationship to teaching practices, and a commitment to adopt responsibility for any appropriate approaches that directly impact English learners and their communities is assumed to be of great interest for every stakeholder group in the ELT profession and especially those involved in the training of professionals in SLTE programs. Moving forward in the professionalization of ELT should include a serious consideration of the professional responsibilities of ELT, particularly those related to language issues such as language diversity. For example, it is expected that if SLTE programs do not distinguish or even present plurilingual competencies and corresponding teaching practices, apart from English competencies and their practices, recent graduates and ELT professionals would also not distinguish these divergent approaches. The questions presented in this research are important to be asked and addressed in every sector of the ELT profession. However, these questions should not be assumed to be answered uniformly, as they will certainly rely on divergent perspectives and factors within each unique context where English is taught as an additional language. For instance, each sector of ELT would need to

consider the question of the nature of ELT's relationship as part of the larger profession of Additional Language Teaching, and will likely have both analogous as well as distinctive characteristics in such contexts as Keng Tung, Myanmar and Swift Current, Saskatchewan. Nevertheless, although the answers may have different outcomes in each unique context, there are important commonalities and considerations that need to be shared within the ELT profession to inform a broader understanding of macro professional responsibilities to be adopted and contextually implemented.

Conclusion

On February 9-10, 2017, TESOL International held a summit on the future of the TESOL profession in Athens, Greece. There were four themes which provided a framework for the discussions which took place at this summit: futurology, English in multilingualism, reimagining English competence, and the profession as a change agent. From the discussions surrounding these four themes, the summit produced three broad goals with a variety of related sub-goals. The third goal with one of its sub-goals is described as "Enhance language learner developing policies that support language diversity: mother tongues, national languages, and Englishes" (TESOL International, 2017b).

With this recently stated objective and ambition in mind from one notable stakeholder in ELT, the issue of a professional responsibility for sustaining linguistic diversity was brought further to the forefront of ELT professionalization. As a language teaching profession, it seems that this indeed would be a unique professional responsibility, befitting its central aim to introduce and promote English language development to learners and contexts, in addition to

other responsibilities it may share with other professions in being attentive to the well-being of its clientele.

This research project sought to bring to the forefront the issues of the relationship between ELT and professional responsibility for linguistic diversity that are being raised in various sectors of the field. In the midst of this context, the participants involved in this research were extremely diligent and gracious as they engaged in this conversation. They demonstrated a significant amount of responsibility as they thoughtfully deliberated and wrestled with the questions presented to them. Each of them exhibited a dedication to their students, to the profession, and to personal and professional improvement. Asking these kinds of questions, which may feel a bit like questioning the very legitimacy of the profession itself, and with the potential to lead to answers that may require significant transformation of the profession at every level—program, policy, and practice—was faced with great courage, resolve, and keenness for following the path of professionalization no matter what changes would be necessitated. In this way, these thirteen recent graduates of SLTE programs showed me that the ELT profession has practitioners ready for the hard work of developing professional responsibilities that will guide the training for and practice of English language teaching in every distinctive context.

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APPENDICES

APPENDIX A

Guide Questions

An Inquiry of the Beliefs of Recent TESL/TESOL Program Graduates Concerning Professional Responsibilities within English Language Teaching

Basic Data

1. Name:
2. Program:
3. Date:
4. Time:
5. Language(s) spoken:
6. Cultural background:
7. Places lived:
8. Considering teaching: (in Canada, internationally)

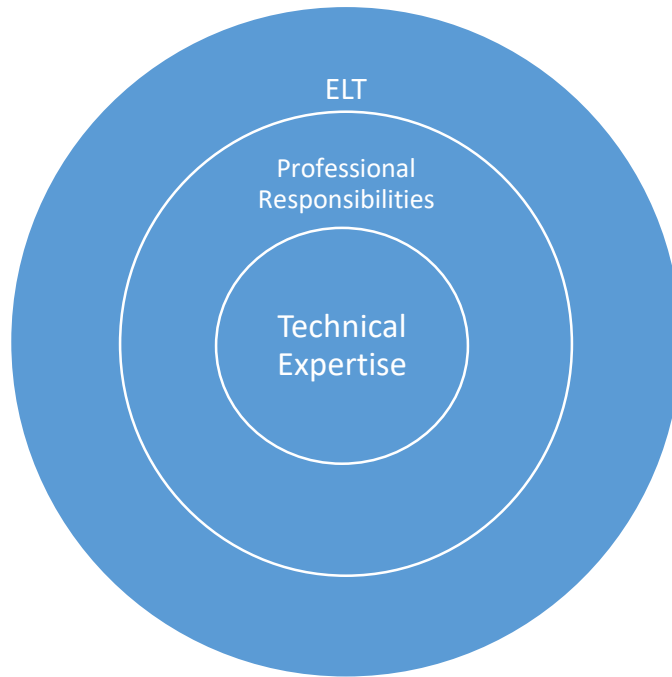
Guide Questions

9. In thinking about teaching English, what are the most significant things that motivate you in entering this profession?
10. What would you describe as being the most positive impacts of ELT to various societies around the world?
11. What would you describe as some of the most negative impacts of ELT to various societies around the world?
12. What professional responsibilities do you believe an English language teacher needs to have?

13. What can you tell me about the historical and current role of ELT in relation to language endangerment and decreased linguistic diversity?
14. What do you believe the role of ELT is or should be today in relation to fostering multilingualism, in addition to assisting in English proficiency?
15. What would you identify within your experiences in the TESOL program that have helped shape your thinking about these ideas?
16. What kinds of teaching practices would you identify as fostering multilingualism?
17. What would be your approach in the classroom concerning the role of the language or languages that the students may already speak within the language classroom?
18. How prepared do you feel toward particular teaching practices that you would see as sustaining the languages of your students?
19. What would identify within your experiences in the TESOL program that have helped prepare you for utilizing these teaching practices?

APPENDIX B

Visual Representation of Professional Responsibilities



APPENDIX C

Letter of Consent

An Inquiry of the Beliefs of Recent TESL/TESOL Program Graduates Concerning Professional Responsibilities within English Language Teaching

Dear Colleague,

My name is Darren Gordon and I am currently working on my dissertation research with George Fox University (Newberg, Oregon) as part of the Doctor of Education in Educational Leadership program. I am conducting research on the beliefs of recent TESL/TESOL program graduates regarding any perceived professional responsibilities of English language teachers.

The purpose of this study is to gain a greater awareness of beliefs and practices that recent TESL program graduates perceive to be involved in shaping the role of English language teaching in the lives of their students and the communities of students.

The risks associated with this research are minimal. The personal interview questions are innocuous and should not create distress. Nevertheless, please be aware that your participation is completely voluntary and you may decline to continue at any time or decline to answer any question at your discretion.

The results of the study will only be used for research purposes and may be used additionally for presentations at a professional conference and/or academic publications. Personal interviews will be audio recorded and later transcribed. Information will be analyzed and presented in an anonymous fashion and no individual will be personally identified. I affirm to keep any personal information and identities confidential.

All research materials (i.e. audio recordings, transcriptions, and signed consent forms) will be locked in separate, secure locations for a period of no less than three years. I will be the only individual who will have access to these materials. After three years, I will personally destroy all relevant materials and delete the recording materials.

I thank you for your time in considering this project. If you choose to participate, please be encouraged by the contribution you are making to ELT and teacher education issues. If you have any questions regarding this research, please contact me at (306) 756-3270.

If you understand the use of this research and agree to participate, please sign below:

Participant Signature _____ Date _____

Researcher Signature _____ Date _____