

The Handbook of Research on Teaching the English

Chapter 1 Language Arts: International Focus

For consistency with the statements, I used “Teacher educators should...” but we could certainly reframe these from the teachers’ perspectives. Also, I intended to include preservice teachers in the teacher group, but I did not use that term just for the sake of brevity.

- Teacher educators should emphasize the need to develop and maintain indigenous and endangered languages in addition to learning English.
- Teacher educators should help teachers move from teacher preparation to service as novice teachers navigate the space between teacher preparation programs and the reality of language learning in school.
- Teacher educators should prepare future teachers to serve their students' literacy needs using the best available research.
- Teacher educators should show novice teachers how cross-cultural perspectives in reading and writing instruction are critical to students as they become global citizens.
- Teacher educators should critically evaluate governmental and large-scale grants from foundations that may impose viewpoints that are unintended.
- Teacher educators should guide new teachers to develop and use curriculum for English language arts that is sufficiently diversified.
 - Teacher educators should demonstrate how texts for instruction in literary traditions and in reading instruction might be decolonized.

- Teacher educators should prepare teachers how to negotiate performativity cultures while teaching in the English language arts in the best interests of their students.
- Teacher educators should not use language to reinforce class and racism which disconnects language from social justice concerns.
- Teacher educators should plan for effective oracy in the teacher preparation curriculum.
- Teacher educators should model how translating research findings to action in classrooms is done smoothly and efficiently.
- Teacher educators should model and explain the use of feedback that is useful and helpful as students learn to read, write, listen, speak, and visualize.
- Teacher educators should prepare teachers to recognize the problems with gendered language.