

A word cloud with a black background. The words are arranged in various orientations and sizes. The largest words are 'TEACHER KNOWLEDGE' in white, bold, sans-serif font at the top right, and 'PROFESSIONAL DEVELOPMENT' in light blue, bold, sans-serif font at the bottom center. Other words include 'knowledge creator' (white, top left), 'received knowledge' (white, left), 'practical knowledge' (white, left), 'context' (green, left), 'reflective practice' (white, left), 'theory' (white, center), 'teacher research' (white, center), 'experiential' (white, center), 'tacit' (white, right), 'personal' (green, bottom right), and 'consumer' (white, bottom right).

knowledge creator
received knowledge
practical knowledge
context
reflective practice
theory
teacher research
TEACHER KNOWLEDGE
experiential
tacit
PROFESSIONAL DEVELOPMENT
personal
consumer

Professor Simon Borg
School of Education, University of Leeds

s.borg@education.leeds.ac.uk

Teachers



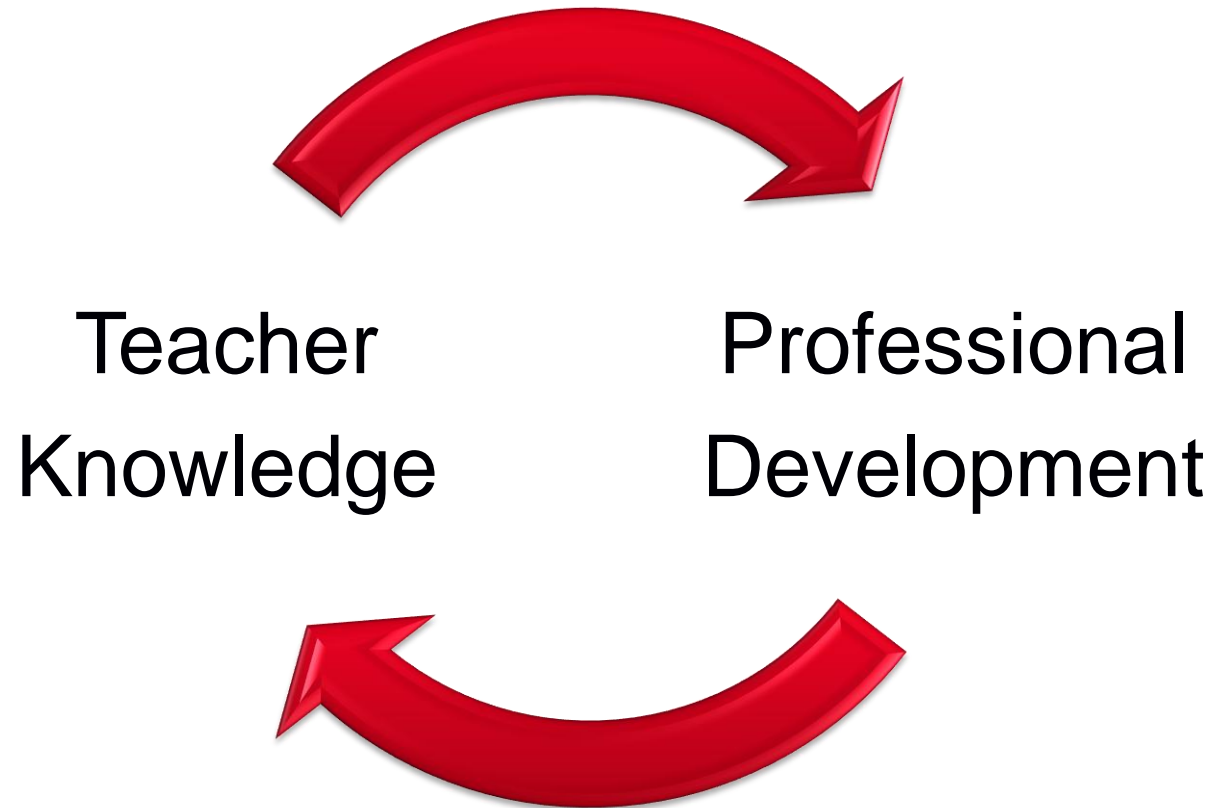
- are knowledgeable



- often underestimate their knowledge



- are often unaware of their knowledge





But what do you
mean by 'teacher
knowledge'?!!



curricular knowledge

procedural knowledge

personal practical knowledge

declarative knowledge

practical knowledge

situated knowledge

pedagogical knowledge

tacit knowledge

received knowledge

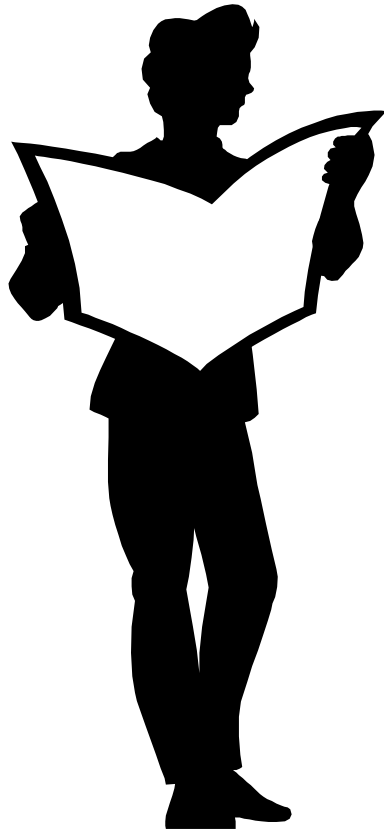
subject matter knowledge

THEORY IS FUN
GRADE 1



Maureen Cox

Received Knowledge



Reading
Lectures
Courses

We are programmed just to do
anything you want us to
we are the robots
we are the robots.
(Kraftwerk, 1978)



A large, light red arrow pointing to the right, containing two red rounded rectangular boxes. The first box on the left contains the text 'Received knowledge' and the second box on the right contains the text 'Classroom Practice'.

Received
knowledge

Classroom
Practice

Received Knowledge

- 
- Always fallible
 - Is generalized
 - Not a determinant of good practice

(Hammersley, 1994)

professional practice cannot for the most part be *governed* by research findings - because it necessarily relies on multiple values, tacit judgement, local knowledge, and skills. (Hammersley, 1994: 138)

there will always be a skilled professional job to do in interpreting the relevance of and implications of evidence for a practitioner's own setting (Cordingley, 2004: 83)

A diagram showing a horizontal flow of three red rounded rectangular boxes. The first box contains 'Received knowledge', the second contains '*Teacher interpretation*', and the third contains 'Classroom Practice'. These boxes are set against a large, light red arrow pointing to the right.

Received
knowledge

*Teacher
interpretation*

Classroom
Practice

Foreign Language Grammar Teaching

1. Young learners do not need to know FL grammar.
2. FL teachers should not focus on grammar in teaching young learners.
3. Even young learners can benefit from some awareness of FL grammar.

The Best Way to Teach Grammar

It is probably premature to reach any firm conclusions regarding what type of formal instruction works best. (Ellis, 1994:646)

Some kind of focus on form is useful to some extent, for some forms, for some students, at some point in the learning process.... Beyond that basic, tentative agreement, however, uncertainty looms large. (DeKeyser, 1998: 42)

Very few form-focused practices have been thoroughly substantiated (=proven). This is in part because the research remains in its infancy. (Larsen-Freeman 2003: 91)

In short, although considerable progress has been made ... few conclusions can be drawn about which ones [ways of teaching grammar] are the most effective for acquisition ... (Ellis, 2006: 100).


... a single specific methodology ... is unlikely to be universally effective. It is a question of mixing and matching the different options according to the individual teacher's needs, and professional judgment. (Ur, 2011: 818)




Received Knowledge

I feel freer to make decisions on the spot, to adapt plans and change things. I feel freer to be flexible, because I know that I can justify what I'm doing. (EFL teacher, UK)

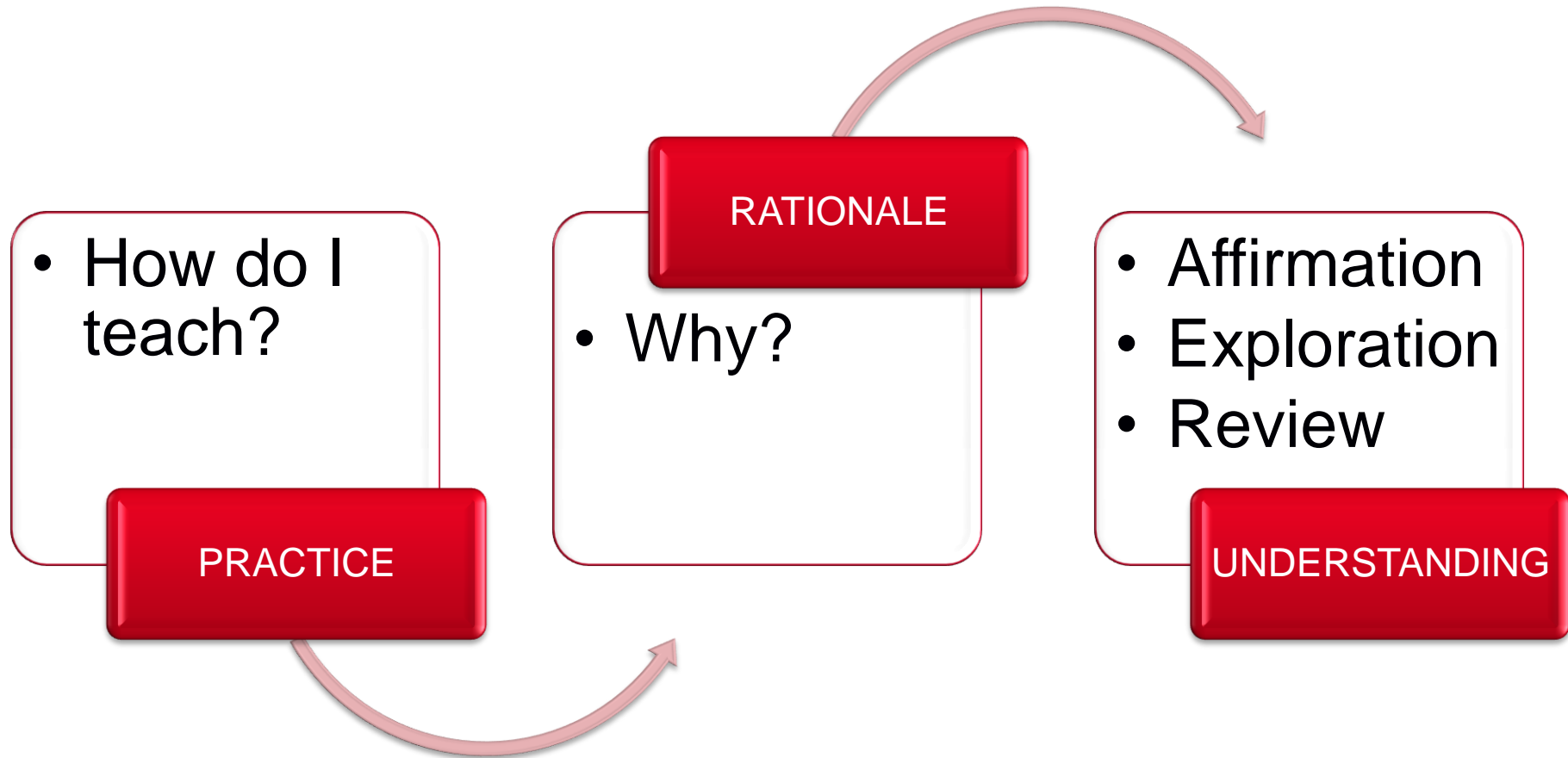
Received Knowledge

- 
- Generated OUTSIDE classrooms
 - NOT by teachers
 - Teachers as CONSUMERS

Practical Knowledge

- 
- Generated by TEACHERS
 - Used IN classrooms
 - EXPERIENTIAL & CONTEXTUAL
 - Often TACIT

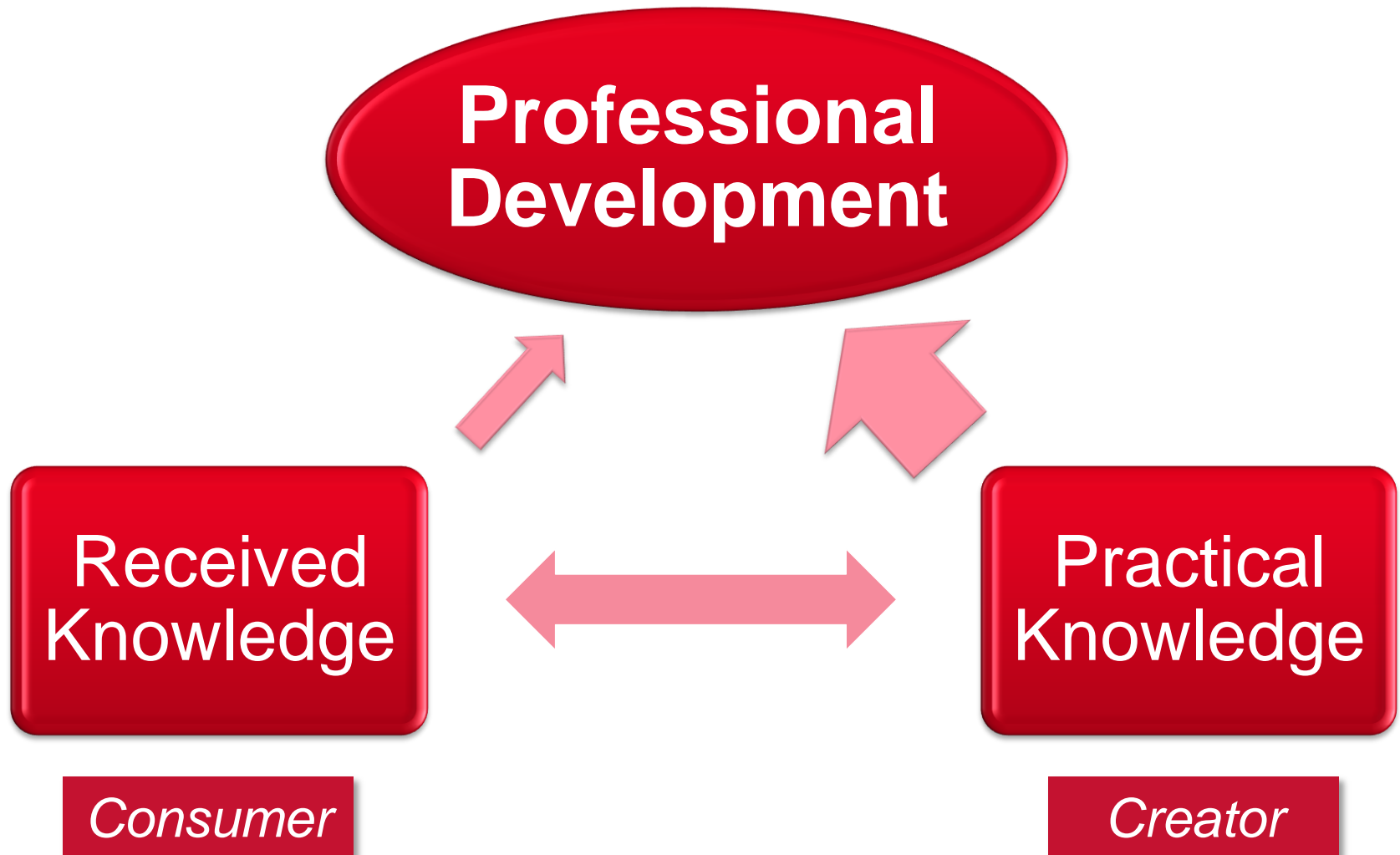




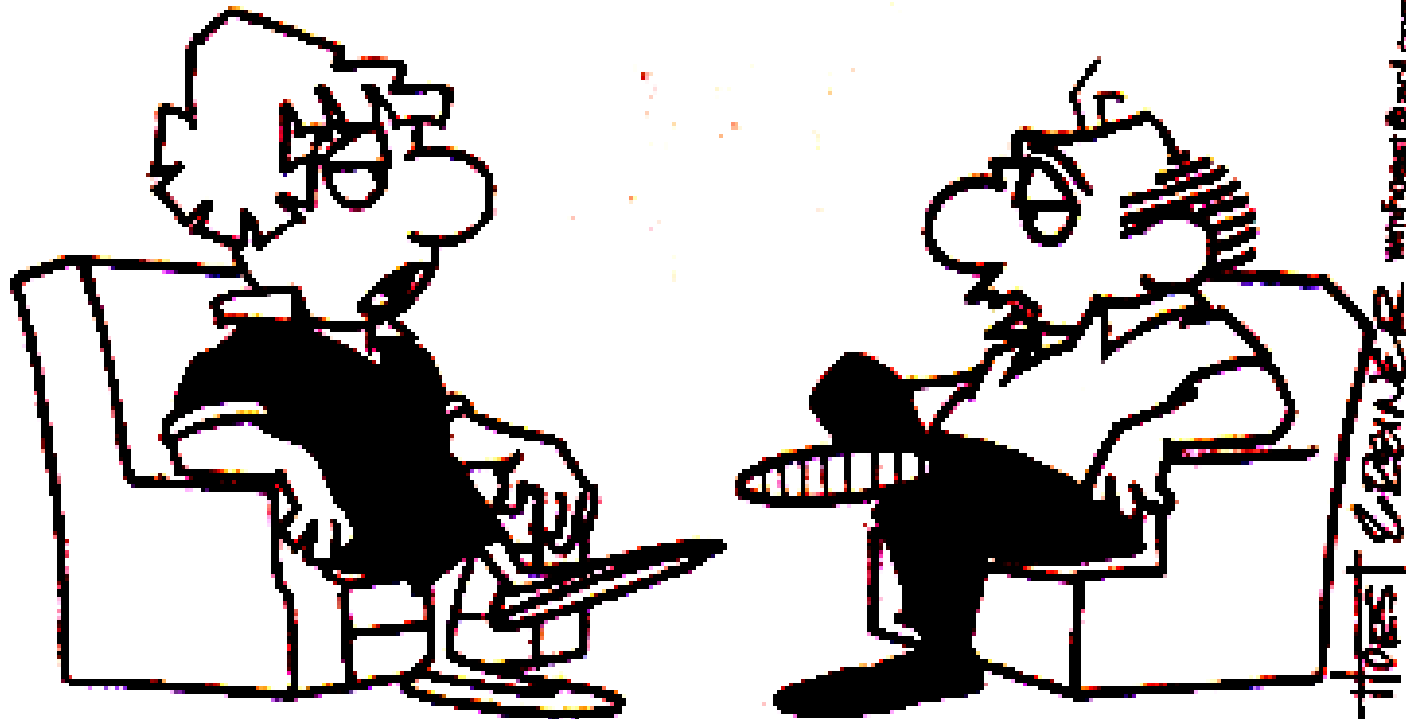
Why do you do gap-filling grammar practice?

In general I don't like this type of activity, filling in gaps, but well I think they may help, they may help, but I'm not so sure about it. (EFL teacher, Spain)





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"If ignorance is bliss, Leroy, why aren't you happier?"

A word cloud with a black background. The words are arranged in a circular pattern around two central phrases. The words are in various colors: white, light blue, and green. The central phrases are 'TEACHER KNOWLEDGE' (top) and 'PROFESSIONAL DEVELOPMENT' (bottom), both in large, bold, white capital letters. Other words include 'knowledge creator', 'received knowledge', 'practical knowledge', 'context', 'reflective practice', 'theory', 'teacher research', 'experiential', 'tacit', 'personal', and 'consumer'.

knowledge creator
received knowledge
practical knowledge
context
reflective practice
theory
teacher research
experiential
tacit
personal
consumer

TEACHER KNOWLEDGE

PROFESSIONAL DEVELOPMENT

Professor Simon Borg
School of Education, University of Leeds

Crazy Animals and Other Activities for Teaching Young Learners

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