International Second Language Teacher Professional Development: De-colonial Response-able Research and Teaching Challenges in the Chinese Context

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Abstract

In 2018, 104 experienced English language teachers from the Chinese provinces of Yunnan and Gansu attended a three-month professional-development training at the University of Ottawa. The final cohort of a four-year project, these teachers participated in lectures and discussions on theory, small group workshops focused on ESL methodology, language training, public school visits, field trips and conversion practice.

Dr. Fleming supervised both the teaching and the research associated with the project.

In this talk, Doug places the project into a broader context by first outlining some of the historic, policy and pedagogical contexts of English language teaching in China. He then goes into the characteristics of the project before describing the research procedures and findings associated with it.

His ultimate goal in this talk is to describe the challenges he and his colleagues had as teachers and researchers, especially in terms of de-colonialization.

As he will outline, the project was moderately successful in challenging colonialism.

However, he will also describe how challenges developed in terms of:

1. Cause-Effects within Program Evaluation Research
2. Objectivity and Authenticity of Data
3. Institutional Resistance to Attempts at De-colonialization

As a result, Dr. Fleming recommends an ethics of *response-able* research (Murris & Bozalek, 2019; Bozalek & Zembylas, 2017) that guards against presenting findings as fixed interpretations that perpetuate epistemic dependencies.

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