

## CONCEPTUAL OUTLINE

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### Digest

Agnieszka Szplit's basic research interests concern the **development of language teachers' professionalism and its dimensions**, which she presents in four areas: (1) she analyses factors and determinants of teacher professional development, (2) she characterises the development process itself, and (3) its consequences, effects and implications, and (4) she considers the possibilities of supporting the process in a chosen context (mainly early school education). Another trend in her pedagogical research are selected **glottodidactic contexts** in the teacher's work and activities supporting them.

Key words:

Language teacher/ teacher education/ teacher training/ professional development/ teaching foreign languages/ early foreign language education/ teachers' reflection/ glottodidactics/ school evaluation/ teachers' communities of practitioners

### Description

In Agnieszka Szplit's scope of interest one can distinguish a main direction of theoretical research and analysis that can be called "*Development of teachers' professionalism*". It is the area of pedeutological research that prevails in all her publications. Her reflection concerning teachers developed in two directions: the presentation of what teacher is and what he or she should be. She presented and analysed reality and indicated the directions of teacher's development. She also undertook the task of supporting the teacher in his or her development process, including this topic in scientific publications as well as activities aimed at promoting integration of scientific knowledge and her teaching experience.

## [1] DEVELOPING EXPERTISE OF FOREIGN LANGUAGE TEACHER EDUCATORS

The subject of Agnieszka Szplit's research is expertise of language teacher educators. The main purpose of her research is to gain insight into the course of the development of teacher educators' expertise, including the mechanisms that govern it, and the effects of the process.

The last research was done among 14 teachers of foreign language teacher educators – academic teachers preparing students to work as a foreign language teacher. The group was selected by snowball sampling. The research was done with the use of semi-structured interviews and the quilting method of their analysis. She employed also some auxiliary techniques such as document analysis, and non-standard techniques – mind maps and her own technique based on EAQUALS TD FRAM called positioning. In analyses and investigations, she derived from personal opinions of educators collected during the interviews, and the image of described reality was reconstructed through their own interpretations, in accordance with the constructivist approach.

### Key findings:

- The analysis allowed for the reconstruction and presentation of the course of the expertise development process. Agnieszka Szplit pointed out to three expertise acquisition processes: the development of competences already possessed, the increasing of the autonomy of the teachers' teacher, and the development of new competences. As a result of the development, the teacher educators' skills are extended by additional features and increase their scope of activity within the presented areas of expertise, knowledge becomes more detailed, work is optimised, and the stability of expertise increased.
- She distinguished three types of expertise: cumulative, collective and strategic and described how they are built, showed their relations and role in teacher professional development.
- The research indicates that the development of expertise is a systematic process, progressing gradually from the novice to the expert phase, although its dynamics and the sequence of development in its various areas are different. In turn, the dynamics of application of development strategies depends on the context of experience.

*Issue further elaborated in:*

**Szplit, A.,** *Od nowicjusza do eksperta. Rozwój ekspertywności nauczycieli nauczycieli języków obcych (From a novice to an expert. Development of foreign language teacher educators'*

*expertise*), 2019, Kielce, Wydawnictwo Uniwersytetu Jana Kochanowskiego, ISBN: 978-83-65850-36-2.

## [2] PROFESSIONALISM OF TEACHERS

Agnieszka Szplit's research focused mainly on the analysis of determinants of teachers' professional development and the problem of supporting this process. She analysed the issues in many ways, which resulted in a series of publications. Most attention in Agnieszka's research is devoted to the characteristics of the process of teachers' professional development. The research topics are arranged in two main thematic lines related to:

1. theoretical model of a modern teacher and description of his or her competences,
2. characteristics of the course of the professional development process of a teacher.

### Key findings:

- Agnieszka Szplit pointed out the important role of lesson observation as a factor supporting the development of foreign language teachers, and then as a way to arrange the teacher support system.
- Personal independence and self-directed learning are the factors influencing professional development of a teacher and building the quality in education. The professional development of a teacher is a process controlled internally and pointed out to two dimensions of independence: motive and action. Agnieszka reflected upon them in the sphere of dependence, relative independence / dependence and full independence. She also discussed the relation of "constraint" and "freedom" in the professional development of teachers.
- Agnieszka developed her own typology of teachers' learning strategies.

*Issue further elaborated in:*

**Szplit, A.**, 2018, *Strategie badania praktyki przez nauczycieli akademickich jako wyraz uczenia się nieformalnego (Strategies for examining practice by academic teachers as an expression of informal learning)*, "Andragogy Yearbook", nr 25, pp. 157-169.

**Szplit, A.**, 2017, *Rozwój zawodowy nauczycieli jako wartość we współczesnych światowych koncepcjach pedagogicznych (Professional development of teachers as a value in contemporary global pedagogical concepts)*. In: J. Madalińska- Michalak, *O nową jakość edukacji nauczycieli (Towards a new quality of teacher education)*. Warsaw University Publishing House, Warsaw.

**Szplit, A.,** 2016, Modelowanie jako strategia dydaktyczna w akademickim kształceniu refleksyjnych nauczycieli (Modelling as a didactic strategy in academic education of reflective teachers), *"Adult Education"*, no. 2, pp. 134-140.

**Szplit, A.,** 2015, Samodzielność w rozwoju zawodowym nauczycieli języków obcych (Self-independence in the professional development of foreign language teachers), *„Polish Journal of Continuing Education“*, no. 3, pp. 124- 131.

**Szplit, A.,** 2015, *Pomiędzy wolnością a przymusem- o rozwoju zawodowym nauczycieli (Between freedom and constraint - professional development of teachers)*, in: M. Krawczyk- Blicharska, J. Miko- Giedyk, S. Kowalski, *Kształcenie zawodowe w perspektywie współczesnych uwarunkowań społecznych (Vocational education in the perspective of contemporary social conditions)*, Kielce, The Jan Kochanowski University.

**Szplit, A.,** 2014, *Profesjonalizm edukatorów w debacie publicznej (Professionalism of educators in public debate)*, w: M. Czubak-Koch, P. Mikiewicz, *Między sferą prywatną a publiczną (Between private and public sphere)*, Wrocław, University of Lower Silesia.

**Szplit, A.,** 2014, *Budowanie kultury jakości a wspomaganie nauczycieli w rozwoju zawodowym (Building a quality culture and supporting teachers in professional development)*, in: M. Kowalczyk-Walędziak, A. Korzeniecka-Bondar, K. Bocheńska-Włostowska, *Twórcze wiązanie teorii i praktyki pedagogicznej- możliwości, wyzwania, inspiracje (Creative connection of pedagogical theory and practice – possibilities, challenges, inspirations)*, Cracow, Oficyna Wydawnicza Impuls.

**Szplit, A.,** 2012, *Czynniki wsparcia doskonalenia zawodowego pracowników oświaty (Support factors for the professional development of education employees)*, in: W. Dróżka, J. Miko-Giedyk, R. Mischuk, *Doskonalenie zawodowe nauczycieli i innych pracowników oświaty (Professional development of teachers and other employees in education)*, Kielce, Wydawnictwo Uniwersytetu Jana Kochanowskiego.

**Szplit, A.,** 2012, *Jakość doradztwa zawodowego w opinii nauczycieli regionu świętokrzyskiego (Quality of vocational guidance in the opinion of teachers from the Świętokrzyskie region)*, in: J. Grzesiak, *Ewaluacja i innowacje w edukacji. Poprawa jakości kształcenia i jej uwarunkowania (Evaluation and innovation in education. Improving the quality of education and its conditions)*, Konin, Państwowa Wyższa Szkoła Zawodowa, Poznań, Uniwersytet Adama Mickiewicza.

**Szplit, A.**, 2011, Kompetencje nauczycieli języków obcych w Polsce i Europie (Competences of foreign language teachers in Poland and Europe), „*Pedagogical Studies. Social, educational and arts issues*”, no 19, pp. 237-248.

**Szplit, A.**, 2011, *W obliczu rozlicznych wyzwań- czyli model kompetentnego nauczyciela języka obcego w edukacji wczesnoszkolnej (Facing numerous challenges - a model of a competent foreign language teacher in early school education)*, in: I. Adamek, Z. Zbróg. (ed.). *Wczesna edukacja dziecka wobec wyzwań współczesności (Early childhood education and contemporary challenges)*, Cracow, Libron.

**Szplit, A.**, 2011, *Pomiar i ewaluacja jakości pracy nauczycieli języków obcych w szkolnictwie prywatnym (Measurement and evaluation of the quality of work of foreign language teachers in private education)*, in: J. Grzesiak, *Ewaluacja i innowacje w edukacji. Pomiar i ewaluacja jakości kształcenia (Evaluation and innovation in education. Measurement and evaluation of the quality of education)*, Konin, Public Vocational High School in Konin, Poznań, Adam Mickiewicz University.

### [3] GLOTTODIDACTIC CONTEXTS

Agnieszka Szplit tried to present possible directions of innovative activities aimed at enriching the didactic process in the field of language education. Her publications describe the innovative approach to this process.

*Issue further elaborated in:*

**Szplit, A.**, 2017, *Bariery psychiczne uczniów w procesie uczenia się języka angielskiego. Diagnozowanie i pokonywanie (Mental barriers of students in the process of English learning. Diagnosing and overcoming)*, Jan Kochanowski University Publishing House, Kielce.

**Szplit, A.**, 2013, *Idea zrównoważonego rozwoju we wczesnej edukacji językowej (The idea of sustainable development in early language education)*, in: E. Szadzińska, *Dydaktyczne "tropy" zrównoważonego rozwoju w edukacji (Didactic "trails" of sustainable development in education)*, Cracow, Oficyna Wydawnicza Impuls.

**Szplit, A.**, 2012, *Recognition of Learning Barriers in Teaching Practice*, in: B. Boufoy-Bastick, *The International Handbook of Cultures of Professional Development for Teachers: Comparative international issues in Collaboration, Reflection, Management and Policy*, Strasbourg, Analytrics.

Agnieszka Szplit also prepared some books addressed to English language teachers in early school and pre-school education to support their development of teaching skills. These publications are based on her reflections built on the basis of her professional knowledge, through various professional and expert experiences. They show her own process of "making practical knowledge theoretical" and "making theoretical knowledge practical" (Tsui, 2005). Agnieszka referred to her experience in teacher training and refresher courses for foreign language teachers, workshops and inspections in language schools.

*Issue further elaborated in:*

**Szplit, A.**, 2016, *Efektywnie i atrakcyjnie, czyli o przedszkolnym i wczesnoszkolnym nauczaniu języka angielskiego (Effectively and attractively - pre-school and early-school English teaching)*. Kielce, Wydawnictwo Pedagogiczne ZNP.

**Szplit, A.**, Hajdukiewicz, A., Łodej, M., 2012, *Pakiet scenariuszy wzajemnego nauczania (A package of peer learning scenarios)*, Kielce, WSETiNS.