

**LEARNING THROUGH SHARING :
OPEN RESOURCES, OPEN PRACTICES, OPEN COMMUNICATION**

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**Sharing and collaborating between an online community of novice teachers:
CMC in language teacher education**

Abstract

New and emerging technologies have transformed the classroom (Mishra and Koehler 2006) and continue to do so, and with the evolution of the Internet, it has been purported that teachers and teacher educators now work in ever evolving environments (Elliott 2009), and it is therefore apparent that teachers need to reassess their pedagogical values (Clandinin 2008). In other words, there is a demand for teachers to be technologically savvy (Hegelheimer 2006; Murugaiah, Azman et al. 2010). Research indicates that varied forms of CMC can be implemented to foster collaborative and social learning (Kanuka and Anderson 1998; Johnson 2001; Cakir, Xhafa et al. 2005; Arnold and Ducate 2006; Hughes 2007), and the formation of communities of practice (Arnold et al. 2005; Wenger, White et al. 2005; Hanson-Smith 2006), and to this end this paper aims to investigate the implementation of both online and face-to-face communication in an ELT teacher education programme.

The main focus of this paper thus lies within the realm of 'open communication' whereby student teachers work in a reciprocal manner freely sharing their pedagogical experiences, learning from each other and participating in a community of practice through various modes of communication. This paper will present some of the results of a three year study employing face-to-face, blog, chat and discussion fora interactions with three cohorts of postgraduate students, with the aim of illuminating the potential such modes have for sharing and collaborating, for providing a space for situated learning and for open communication. Such discussions are held with a peer mentor and thus communication is deemed more 'open' than with someone in a more authoritative role, results of which are indeed demonstrated within the data. Results will be analysed from a corpus-based methodology, drawing on three aspects of community membership (mutual engagement, a joint enterprise, and a shared repertoire), with the aim of illustrating how such practices can foster open communication and sharing between community members, and what the benefits and drawbacks of such practices are. This paper will then close on a discussion of the implications of such data for language teacher education in a technologically oriented world.