

TEACHING LEARNING IN RESEARCH ORIGINAL IN PUBLICATIONS FROM ENGLISH-SPEAKING COUNTRIES

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ABSTRACT

Learning to teach is a concept that has a significant diffusion in the area of education in Brazil, and it's mainly based on Iberian references. It is argued that the national debate lacks research from English-speaking countries. The questions are: what is published about teaching learning in English-speaking countries? What are the main references of these debates in these contexts? Is the scientific production of this theme scarce when it comes to English journals? In search of clear clues for these questions, we carried out a systematic review of the ERIC database with the aim of mapping productions on teaching learning in English journals from English-speaking countries. The results point to the existence of an important debate related to the subject in English journals, with significant attention to early career teachers. One keyword "Learning to teach" was used in association with the descriptor Beginner teacher, it included 24 peer-reviewed articles. There is a necessity to know in more detail the publications of English-speaking countries, identifying similarities and differences in relation to Portuguese Brazilian production.

Keywords: teaching learning; research in english; systematic review; novice teachers.

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RESUMO

APRENDIZAGEM DA DOCÊNCIA EM PESQUISAS ORIGINÁRIAS DE PUBLICAÇÕES DE PAÍSES DE LÍNGUA INGLESA

Aprendizagem da docência é um conceito que, no Brasil, possui expressiva difusão na área da educação, tematizado sobretudo com esteio em referências ibéricas. Argumenta-se que o debate nacional carece de pesquisas advindas de países de língua inglesa. Questionamos: o que se produz sobre aprendizagem da docência em países de língua inglesa? Quais as principais referências desse debate nesses contextos? A produção científica desses países é escassa quando se trata dessa temática? Em busca de pistas elucidativas para essas indagações, realizamos uma revisão sistemática na base de dados ERIC, com o objetivo de mapear as produções sobre aprendizagem da docência advindas de países de língua inglesa. Os resultados apontam a existência de um importante debate relacionado ao assunto em países de língua inglesa, com significativa atenção para professores iniciantes. Utilizando apenas a palavra-chave *Learning to teach* associada ao descritor *Beginning teacher* chegamos a 24 artigos revisados por pares. Há necessidade de conhecermos mais detalhadamente a produção dos países de língua inglesa, identificando aproximações e distanciamentos em relação à produção brasileira.

Palavras-chave: aprendizagem da docência; pesquisas em língua inglesa; revisão sistemática; professores iniciantes.

RESUMEN

APRENDIZAJE DE ENSEÑAR EN INVESTIGACIONES EXTRAÍDAS DE PUBLICACIONES DE PAÍSES ANGLÓFONOS

Aprendizaje de enseñar es un concepto que, en Brasil, hay significativa difusión en el área de educación, principalmente a partir de referencias ibéricas. Se argumenta que el debate nacional tiene falta de investigaciones provenientes de países de habla inglesa. Nos preguntamos: ¿Qué se produce sobre el aprendizaje de enseñar en los países anglófonos? ¿Cuáles son las principales referencias de este debate en estos contextos? ¿Es poca la producción científica en estos países sobre este tema? En busca de pistas esclarecedoras para estas preguntas, realizamos una búsqueda sistemática en la base de datos ERIC, con el objetivo de mapear las producciones sobre el aprendizaje de enseñar procedentes de los países anglófonos. Los resultados apuntan a la existencia de un importante debate sobre el tema en los países de habla inglesa, con énfasis en los profesores principiantes. Utilizando sólo la palabra clave *Learning to teach* asociada al descriptor *Beginning teacher* llegamos a 24 artículos revisados por pares. Es necesario conocer con más detalle la producción de los países de habla inglesa, identificando aproximaciones y distanciamentos en relación a la producción brasileña.

Palabras clave: Aprendizaje de enseñar; Investigación en lengua inglesa; Revisión sistemática; Profesores principiantes.

Introduction

This work presents a systematic review of academic publications available on the ERIC (*Educational Resources Information Center*) database on the teaching learning of beginning teachers original from English-speaking countries. The study questions: what is published about learning to teach in English-speaking countries? What are the main debate references in these contexts? Is scientific research in these countries scarce concerning this subject? What do academic output reveal for beginning teachers' teaching learning?

These insights emerged from a much wider investigation on the beginning teachers' learning for teaching, supported by CNPq (FARIAS, 2020). Our studies reveal that there is an important international debate regarding learning to teach, mostly a concern about beginning teachers' qualification yet unknown or with reduced notoriety in the Brazilian context.

Over the last years, a growing interest in the field of teacher education through teaching learning has been observed. More researchers have constantly demonstrated concern about "how" and "under what circumstances" teachers learn to teach (SHULMAN; SHULMAN, 2016; OLIVEIRA-FORMOSINHO, 2009; VAILLANT; VÉLAZ DE MEDRANO, 2009; GARCIA, 1999; MIZUKAMI *et al.*, 2002; MIZUKAMI; REALI, 2002; NONO, 2005, 2011), especially in their first years, as recorded by the Spanish Carlos Marcelo Garcia, a recurring reference in the analysis on this subject, when saying that "If initially the concern was centered mainly on teachers undergoing on-the-spot training, a considerable amount of research literature on pre-service and in-practice teachers gradually appeared". (MARCELO, 1998, p. 51).

It is within this movement that the debate on learning to teach is propelled, pushed forward especially by the recognition of the complexity of this work (which is interactive and contextual) and of the training as an on-going process – a challenge that aggravates to the teacher who

is beginning to teach. This stage of the teaching career, also called professional insertion, introduction to teaching or professional beginning (GARCIA; VAILLANT, 2009; NONO, 2011; VAILLANT; MARCELO GARCIA, 2012; VAILLANT, 2018), comprises the first years of practice in teaching and corresponds to the transition between a student and a professional. This transition leads them to reflect on another prism surrounding questions relating to work, the theoretical perspective to be adopted, the process of didactic-pedagogical organization, content selection and optimization, interaction with students, school management and workmates. In short, the relation with values, attitudes, and professional stances.

The first years of teaching is characterized by a period filled with uncertainty, insecurities, and strain, but also intense learning. At this stage, the beginning teacher needs to simultaneously teach and learn, as they gain experience when facing and seeking ways to overcome fear, expanding, and strengthening their theoretical and practical repertoire in response to the professional demands. This refers to an only and critical phase of the professional development of a teacher once the early years leave lasting impressions as to how to perceive and practice the profession. It is "in this moment that teachers put into action their repertoire of professional knowledge, in needs to create a relationship with their peers and the school administration, in addition to their development and professional identity" (CRUZ; FARIAS, HOBOLD, 2020, p. 05). As stated by Pessoa (2023), this is a period in which both an intense and dense interaction with the sociological and cultural context occurs, which marks and influences decisively the learning about the profession.

Standing on this view and considering the expressive visibility of the topic of learning to teach in the contemporary national debate, with remarkable contributions mostly by Iberi-

an authors, we suppose the necessity to enlarge it through the research contributions from English-speaking countries, which resulted in this publication.

The reflection on teaching learning, particularly in the early years of professional practice, has become important task in the agenda of educational policies in the last decades, in addition to mobilizing researchers from different places across the world to make efforts on professional learning research. This is because the studies have become more complex to the extent that they question the processes through which teachers generate knowledge and what types of knowledge they acquire, it makes a wide discussion that demands to be deepened.

In this context, considering the importance of mapping how this debate has been carried out in research coming from English-speaking countries, this piece of work seeks to contribute to the advancement of analyses and investigations in the field of teacher education in Brazil. This brings other researchers the chance to get to know the area through different perspectives, get updated on the discussion about the topic and provoke the emergency and spread of other external theoretical speakers and their conceptual contributions on teaching learning.

The range of this issue, whether concerning theories or questions of analyses, demanded a precise demarcation. It required choices that allowed to outline the study object in question and, simultaneously, generate data capable of offering an overview of what is published, who publishes it, and how the production on beginning teachers' learning for teaching comes about in specialized publications in the field of Education originally from English-speaking countries. This demarcation breakdown is noted in our next section.

Methodology

This study stemming from theoretical qualitative research characterizes as a systematic review, understood under the perspective

adopted by Galvão and Ricarte (2019). That is, it is a type of research, not subsumed to a procedure, since it does not possess specific protocols. Thus, it seeks to understand and give secularity to a large documentary corpus.

The database ERIC (Educational Resources Information Center) was used with the goal of tracking the publications on teaching learning in English language. This database, created in 1966, powered by the Institute of Education Sciences (IES) from the United States of America (USA) – Department of Education, supplies their own thesaurus (ERIC thesaurus) – a tool which aims to organize and control available data and provides more accurate results, with a broad scope, reaching over 237 countries and 11 million users. Among their sources are congress proceedings, books, theses, dissertations, monographies, reports, audiovisual files, governmental documents, articles, etc. As for the latter, focus of our research, there are more than 1000 continually up-to-date indexed journals. Data from 2020 show that there are 1700 million abstracts, over 900 thousand publications revised by peers, more than 500 thousand full-text articles, available material in more than 40 languages from different countries. This platform, containing a large volume of sources, is an international reference in the area of Education (NUNES, 2006), which motivated its choice for the conduction of the research presented in this piece of writing.

The search was carried out in July 2021 and updated in February 2023. To execute this quest, we used the association of two descriptors, namely Learning to teach and Beginning teachers. Apart from that, we zoomed in the filters for peer-reviewed articles and journal articles, resulting in 135 publications. After reading titles and abstracts, we selected 61 texts. The oldest publication dates from 1989 and the most recent, 2021.

In the reading of titles and abstracts, the following criteria for inclusion and selection of articles were included: research focused on discussing the concept/problem surrounding

learning to teach, and the concept of learning to teach with emphasis on the early years of career. The exclusion criteria were research on teaching strategies and tools, teaching learning mediation, pedagogical models for teacher education, articles on specialized subject-matter teaching learning, book chapters, research based on teacher education – be it undergraduate or preservice period, and research centered on the relationship between mentor and freshman.

After concluding the reading of titles and abstracts, considering the presence of the terms Learning to teach associated with the descriptor Beginning teacher, we passed on to the reading of full texts. We continued to use the same criteria of article selection, which resulted, at first, in 39 to-be-analyzed articles. During this reading, we verified whether beginning teachers' learning to teach was the primary focus of the study. In this process, while examining article discussions, we realized that they indeed concerned learning to teach. However, as examination of these articles unfolded, we observed that the 39 identified articles on the platform based on the above-mentioned descriptors were not all reporting on teaching in the early years of professional career.

This verification resulted in a new reduction of sources to be analyzed, considering the excluding criteria. Some texts focused on

teachers who were still in training (5), other texts on the preservice phrase (5) or teachers in induction programs without autonomy to teach them, as they were under the responsibility of their mentors (2). Some focused specifically on the teaching work for learners of English as a second language (2) and one of those aimed at evaluating a public policy relating to professional specialized syllabus development in language arts, which deviated from the interest of this review. By then, we were only interested in teachers who initiated their professional careers in any teaching institution and had already assumed professional attributions set aside for education professionals in the role of the main authority for their classes. This way, altogether, 15 pieces of work were excluded from the analysis. From this moment forward, we came to 24 articles, which were then analyzed, and whose breakdown will be discussed in the next section.

English language studies on Learning to Teach – Building a Map.

The 24 articles identified and selected on the ERIC database are found detailed, by work title, authorship, publication year and journal in the Chart 1.

Chart 1- ERIC – articles from English-speaking countries on novice teachers' learning to teach, identified with the descriptors "Learning to teach" e "Beginning teacher"

Nº	TÍTULO DO ARTIGO	AUTORIA	ANO DE PUBLICAÇÃO	PERIÓDICO
01	Learning to teach in the era of test-based accountability: a review of research	Jina Ro	2018	Professional Development in Education
02	A Tale of Two Teachers: Learning to Teach Over Time	Marilyn Cochran-Smith	2012	Kappa Delta Pi Record
03	Learning to teach in higher education: how to link theory and practice	Paul Van Den Bosa; Joyce Brouwera	2014	Teaching in Higher Education

04	The role of self-confidence in learning to teach in higher education	Ian Sadler	2013	Innovations in Education and Teaching International
05	Learning to teach in the national curriculum context	Cigdem Haser	2010	European Journal of Teacher Education
06	What Is Competent Beginning Teaching? A Review of the Literature	Anne Reynolds	1992	Review of Educational Research
07	Teaching and Learning to Teach: The Two Roles of Beginning Teachers	Terry M. Wildman; Jerome A. Niles; Susan G. Magliaro; Ruth Anne McLaughlin	1989	The University of Chicago Press
08	A Critical Analysis of the Research on Learning to Teach: Making the Case for an Ecological Perspective on Inquiry	Marvin Wideen; Jolie Mayer-Smith; Columbia Barbara Moon.	1998	Review of Educational Research
09	Everything that's Challenging in My School Makes Me a Better Teacher": Negotiating Tensions in Learning to Teach for Equity	Elizabeth Hope Dorman	2012	Journal of Urban Learning, Teaching, and Research
10	Navigating Contradictory Communities of Practice in Learning to Teach for Social Justice.	Maria Timmons Flores	2007	Anthropology & Education Quarterly
11	Navigating Contradictory Communities of Practice in Learning to Teach for Social Justice	Kathy Carter; Walter Doyle	1995	Journal of Teacher Education
12	Learning to Teach through Collaborative Conversation: A Feminist Approach.	Sandra Hollingsworth	1992	Journal of Teacher Education
13	Like Day and Night: On Becoming a Teacher in Two Distinct Professional Cultures in Rural Saskatchewan.	Dianne M. Miller; Laurie-Ann M. Hells-ten	2017	Rural Educator
14	Understanding Changes in Teacher Beliefs and Identity Formation: A Case Study of Three Novice Teachers in Hong Kong.	Jing Huang; Yi Wang; Feng Teng	2021	Teaching Education
15	A Longitudinal Study of Cognitive Changes in Beginning Teachers: Two Patterns of Learning to Teach.	Mary-Lynn Lidstone; Sandra Hollingsworth	1992	Caddo Gap Press
16	Early Career Teacher Professional Learning	Ann McCormack; Jennifer Gore; Kaye Thomas.	2006	Asia-Pacific Journal of Teacher Education

17	Generating an approach informed by Cultural-Historical Activity Theory to research influences affecting Early Career Teachers' professionalism and retention	Catharine Quirk-Marku	2019	Teacher Education Advancement Network Journal
18	Coming to know in the 'eye of the storm': A beginning teacher's introduction to different versions of teacher community	Cheryl J. Craig	2013	Teaching and Teacher Education
19	Teacher Learning in the Workplace: A Study of the Relationship between a Novice EFL Teacher's Classroom Practices and Cognition Development	Yan Kang; Xiaotang Cheng	2013	Language Teaching Research
20	Assessing Student Learning through Guided Inquiry: A Case Study of a Beginning Teacher	Lisa A D'Souza	2012	Journal of Education
21	Beginning Teachers' Perceptions of their Pedagogical Knowledge and Skills in Teaching: A Three Year Study	Doris Choy; Angela F. L. Wong; Kam Ming Lim; Sylvia Chong	2013	Australian Journal of Teacher Education
22	The informal learning of new teachers in school	Jim McNally; Allan Blake; Ashley Reid	2009	Journal of Workplace Learning
23	From Preparation to Practice: Designing a Continuum To Strengthen and Sustain Teaching.	Sharon Feiman-Nemser	2001	Teachers College Record
24	The Knowledge Base for Beginning Teachers: Education Professionals' Expectations versus Research Findings on Learning to Teach.	Anne Reynolds	1995	Review of Educational Research

Source: Based on data extracted from the platform ERIC.

The texts were disclosed in different journals. Only two periodicals have repeated among the 24 publications: a Review of Educational Research, which disposes 3 articles (REYNOLDS, 1992; WIDEEN *et al.*, 1998; REYNOLDS, 1995) and the Journal of Teacher Education, which received 2 articles (CARTER; DOYLE, 1995; HOLLINGSWORTH, 1992). This suggests that the journals in question have an editorial approach geared towards the discussion on teaching learning. On the other hand, the other authors published their studies in 19 different periodicals. Therefore, there seems not to be

a disclosure strategy from whom elaborates on learning to teach, or this diversity suggests versatility of the study object at issue. Due to that fact, it has been seen different publications in distinct editorial profiles.

To know whom, how and what is published about beginning teachers' teaching learning in English-speaking countries, the texts detailed in Chart 1 were organized for analysis purposes. It departed from a protocol containing the following information: title, authorship, thematic focus, methodology and theoretical framework, as illustrated in Chart 2.

Chart 2 - Model protocol for examination of identified articles

TÍTULO	AUTORIA	FOCO TEMÁTICO	METODOLOGIA	APORTE TEÓRICO
Learning to teach in the national curriculum context	Cigdem Haser	Compreender a natureza das dificuldades e desafios que os professores iniciantes de matemática do ensino médio enfrentaram no contexto curricular nacional turco	Entrevista semi-estruturada Análise categorial	(Hoekstra et al. 2007). (Feiman-Nemser e Remillard 1995). (Flores (2001)

Source: Based on data extracted from the platform ERIC.

This breakdown permitted to organize relevant text information in a simplified format of data structure. It was highlighted in a fast, consistent way, the elements that provided clues regarding whom and how are the publications on learning to teach in English-speaking countries. Furthermore, the table construction guaranteed that text information was extracted in an even manner and allowed identification of interest proximities, gaps, and discrepancies among the texts.

The research did not adopt a time filter. It has been carried out an open search for articles that approached beginning teachers' learning to teach in English language. The analyses evidenced a great variation as for the publication year with the oldest article dating from 1989 and the most recent from 2021. Notably, 2013 was the year with the major number of publications (four), followed by the years of 2012 and 1992, each of which with three publications. The publication period of the 24 articles also indicate the emergency of this subject in the research production of countries which speak English in the late 1980s (with as little as one piece of research), registering progressive increase in the following decade (with six productions), and reaching a greater attention in the second decade of the 21st century (with twelve productions). The publication period of these studies reflect the gradual increase in

interest by the teaching learning as a study object and demonstrates that the process through which beginning teachers learn to teach has attracted more attention from researchers in the field of teacher education, especially in the last three decades (FEIMAN-NEMSER, 1990).

To give visibility to the thematic focus of the 24 texts, they were grouped in 10 by-theme categories, which are: learning context, professional knowledge, teaching learning perceptions, cognitive changes, changes in teachers' beliefs and practices, literature review, teacher practice interactions, and collaborative learning.

In the category of Learning Contexts is the research by Jina Ro (2018), which reports on the teaching learning in the context of test-based responsibility; Dianne M. Miller and Laurie-Ann M (2017) research approaches the learning to teach departing from the beginning teacher's experience in two rural schools; and Jim McNally, Allan Blake and Ashley Reid (2009) research investigates the beginning teachers' experiences and informal learning in the process of learning to teach.

The category Learning to Teach Perceptions includes the work by Kathy Carter and Walter Doyle (1995), that discusses prejudice towards teaching learning through the perspective of personal narratives as well as that of Doris Choy *et al.* (2013) geared towards the

perception of beginning teachers surrounding pedagogical knowledge and teaching skills. In turn, the category Professional Knowledge comprises the research of Ann McCormack, Jennifer Gore and Kaye Thomas (2006), which approaches the professional teaching learning from the comprehension of central tasks in learning to teach required by teachers during their initiation to teaching.

Mary-Lynn Lidstone and Sandra Hollingsworth (1992), Yan Kang and Xiaotang Cheng (2013) and Lisa A D'Souza (2012) resort to cognitive changes to discuss the beginning teachers' learning to teach departing from learning patterns, cognitive development in the learning process and evaluating practices through guided investigation. Beyond the cognitive changes, learning to teach is discussed by the prism of changes in teachers' beliefs and practices in the teaching experiences of beginning teachers, focus of the work by Jing Huang, Yi Wang and Feng Teng (2021).

Terry M. Wildman, Jerome A. Niles, Susan G. Magliaro and Ruth Anne McLaughlin (1989), Paul Van Den Bos and Joyce Brouwera (2014), as well as Feiman-Nemser (2001), approach teaching learning starting from the study of the induction role in the experience of beginning teachers' learning and the implication of its form in the socialization for professional practice.

The category challenges, failures, and success in learning to teach is presented with emphasis on the studies by Marilyn Cochran-Smith (2012), Ian Sadler (2013), Cigdem Haser (2010) and Catharine Quirk-Marku (2019) when they investigate factors that make a difference between failure and success in the profession of beginning teachers. In this sense, the role of self-confidence development is highlighted, the nature of difficulties and challenges they face in the curricular context as well as the influence over their professionalism during the process of teaching and learning.

There still are authors who write literature reviews, as Anne Reynolds (1992), who seeks

for a synthesis of the concept of competent teaching for beginning teachers; Reynolds (1995), who discusses findings among five studies carried out by the Educational Testing Service to obtain teaching professionals' opinions on what a newly-graduated teacher should know and be capable of doing; also, Marvin Wideen, Jolie Mayer-Smith, Columbia Barbara Moon (1998) who conduct an analysis on what is currently known of people who learn to teach.

In the category of teaching practice interactions are found the studies of Elizabeth Hope Dorman (2012) on teaching learning and teaching identity construction from the relations and tensions with coworkers and school syllabi, in addition to the study of Maria Timmons Flores (2007) on the teacher's learning and identity development in the interaction between formal and informal means in various activity environments, through interaction and practice.

In the category collaborative learning are highlighted the studies carried out by Sandra Hollingsworth (1992) indicating the importance of collaborative talk as an epistemic support for beginning teachers, just as that of Cheryl J. Craig (2013) on the similarities and differences between professional learning communities and knowledge communities.

The categorization underlined thematic particularities around research on beginning teachers learning to teach in English-speaking countries, and enabled drawing a paramount of thematic focuses contemplated within the 24 scientific publications identified in the ERIC database. The analysis evidence what is published on beginning teachers' teaching learning in works from English-speaking countries, explaining studies which focus on different experiences undergone by beginning teachers; learning in informal contexts and in contexts of responsibility; the teachers' central tasks, the importance of induction role programs for teachers in early years; perceptions and experiences of teachers about the profession learning; cognitive changes; evaluation prac-

tices; socialization influences; professional failure and success factors; interactions in the teaching activity; and collaborative learning as epistemic support of scientific production on teaching learning.

This is an approximate contour which causes incitement to question how works are produced on beginning teachers learning to teach in research originally from English-speaking countries and what the theoretical references are in these contexts.

As for the article's methodology, out of the 24 analyzed texts, five (5) are case-study research, three (3) are literature reviews, two (2) conduct narrative-like research, two (2) devise a ethnographic study, one (1) is an essay, one (1) is a comparative study, one (1) is a transversal study, one (1) is a longitudinal study, one (1) is a collaborative conversation using the PKST method (Pedagogical Knowledge and Skills in Teaching). Six (6) texts do not specify the type of research they develop. In addition, not all articles make explicit the research approach. However, in general, the studies published in English-speaking countries on the teaching learning of beginning teachers adopt a qualitative approach, with only one mentioning the use of quantitative and qualitative methods for data analysis.

The pieces of research use a variety of data production strategies, from semi-structured interviews (9), observations (2), questionnaires (2) and documentary diaries (2). However, nine (9) of the 24 do not mention the path taken to produce the data, nor do they inform about the procedures used.

With regard to the theoretical framework adopted in research published in English to support the understandings of learning to teach of beginning teachers, several authors are highlighted, we note here those who appear in more than one article: Feiman-Nemser; Floden, Feiman-Nemser, 2003 (5), Sandra Hollingsworth 1989, 1992 (5), Clark, 2012 (4), Fuller, 1969 (4), Flores and Day, 2007 (2), Clandinin and Connelly, 1995 (2), Remillard, 1996 (2),

Cochran-Smith, Lytle, 1999 (2), Wenger 1998, 1999 (2).

The studies analyzed use these authors as the main theoretical references to support their understanding of teaching, learning to teach, teacher education, early career challenges, the meaning of teaching and professional knowledge.

In the next topic, we present a brief analysis of the concept of learning to teach, as manifested in the studies examined.

The concept of Teaching Learning in the research examined

The aim of this section is to understand what is produced about the concept of teacher learning in international English-language publications, considering the 24 articles in focus, an exercise carried out with the support of thematic/categorical analysis (OLIVEIRA, 2008; BRAUN; CLARKE, 2006), in order to highlight approximations and distances between the concepts of teacher learning adopted by the authors of the analyzed texts. To this end, we organized the exposition of these concepts into themes generated by the identification and grouping of concepts that have the same meaning cores.

The themes identified were: lifelong learning; teacher learning as cognitive and behavioral change; learning based on the relationship of experience with culture and context; personal dispositions more influential in teacher learning than the teacher education curriculum; beliefs as a key element of teacher learning; learning based on the strong influence of teacher trainers; learning by experience and community relationship; teacher learning guided by the emotional dimension; teacher learning by collaborative conversations

However, we note that reading the full text of the articles revealed that there is significant attention and concern with teaching learning,

professional development and the formation of the teaching identity of beginning teachers in research originating in English-speaking countries, one of the concerns that led to the realization of this integrative review. It also revealed that the theme is addressed in the context of the discussion on in-service professionals. In addition, the selection of this study, whose oldest publication dates from 1989, showed that research on the subject has been developed over the last four decades. Under this sieve, it seems legitimate to think that scientific production on teacher learning in English language publications is not scarce, on the contrary, it is vast and has made it possible to constitute reference texts, such as Sharon Feiman-Nemser (2001), and Sandra Hollingsworth (1989, 1992).

Having made this consideration, we detail, based on the thematic categorization elaborated by us and mentioned above, the perspective from which the concept of teacher learning is approached in the set of 24 identified studies.

Life-long Learning

In this topic, teaching is understood as an ongoing learning process in the act of becoming a teacher. This learning begins during initial teacher education which must be well-structured and contemplate demands coming from the relationship theory-practice. It is fundamental that the future teacher is in contact with diverse knowledge areas to obtain broad and interdisciplinary view on education.

However, this is just the beginning since teaching learning is not limited to initial training. As claimed by Jina Ro (2018), learning to teach is a continuous process throughout a person's professional life and not a product of a single program or platform. It is a question of a complex system characterized by simultaneous and mutual interactions between teachers and other variables (for instance: subject-matter and grade level) and subsystems that belong in a greater context.

This learning “is an on-going process which starts at the initial teacher education and continues in the first three years of teaching”, according to Choy; Wong; Lim; Chong (2013, p. 68). Based on Marilyn Cochran-Smith, the teaching learning concept is also understood as a process, not an event (COCHRAN-SMITH 1991, 1995a, 1995b, 1999 e 2000). It is something that occurs through time, not only at a specified period. Her studies reveal that teachers learn to teach with the deprivatization of practice, that is, the interruption of teaching as a private act, precisely with research as a constant stance on and in working within multiple learning communities.

To keep becoming a better teacher, beginning teachers need to learn how to use their practice as a research site. What is chaotic and confusing must be transformed into questions, experimented with; and studying the effects of these, with the aim of formulation new questions and broadening understanding (FEIMAN-NEMSER, 2001).

The texts under this theme conceptualize teaching learning as a process of continuous practice provided by the life-long experience in teaching. Experience is regarded as defining the learning that never ceases. Feiman-Nemser (2001) emphasizes when making an important literature review:

[...] Some knowledge can best be gained at the university, but much of what teachers need to know can only be learned in the context of practice. This does not mean that good professional education and development only take place “in” schools and classrooms. It does mean that a powerful curriculum for learning to teach has to be oriented around the intellectual and practical tasks of teaching and the contexts of teacher's work (FEIMAN-NEMSER, 2001, p. 1048).

Hence, the author affirms that teachers should be introduced in communities of practice in order to build a new professional culture, as beginners, and continuously for their professional development. This depends especially on the partnership between schools, school unions and universities.

Learning for Teaching as cognitive and behavioral change

Two of the analyzed texts relate teaching learning to cognitive development and behavioral changes. Haser (2010) considers learning for teaching as a cognitive and/or behavioral change in terms of educational issues, resulting from conscious or unconscious engagement in behavioral, cognitive, or affective activities.

For Kang e Cheng (2013), the teacher's learning might be achieved not only by evolution of practices, but also by the construction of teacher knowledge. A broad understanding of the teacher's learning, thus, require an investigation about how cognition develops while teachers teach and learn to teach within a specific sociocultural context.

Both in Haser (2010) and in Kang and Cheng (2013), experience is also considered a drive for learning. That is, it constitutes the basis for the concept that we are studying.

Learning based on the relationship of experience with culture and context.

Wideen, Mayer-Smith and Moon (1998) disagree with the affirmations that beginning teachers only need purposeful knowledge of classroom management. These authors point out the necessity of substantiating the process of learning to teach in an ecological approach (CAPRA, 1996), departing from the notion of system of thought, which concentrates on interrelations and connections between organisms, objects and particles and their contexts, such as education. This way, authors propose that learning for teaching research is conducted with a closer look at what beginning teachers already know and believe about teaching. In strategies that enable beginning teachers to face their own

teaching and learning concepts as a first step to teach and learn.

McCormack; Gore and Thomas (2006) mention Feinam-Nemser (2001) when considering that the teaching professional learning means "transformations in teachers' knowledge, understanding, skills and commitment, in what they know and what they are capable of doing in their individual practice as well as in their shared responsibilities" inside a school (FEI-MAN-NEMSER, 2001, p. 1038). The authors identify the continuous importance of context as a significant factor for teachers in early years to learn and shape their practice.

Such an assertion corroborates with Flores (2007), who understands that culture is elaborated among active individuals in the world and that "each interaction is influenced by history in various levels, including the individuals' biographies, the historical development of institutions and practices, and the broadest culture of individuals and institutions" (p. 383). She therefore defends a dialogic relationship between history and context which involves productive and reproductive aspects of culture. The author assumes this paradigm defining learning and teachers' development as cultural processes. For her, beginning teachers enter a community of practice where a relationship of experience with context and culture is established.

Development and learning, thus, cannot be separated from contextual activities in which experiences happen. It is in this relationship that learning and teaching identity construction occurs (DORMAN, 2012). The school culture is, in this sense, a socially negotiated culture where learning and teaching are negotiated within specific contexts (D'SOUZA, 2012). The central assumption for Dorman (2012) and D'Souza (2012) is based on the sociocultural perspective which defines that all social practices are centered on a set of cultural ideas, consequently not exempt from value.

Hence, teaching learning is a process which involves individual beliefs and values that in-

tertwine over time insofar as teachers interact with the school reality. “Understanding how individuals learn to teach and reflect upon students’ learning involves finding out beliefs and value systems that they develop over time” (D’SOUZA, 2012, p.80).

Personal Dispositions more influential in Teacher Learning than the Teacher Education Curriculum

The fact that three texts (CARTER; DOYLE, 1995; SADLER, 2013; MILLER; HELLSTEN, 2017) defined that personal dispositions influence more than teacher training curriculum called attention. Even understanding that learning to teach occurs driven by experience, what defines this learning for Carter and Doyle (1995) and Miller and Hellsten (2017) is the disposition that the person has related to their own experiences and what is being learned.

Carter and Doyle (1995) adopt two fundamental perspectives for the understanding of learning to teach. One of which is that the students in teacher training learn about teaching too early, as students in primary or secondary school, which represents the basic education in the current Brazilian context. This lengthy learning process is deemed much more powerful by the authors than the formal experiences in teacher education. The other perspective is that beginning teachers undergo stages of concern, starting with themselves, and then concerning about the learning task and eventually about its impact on students. From these perspectives, they affirm that personal dispositions are more powerful over teachers’ learning than curriculum.

The authors agree that biases brought from the period of teacher education must neither be disposed nor seen as obstacles, but they should be considered as a primary resource beginning teachers own for teaching learning. Nevertheless, for Carter and Doyle (1995, p. 187),

narrative and life stories are related to learning to teach since “(1) teaching is deeply personal; (2) personal understandings of teaching are profoundly systematic and theoretical; (3) learning to teach is a negotiated process; and (4) a sense of mastery in teaching takes a long time to be achieved. In the same way, Miller and Hellsten (2017) reaffirm the importance of personal, autobiographical, and ecological understandings of learning to teach.

Of all the texts that compose the results of our survey, Sadler (2013) is the single one which brings the notion that emotional dimension is the guide of teaching apprenticeship. The author dialogues with the emotional dimension in teaching and discusses the potentially important role of emotions in beginners’ teaching learning alongside their mentors. This research uses studies by Postareff and Lindblom-Ylänne (2011) on confidence to substantiate their understanding on learning to teach, once confidence, in this sense, is not only seen as a generic concept, but also as reflection of an individual’s perception of their capacity of reaching a certain goal in a specific situation. This leads us to the comprehension that the author encourages personal component perception as the greatest determinant for this type of learning which develops in the context of teacher professional development.

Beliefs as a Key Element of Teacher Learning

Wildman, Niles, Magliaro and Mclaughlin (1989) argue that learning to teach is a highly individualized process, varying depending on beginners’ beliefs and expectations about teaching and teaching scenarios they might encounter. This is due to the fact that teaching is inherently complex and executed in conditions that may vary significantly every year.

Reflecting upon this life-long progression, Lidstone and Hollingsworth (1992) consider that teacher knowledge changes occur in the

teaching and learning process and complexity of teaching and learning tends to decrease as they absorb basic conceptual routines and automate them in their daily lives - in other words, they start doing it without thinking. This progression enables teachers to concentrate on more advanced concepts and practices rather than what was known before because the nature of teachers' attention capacity is selective once beliefs affect the primary focus of attention.

It was this understanding that enforced the Model of Complexity Reduction elaborated by Hollingsworth (1989a)¹. This model was used to explain how beginning teachers change in their learning and how beliefs affect this process. Data shows two different types of teaching learning patterns: the teacher focused on discipline management and the teacher focused on the student.

The Model of Complexity Reduction elaborated by Hollingsworth (1989) has the goal of describing changes in teacher learning and is considered more complex and sophisticated than former models. The three model dimensions: 1) the role of previous beliefs in learning to teach; 2) three areas of cognitive attention; and 3) three levels of cognitive understanding. It is grounded on Cognitive Psychology, classroom observations and follow-up interviews.

Reynolds (1992; 1995) stands on Lidstone and Hollingsworth's (1992) viewpoint and starts from the premise that teachers have teaching tasks and the understanding that are necessary to perform these tasks successfully. She then comprehends that teaching and learning are activities from which understanding is constructed.

"Context does matter. However, the major difference context makes in the understandings teachers need to perform the tasks successfully, not in the tasks themselves" [...] "Understanding comprises skills, abilities, knowledge, and beliefs that are directly related to the execution of the task." (REYNOLDS, 1992, p. 05).

Teachers create opportunities for students to deepen their comprehension of the natural and social worlds. That is, the understanding that students carry with themselves, their beliefs in those worlds and, simultaneously, when reflecting on the dynamics teaching/learning, teachers fabricate new conceptions about their practice and how to improve it. Therefore, beliefs enable feedback processes in the teachers' and students' experience.

Up to this point, we can realize that the transition period from the 1980s to 1990s marks the the study of teaching learning, especially the perspective that delimitates beliefs are a guiding axis for practical development of this concept.

As representation of the heritage of the late twentieth century, we found Huan, Wang and Teng's (2021) research that presents the conception that teacher learning occurs through a transformation process of beliefs that beginning teachers bring from their training, be it academic or cultural education. The authors identify stages in which beliefs cross a two-way street with experiences, such as: confirmation, realization, disagreement, elaboration, integration, and consolidation. Although authors address them as stages, they affirm they are not a linear process.

Beginning teachers' experiences normally involve at-school learning, undergraduate teacher education, school internship to experience what they have learned and the first year of career, when the mixture of what they learned and experienced comes into life. "The beginning teachers' beliefs are variable, cumulative and evolving, and are subject to interaction between individual meaning construction and identity construction, and its integration to the learning environment (HUAN; WANG; TENG, 2021, p. 10)." Teachers' personal epistemologies, therefore, influence their conceptions of teaching, learning approaches, recognizing gains in the observation of teaching practices considered exemplary.

1 Texto citado por Lidstone e Hollingsworth (1992).

Learning based on the strong influence of teacher trainers.

Catharine Quirk-Marku (2019) is the author of the only text identified under this theme. It is grounded on the Cultural-Historical Activity Theory, particularly in the context of human activity to develop research on the influences affecting professionalism and early-career teachers' retention.

Quirk-Marku (2019) employs the concept of familiar archetypes from Goddard and Foster (2001) as a model to represent one of these influences – that of other people on the education of the teacher in practice. She affirms that a former teacher, a mentor or a family member could generate influence over the person who is beginning their teaching career. It refers to extending the notion that that person learns by observing as a student in the classroom. In her research, the author identified, at least, two more blocks of aspects that influence teaching learning in what refers to professionalism development. One of these chunks encompasses the teaching induction program context, personal biographies, and the school environment. The other chunk indicates that the teacher's workload, student's involvement and behavior, and the capacity to interact with other coworkers are also important determinants in the teaching career development.

Learning By Experience and Community Relationship

For McNally, Blake and Reid (2009), teachers value workmate's support in the process of teacher learning. The teaching apprenticeship occurs based on the teacher experience per se, being informal learning the main form of learning to teach. For this reason, authors asserts the necessity to investigate context of beginning teacher's informal learning.

The role of formal learning is not denied, but it is understood that informal learning defines

the course of beginning teachers' teaching learning, which means, learning by experience predominates over formal learning. (MCNALLY; BLAKE; REID, 2009).

Authors affirm that informal discussion was the most valued inducting activity by newly graduated teachers and defend that comprehension of learning to teach can be enriched by means of a wider school appreciation as a workplace, learning at the the workplace and connections with a broader philosophy literature.

In a similar perspective, Craig (2013) affirms that teacher learning is a practical knowledge forged by experience. The author considers that, in teacher-knowledge communities, such knowledge promotes a construction generating personal meaning as opposed to knowledge arising from lists coded by the formal knowledge. In his article, two different versions of teacher communities are presented: teacher knowledge communities and professional learning communities.

Teachers Knowledge Communities are spaces/situations lived organically by teachers and Professional Learning Communities are externally imposed on them by school leadership teams and backed by the imperatives of the school district, i.e., the educational policies in place. Such definitions tend to project a formal view of teacher knowledge. It establishes what teachers should know and do in a community (CRAIG, 2013).

So-called teacher communities affect the development of novice teachers' knowledge, the shape and tenor of their knowledge communities, the stories for living/leaving to which they are introduced and how policy is lived in specific school environments (CRAIG, 2013).

It is clear that, for the author, the learning of teaching occurs in a community way, whether the learning is considered artificial or external or that which is organic, inherent in the particular experience of teachers in their communities with their peers.

Teaching learning through collaborative conversations

In the research conducted by Hollingsworth (1992), the researcher was interested in conversations specifically about learning to teach reading. However, she realized that the main concern of the teachers participating in the research was not this, but about education and teaching. They wanted to understand more about learning to teach. In light of this, the researcher altered her original aim and broadened the scope to address the teachers' need to understand their own perspectives on how they learn to teach.

By using collaborative conversations as a methodological technique, the author realized that this possibility for teachers to talk collaboratively with each other and with a researcher supported novice teachers during their learning process to teach. Such perception became a result produced by the research that asserts: the research conversations generated an appreciation of these women about the development of relationship as a critical factor in learning to teach and knowledge not emphasized in their teacher education program curricula or continuing education (HOLLINGSWORTH, 1992).

The process of abstracting practical examples into theoretical and philosophical problems gave teachers insight into how to identify resources and formulate plans for learning more about these problems and their new understandings and reporting back to the group. Some structural features of the collaborative conversations supported teachers' learning in collaborative conversations: commitment to a relational process; focusing learning on common practice-based concerns; opportunities to ask and reflect on feedback from broad and welcoming questions; valuing experiences and emotions as knowledge; valuing biographical differences; developing a supported critical perspective; reinforcing teacher learning as a process; articulating a

feminist voice in narrative form (HOLLINGSWORTH, 1992).

Final remarks

This study sought to know the scientific production available in the ERIC database on the teaching learning of beginning teachers in English-speaking countries. The systematic review revealed that for at least four decades this subject has been the object of study for researchers in English-speaking countries, with the oldest published in 1989 and the most recent in 2021..

The analysis of the 24 articles revealed what is produced about the teaching learning of beginning teachers in English-speaking countries, grouping the research themes into 10 thematic categories, namely: learning contexts; professional knowledge; perceptions about teaching learning; cognitive changes; changes in teaching beliefs and practices; role of induction; challenges, failures and successes in teaching learning; literature reviews; interactions in teaching activity; and collaborative learning. It evidenced a remarkable variety of thematic approaches, making it more than pertinent to deepen the conceptual discussion around the focus and the main characteristics that this object of study has accumulated over the years.

At the same time, we noticed a certain theoretical dispersion, since much of what is produced on the subject does not seem to consider what is already produced and accumulated on this field of study. Although the texts have been grouped by thematic focus, we noticed a reduced dialogue between researchers with similar themes to connect their work to that of other researchers studying the subject.

In general, they are research with a qualitative approach, involving participant observation, semi-structured interviews and the use of the logbook as a procedure for data collection and production.

The review reveals the urgent need to know more about the production of English-speaking

countries, identifying the approximations and distances in relation to the themes addressed in the Brazilian production and in the Iberian countries.

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