

Structuring Taiwanese Elementary School English Teachers' Professional Dialogue about Teaching and Learning through Protocols

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Abstract : Protocols are tools that help teachers inquire into the teaching and professional learning during the professional dialogue. This study focused on the integration of protocols into elementary school English teachers' professional dialogue and discussed the influence of protocols on teachers' teaching and learning. Based on the analysis of documents, observations, and interviews, this study concluded that with the introduction of protocols to elementary school English teachers, three major protocols were used during their professional dialogue. These protocols led the teachers to gain professional learning in content knowledge and pedagogical content knowledge. However, the facilitators' lack of experience in using protocols led to interruptions during the professional dialogue. Suggestions for effective protocol-based professional dialogue are provided.

Keywords : protocols, professional learning, professional dialogue, classroom practice

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