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HOW DOES PROFESSIONAL DEVELOPMENT IMPROVE TEACHING?

Summarized by Bui Thi Thuc Quyen ⁽²⁾



Professional development programs are based on different theories of how students learn and different theories of how teachers learn. Reviewers often sort programs according to design features such as program duration, intensity, or the use of specific techniques such as coaches or online lessons, but these categories do not illuminate the programs' underlying purpose or premises about teaching and teacher learning. This review sorts programs according to their underlying theories of action, which include (a) a main idea that teachers should learn and (b) a strategy for helping teachers enact that idea within their own ongoing systems of practice. Using rigorous research design standards, the review identifies 28 studies. Because studies differ in multiple ways, the review presents program effects graphically rather than statistically. Visual patterns suggest that many popular design features are not associated with program effectiveness. Furthermore, different main ideas are not differentially effective. However, the pedagogies used to facilitate enactment differ in their effectiveness. Finally, the review addresses the question of research design for studies of professional development and suggests that some widely favored research designs might adversely affect study outcomes.

PROFESSIONAL DEVELOPMENT: TEACHER DEVELOPMENT AND CONFIDENCE

Summarized by Mach Buu Hien ⁽³⁾

In the light of professional development for teachers of English, the author raises a question, posted by Mariam of how teachers can develop their confidence and improve the best of their teaching ability. In order to answer this question, the author also reviews some relatively-connected aspects between confidence, teaching ability, and teacher development and gives a profound insight into the theory of teacher development.

First of all, the author believes that gaining confidence and improving teaching ability are quite related to become a professional teacher, and the term 'teacher development' is described as the process of becoming the best kind of teacher, which includes language development, counseling skills,

² From Kennedy, M. M (2016). Review of Educational Research, Vol. XX, No. X, pp. 1-36.
<http://journals.sagepub.com/doi/abs/10.3102/0034654315626800>

³ <http://www.onestopenglish.com/methodology/methodology/professional-development/professional-development-teacher-development-and-confidence/146473.article>

assertiveness training, confidence-building, computing, meditation and cultural broadening (Rossner, 1992). In addition, the author suggests Freeman's model of teaching, which is characterized as "a decision-making process based on the categories of knowledge, skills, attitude, and awareness" (Freeman, 1989, p.27). More specifically, teacher training refers to the trainable aspects of teaching incorporating knowledge and skills whereas teacher development consists of the more complicated constituents of teaching such as awareness and attitude.



Self-confidence, teaching ability and KNOWLEDGE

In order to enhance their confidence and improve their teaching ability, it is advised that teachers should take the following aspects of knowledge into thorough consideration:

- **The subject matter:** Teachers should acquire essential knowledge of their subject matter which they teach. For example, if the subject matter is English language, teachers can improve their knowledge of English by enrolling in language development courses and take opportunities to practice English and develop their ability to listen, speak, read and write in English.
- **Theories about learning and teaching:** Teachers can acquire profound understanding of theories about learning and teaching practices. To achieve this target, they have to read theoretical knowledge of teaching and learning and participate in seminars, workshops, or training courses on methodology to enhance their teaching ability.
- **The students:** Knowing their students well will definitely help teachers teach more effectively. Teachers have to provide students with opportunities to listen to what they want to say, talk about themselves, and give their teachers feedback on the classroom activities.
- **The workplace:** Finally, it is crucial for teachers to know their teaching context, which incorporates academic aspects such as syllabuses, assessment procedures, and knowledge of supplemental materials, and more practical concerns like the use of audio, video or computer equipment.

Self-confidence, teaching ability and SKILLS

To put all the knowledge into practices is important to help teachers become more skillful at teaching. To do this, teachers should have positive attitude towards teaching by trying out new ideas, different methods, techniques and activities many times to reflect on the effectiveness and capitalizing in these experience to make essential shifts to their teaching ability. When becoming more skillful at certain activities, teachers are able to be more aware of their own strengths and weaknesses.

Self-confidence, teaching ability and AWARENESS

Teachers can enhance their profession by developing their self-awareness, which can be seen as below:

- Audio or video recordings of teachers' lessons can be conducted and watched later-on for the analysis and reflection of the recordings afterwards.
- A colleague can be invited for the classroom observation and he/ or she can give teachers feedback after the lesson.
- Teachers should observe their colleagues teach. This is very useful for them to compare different teaching styles, practices and become more aware of what kind of teachers they are.
- Students also give teachers valuable feedbacks on their teaching performance, which should be collected regularly.
- The implementation of evaluation system at the workplace is likely to be beneficial to teachers if they

consider it as an awareness-raising opportunity for their professional development.

Self-confidence, teaching ability and ATTITUDE

Finally, it is essential to develop and keep positive attitude towards the activity of teaching for teacher development. Teachers should plan their lessons regularly, update information about professional development activities, and obtain teaching certificates, diplomas or degree. More importantly, they must respect themselves, their colleagues and students. They are also able to face new challenges and enjoy themselves in their teaching.

Reference:

Rossner, R. (1992). Where there's a will – facilitating teacher development, Teacher Development Newsletter 18: 4 – 5

Freeman, D. (1989). Teacher training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education, TESOL Quarterly, 23/1: 27 – 45

MOVING BEYOND 'JUST GOOD TEACHING': ESL PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS

Summarized by Bui Thi Thuc Quyen ⁽⁴⁾



In order to prepare all teachers for working with the increasing number of English-as-a-second language (ESL) students in the US, researchers have explored what teachers need to know and pointed out that 'just good teaching' is not enough. In this article, the authors described their effort to design and deliver professional development sessions based on key features of effective professional development to facilitate teachers to move beyond 'just good teaching'. In addition, the authors examined the impact of the professional development on teachers and the ESL students in the school district. The participants included 22 teachers from one

school district in the US who participated in 46 hours of professional development sessions over the course of one year. Findings indicated that the research-based, needs-oriented professional development provided teachers with useful strategies and resources. ESL student performance data also demonstrated the effectiveness and impact of the professional development. Implications were drawn to further enhance the collaboration between university and school districts, and between ESL teachers and regular classroom teachers, for the achievement of all ESL students.

⁴From Prater Y. H. P. & Boyle J. T. S. (2011). . Moving beyond 'Just Good Teaching': ESL Professional Development for all Teachers, Professional Development in Education, Vol. 37, No. 1, pp. 7-18.

EFL TEACHERS' PREFERENCES FOR TEACHER LEARNING ACTIVITIES IN A PROFESSIONAL DEVELOPMENT COURSE

Summarized by Mai Thi Minh Tho ⁽⁵⁾



As the requirement of the renewal English language teaching programs for the primary and the secondary state schools conducted by the Turkish Ministry of National Education (MEB), some in-service teacher-training (INSETT) programs were organized to help EFL teachers adopt new approaches to prepare for the language teaching reform. In this light, the author conducted a research to find out teachers' expectations from the INSETT programs. Particularly, the study aimed to identify these teachers' perceptions of the most influential teacher learning activities. The result shows that teachers have gained practical and profound experiences for

INSETT programs. Interestingly, to improve INSETT guidelines, teachers shared suggestions in terms of teachers' needs, the organizational features, the combination of the program content and strategies, school culture of language enhancement, and teacher's networks.

NEWS

The 9th Annual International Conference on TESOL at SEAMEO RETRAC

Website: <http://www.vnseameo.org/TESOLConference2018/>

SEAMEO RETRAC has started the promotion of the annual international conference on TESOL in 2018 on the Center's website and via different channels of mass media. According to the released information, the 9th International Conference on TESOL will be jointly organized by the SEAMEO Regional Training Center in Vietnam and Curtin University in Australia.

The conference provides an excellent venue for academics, researchers, students and professionals in the field of English language education to share and discuss research findings, experiences, and practical and theoretical issues related to the teaching of English to learners of different backgrounds, levels, interests and motives.

Conference Theme:

Breakthroughs in English Language Teaching in the 21st Century

Sub themes:

- Innovative trends and practices in ELT in the 21st century
- Models of English learning outside the classroom
- English as a medium of instruction
- Technology application in English language teaching and learning

Time & Venue:

- Date: August 09-10, 2018
- Venue: SEAMEO RETRAC, 35 Le Thanh Ton Street, Ben Nghe Ward, District 1, Ho Chi Minh City, Vietnam

⁵ From Molle, D. (2015). EFL teachers' preferences for teacher learning activities in a professional development course. Social and Behavioral Sciences 199, pp. 178 – 183 (<https://www.sciencedirect.com/science/article/pii/S1877042815045061>)

National Seminar for Vietnam's Department of Education and Training English Language Education Specialists



SEAMEO RETRAC, in partnership with the Regional English Language Office, U.S. Embassy Hanoi and the Public Affairs Section, U.S. Consulate Ho Chi Minh City, hosted a national 3-day seminar for all Department of Education and Training (DOET) English Language Education Specialists from March 13th -15th, 2018. The seminar aims to present information to all of the DOETs about RELO programs and how to work with the U.S. Mission to Vietnam on teacher development projects. Programs such as

MOOCs, Webinars, E-Teacher, Fellows and Specialist programs as well as the advantages of active training were discussed. The Ministry of Education and Training was also invited to talk about Vietnam's English language education and teacher development policies. Moreover, the Specialists had opportunities to visit the American Center in Ho Chi Minh city and attend a presentation on EducationUSA, YSEALI and the American Center's programs and resources.



The 2018 International Conference on English Language Studies in Thailand (ICELS 2018)

The International Conference on English language studies (ICELS 2018) will be held on 3rd – 4th August, 2018 at Suranaree University of Technology, Nakhon Ratchasima, Thailand.

The conference is jointly organized by Suranaree University of Technology (SUT), Khon Kaen University (KKU), Ubon Ratchathani University (URU), Mahasarakham University (MSU) in association with Asia CALL. This conference aims to bring together academics, researchers and teachers of English to exchange and share their experiences, new ideas, and research results about all aspects of English Language Teaching, and present their academic work to a wider audience.

Conference Theme: Innovation and Creativity: Constructing the Future of Language Learning

Topics Covered:

- Education, Teaching and Learning
- Technology-Enhanced Language Learning
- Applied Linguistics
- Other Areas of Foreign Language Education

Time & Venue:

- Date: 3rd – 4th August, 2018
- Venue: Suranaree University of Technology
- Website:

<http://soctech.sut.ac.th/fl/conference/>

Webinar on Minds Matter: Psychology of Language Learning

APRIL

Minds matter: Psychology of language learning



SARAH MERCER

'It's all in the mind!' – How true when it comes to learning a foreign language. This webinar explores some key concepts in psychology and considers what these insights can teach us as language teachers – in particular, we will look at how to foster a sense of competence, autonomy, and relatedness.

SUITABLE FOR
TEACHERS OF:Teenagers
Adults

17 April 19:30 - 20:30

18 April 08:00 - 09:00

18 April 15:00 - 16:00

One of the beneficial professional development activities for EFL teachers is the webinar series, hosted by the Oxford University Press (OUP). The OUP webinar series cover a wide range of topics crucial for EFL teachers. Importantly, the upcoming event on 17th – 18th April, 2018 is the webinar on “Minds matter: Psychology of language learning”, which covers some key concepts in psychology and examines profound insights in the aspects of competence, autonomy, and relatedness.

For further details, please go to the website:

https://elt.oup.com/events/global/Minds_matter_Psychology_of_language_learning?cc=vn&selLanguage=en&mode=hub

Online Course on Becoming a better teacher: Exploring professional development

This course is designed by British Council and the Institution of Education (IOE) for English teachers, who wish to improve their reflective skills and practice in the classroom. By participating in a community of education professionals, these teachers have opportunities to share their experiences, and learn from each other as this professional development course is designed to meet their needs and make it accessible to every teacher in their teaching setting.

By the end of the course, participants are able to:

- Reflect on their own beliefs about teaching, learning and professional development
- Explore the characteristics of successful professional development
- Apply a range of tools, activities and strategies to reflect on and improve learning and teaching
- Identify aspects of their professional practice to develop



- Collaborate with and learn from peers by engaging with communities of practice
- Develop their own iterative professional development plan

For further details, please go to the website:

<https://www.futurelearn.com/courses/becoming-a-better-teacher>

More Teaching Materials

Useful Materials and Resources for the Teacher Professional Development

<https://americanenglish.state.gov/>

<https://americanenglish.state.gov/resources-0>

<http://www.tesol.org/attend-and-learn/online-courses-seminars>

<https://englishagenda.britishcouncil.org/continuing-professional-development/professional-development-resources>

<https://www.pearsonelt.com/professional-development/resources.html>

<http://www.cambridge.org/mz/cambridgeenglish/teacher-development/manage-your-own-professional-development>

<http://www.macmillanenglish.com/resources/>

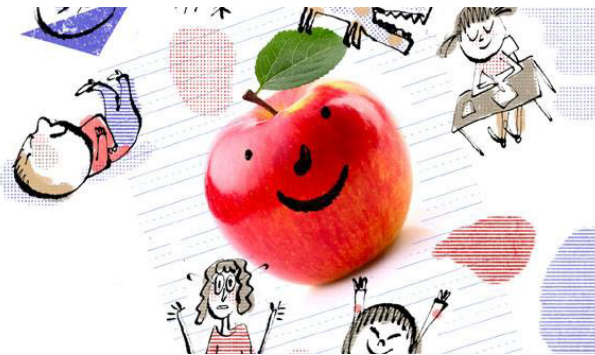


FUN CORNER

The following stories and anecdotes that teachers encountered in their classroom are shared to relate to Kurt Vonnegut's quote:

"True terror is to wake up one morning and discover that your high school class is running the country"

SUMMERTIME MADNESS



"It was our final year of school, and stress levels were high. Mr Adhikary, our maths teacher, understood this. He was silently sympathetic when our school's petty rules, like insisting we wear ties at the peak of summer in Kolkata, sent us over the edge. We, the students, spent our time coming up with ways to circumvent this silly rule.

One day, Mr Adhikary walked in for his class after the lunch break, and what he saw next would've turned anyone's stomach: 50 boys, sweaty and smelly, sitting in class silently, all with their ties on-and their shirts off. But Mr Adhikary just laughed and told us our logical thinking would help us pass the maths exam" by S. Basu, Kolkata.

MISMATCHED

One morning, I was rushing to get to the class I taught, but had to make a stop at the library first. I was so late I barely had time to wear my slippers before running out of the house. At the library, I noticed the librarian eye me strangely. After a moment, she asked, "Is everything okay?"

"Yes. Of course," I said. "Why?"

"Er, then why are you wearing that?" she asked, pointing down. I looked down and realized I was wearing a colourful Kolhapuri chappal on one foot and my husband's heavy black slipper on the other. No wonder my feet felt so uncomfortable!

By Lakshmi Subramanyami, New Delhi

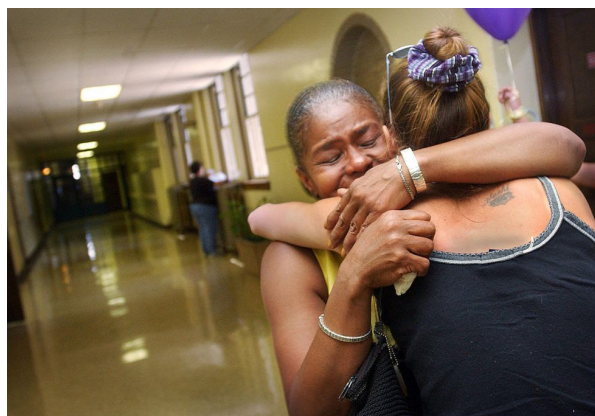


A BIG MISUNDERSTANDING

"One time, as I was changing modes in the classroom, there was a little misunderstanding. As the students were putting away one project and pulling a worksheet out, I said, 'We'll have more on that later.' The next day, I was called into the principal's office, where one of her students and her mother stood, very upset. The principal asked me, 'Did you call your students morons yesterday?' by Nikki



MADE IT ALL WORTH IT



"A junior in my AP English class, Morgan was an intense yet shy girl who was incredibly determined and hardworking, but had horribly low self-esteem and suffered from depression, anxiety, and self-mutilation. She frequently came back to talk to me as a senior, and we laughed, analyzed, cried some, and resolved a lot each time we spoke. But Morgan truly came into her own in college. When she wrote to thank me for encouraging her, and to tell me she was writing poetry, it made me so happy." By Catherine

Source:

<http://www.readersdigest.co.in/story/funny-teacher-stories/1/123920.html>

<https://www.womansday.com/life/g2429/teachers-most-entertaining-stories/>



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Email: contact@vnseameo.org
Website: <http://www.vnseameo.org>