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The

Teacher Trainer

A PRACTICAL JOURNAL FOR THOSE WHO TRAIN, MENTOR AND EDUCATE TESOL TEACHERS

2 Mixed messages on PRESETT courses
5 International students: Feckless procrastinators or focused and diligent?
12 Low paying gigs for teacher trainers
13 Reflective teaching practice in Myanmar
16 Coaching and mentoring for managers
17 Women plenary and keynote speakers in the UK
20 The Mezirow Transformative Approach
22 Do-Nothing Teaching and reflective practice

Includes regular series:
Training Around the World, Article Watch and Publications Received.



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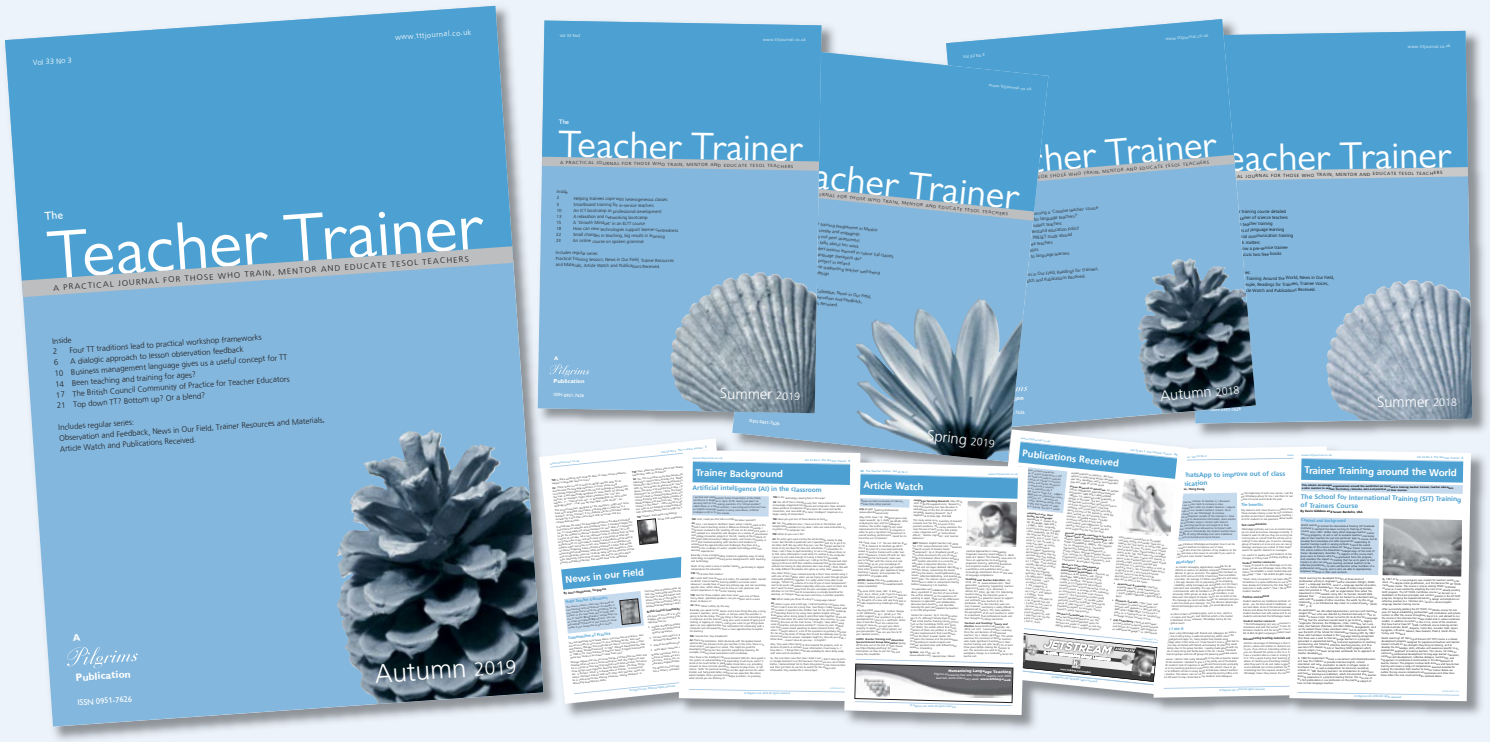
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Contents

Consistency, clarity and communication – techniques to help tutors avoid mixed messages on pre-service training courses 2
Nick Baguley

Helping language teachers to address time management challenges faced by students from polychronic cultures at international universities 5
Roy Arthur Edwards

Should I accept a low-paying teacher trainer gig? 12
Tim Thompson

Training around the World 13
An Easy-to-Pick-Up-and Run-Exercise in Reflective Teaching Practice
Po Po Thaung Win and Zoe Matthews

Are you managing? 16
Amin Neghavati 16

The Fair List, UK: A review of the years 2013-2019 17
Tessa Woodward

A transformative approach to learning, teaching and assessment in higher education 20
Dr Megan Attwood

Do-Nothing Teaching (DNT): A contrarian reflective practice for teachers 22
Kevin Giddens

Article Watch 26

Publications Received 28

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Editorial

Welcome to the first issue of our thirty fourth volume.

Some of our authors have done some serious problem solving! How can trainers who have not worked together before ensure they are giving clear, consistent messages to trainees? (page 2). How can tutors at universities understand students from polychronic cultures? (page 5) Is it worth taking low paying TT gigs? (page12). What skills do new managers need? (page 16). How to improve representation of women at plenary speaker level (page17).

And other authors in this issue offer us new ways of working; MoRAR, Meziro, and DNT. I will leave you to explore what these are!

This issue is available, as usual, in this print edition and also by subscribing online at: www.tttjournal.co.uk. Also online is a free selection of back articles and some extras in the TTTJ Plus section!

I hope you enjoy reading Volume 34 Number 1!

All good wishes

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About "The Teacher Trainer"

The Teacher Trainer is a practical journal for those involved in modern language, especially TESOL, teacher training. Whether you are a teacher who tends to be asked questions by others in the staff room, or a Director of studies with an office of your own, whether you are a mentor or a course tutor on an exam course, an inspector going out to schools or a teacher educator at a university, this journal is for you. Our aim is to provide a forum for ideas, information and news, to put fellow professionals in touch with each other and to give all those involved in training, mentoring and educating teachers a feeling of how trainers in other fields operate, as well as building up a pool of experience within our own field.

The journal comes out three times a year and makes use of a variety of formats e.g. articles, letters, comments, quotations, interviews, cartoons, spoofs. If the idea is good and useful to trainers, we'll print it no matter what voice you choose to express it in.

Consistency, clarity and communication – techniques to help tutors avoid mixed messages on pre-service training courses

By Nick Baguley, Egypt

Introduction

Approximately 11,000 people take the Cambridge Assessment English Certificate in Teaching English to Speakers of Other Languages (CELTA) at training centres around the world annually. However, demand for places on this well-established and internationally recognised pre-service teacher training course fluctuates throughout the year. For example, in Europe, North Africa and the Middle East there is usually a spike in applications for courses that run during the months of June, July and August. University students and those already teaching are more likely to be free during this traditional summer holiday period making it much easier to take a teacher training course.

"As a result, a lot of summer CELTA courses around the world can be staffed by trainers who may not have worked together before."

Mixed teacher training teams

Many CELTA centres employ full-time tutors. However, to meet the seasonal increase in demand for places, as described above, most schools recruit teacher trainers on a freelance basis. There are several established on-line forums where organisations can advertise for temporary staff and CELTA tutors looking for freelance work can outline their availability. As a result, a lot of summer CELTA courses around the world can be staffed by trainers who may not have worked together before. In many ways this is no bad thing. It can promote professional development with recently qualified CELTA trainers working with more experienced tutors. It can lead to a useful exchange of training approaches, ideas and materials which benefits both trainers. For the visiting tutor, it may also provide an opportunity to work on CELTA courses in a part of the world that is new to them.

"On occasions course participants have commented on the noticeable differences between trainers."

However, there are some potential disadvantages too. Having been a CELTA assessor for 18 years, I have moderated many courses staffed by a combination of resident and freelance tutors or by freelancers only. On occasions course participants have commented on the noticeable differences between trainers in terms of their beliefs, how they approach key aspects of the course such as input sessions, assisted lesson planning and teaching practice feedback and, perhaps most significantly of all, the way in which they assess lessons and mark written assignments.

During my meetings with participants they have sometimes talked of frustration, the confusion created by what they often perceive as 'mixed messages' and how such a situation simply adds to the stress levels on an already intensive learning experience.

Minimising the disadvantages before the course

So, what can CELTA tutors who have never worked with one another before do to pre-empt and minimise such issues? Ideally there should be plenty of time set aside for new colleagues to meet, plan their course and talk through how they're going to work together before the first day. However, with freelancers often flying in from a different country (sometimes at the last minute) and then needing to settle into temporary accommodation, sort out things such as phone SIM cards and, possibly, get over jetlag, some centres could consider giving course tutors more time to liaise. In addition, whilst tutors might discuss their training beliefs and preferred ways of working, there is often so much to do before a course starts that such interaction may not be in any depth or touch upon all the key issues. One solution might be for each trainer to complete, individually, a questionnaire on core aspects of this pre-service teacher training course and then compare their ideas. Where their training beliefs and approaches to course management are clearly different, it is then important for the tutors to come to a consensus which will be applied consistently throughout the forthcoming CELTA course – in effect the trainers agree a contract of agreed priorities. This may need a degree of flexibility and compromise. Nor does this commit any tutor to changing any of his/her firmly held beliefs long-term. However, for the sake of the course participants, it is clearly beneficial to have a consistent and unified message wherever possible. An example of a questionnaire is outlined in figure 1 below. Readers may want to adapt it to fit the circumstances in their centre.

Figure 1 – Contract of agreed priorities between CELTA tutors

Look at the statements below and put a cross (x) on the cline to represent how you feel.

Part A – Observing teaching practice

1 It's important to pre-teach no more than 5 key vocabulary items during a receptive skills lesson.

strongly agree **agree** **strongly disagree**

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2 Teacher trainees should always ask instruction checking questions.

strongly agree agree strongly disagree

3 Teacher trainees should either sit down or stay in one place when students are doing individual receptive skills work and only monitor during pair checks.

strongly agree agree strongly disagree

4 It's important to elicit answers from students for every exercise they complete.

strongly agree agree strongly disagree

5 Teacher trainees shouldn't ask students to read from the board when drilling.

strongly agree agree strongly disagree

6 A fluency-based activity such as freer oral practice should always have a clear goal/communicative outcome.

strongly agree agree strongly disagree

Part B – Course administration – input sessions, lesson planning and teaching practice

1 Course participants should put their mobile phones away during input sessions and teaching practice.

strongly agree agree strongly disagree

2 If a tutor's input session overruns, this shouldn't impact on the length of the break before the next session.

strongly agree agree strongly disagree

3 Neither assisted lesson planning or lesson feedback sessions should take longer than 60 minutes.

strongly agree agree strongly disagree

4 Tutors should only intervene when observing an assessed lesson if the trainee teacher is about to run over their allotted time.

strongly agree agree strongly disagree

5 Teacher trainees shouldn't be allowed to submit a lesson plan and/or a language analysis sheet for assessment after their lesson.

strongly agree agree strongly disagree

Part C – Assignments

1 Any assignment which is over the prescribed word count should be graded as a 'resubmission' regardless of content.

strongly agree agree strongly disagree

2 Teacher trainees should resubmit assignments within 3 working days of being given the marked original.

strongly agree agree strongly disagree

However, this kind of a questionnaire is just the start of the process. Throughout the course itself there are several things the tutors can do to ensure that any differences they might have don't impact too much on the course participants. Some options are outlined below:

On the first day of the course

During the first input session on the course it's useful to discuss with participants the role of trainers and how this might change during the course. For example, most tutors would agree that the support they provide during the lesson planning process decreases as the course progresses. This is designed to foster independence and encourage experimentation. It's also important to raise participants' awareness of how CELTA tutors are not clones, machines or robots. Therefore, there might be some small differences in their approaches, but this is a positive as it supports the notion that there is no one way to train and, by definition, no single way to teach.

Getting regular feedback from course participants

Open channels of communication and a willingness to respond to the needs of individual trainees are key tools.

continued >>>

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One option is for all the tutors to meet the group informally at regular intervals during the course to get some feedback. 'Is there anything we can do differently to make the course more effective for you?' is a question my co-tutor and I often ask our groups at the end of each week. Tutors can include this line of questioning during the mid-course tutorial, which is usually the only scheduled one-to-one feedback meeting with participants during a course.

Input sessions

It's important that participants don't see input sessions as discrete blocks of instruction with no sense of integration or consistency. This issue can be addressed, in part, as tutors prepare the course timetable. It may be useful for the same tutor to deliver all the sessions on teaching frameworks whilst another trainer leads all the input that focusses on, for example, phonology. Discussing the main aims of key input sessions with your co-trainer and sharing key handouts, especially those that deal with how to clarify language or develop language skills, helps to ensure that both tutors are 'on the same page'. Recycling and revision type activities (or simply starting a session by asking course participants about what was covered earlier in the day by the other trainer), can provide a sense of continuity too. It can also be useful to finish some input sessions with a reflection type task to pick up on any misunderstandings of key concepts just covered. To help forge a greater sense of unity and cohesion, it can be beneficial for a tutor to sit in on part, or all, of some of the sessions led by their colleague (especially in the first half of the course when most of the key input is delivered). Another option is for tutors to deliver a session together. This is particularly effective if the input timetable includes a revision session and can add an exciting new dynamic to the course.

Changing Teaching Practice (TP) groups/levels and trainers

Some of the most stressful moments on a CELTA occur around the halfway point of the course (for example, when everyone has completed 4 out of 8 assessed lessons) as participants change Teaching Practice groups. Not only do they start teaching a new group of students at a different language level, but they also begin working with another tutor (see figure 2). It can be difficult for some participants to adjust as they have often become comfortable with their original class of students as well as their initial trainer (Brandt, 206: 357).

Figure 2 – Teaching Practice (TP) rota where trainees change students and tutors at the same time

	TPs	Level of students	Tutor
TP group A (up to 6 candidates)	1 – 4 5 – 8	Elementary Intermediate	Tutor 1 Tutor 2
TP group B (up to 6 candidates)	1 – 4 5 – 8	Intermediate Elementary	Tutor 2 Tutor 1

There are several things that can be done to manage this process effectively. To reduce the impact of change, tutors can swap Teaching Practice groups at the end of the first stage of the course (for example, after TPs 1 and 2). The trainers then remain with the second group until the end of TP 6 (thereby ensuring that they move with the participants at the level change), before returning to their original Teaching Practice group for TPs 7 and 8. Not only does this remove the prospect of trainees changing levels and tutors at the same time, but it also means that both trainers observe all course participants at both levels (Baguley, 2011). A summary of how this Teaching Practice rota works is outlined in figure 3:

Figure 3 – Teaching Practice (TP) rota when tutors observe all candidates at both levels

	TPs	Level of students	Tutor
TP group A (up to 6 candidates)	1 and 2 3 and 4 5 and 6 7 and 8	Elementary Elementary Intermediate Intermediate	Tutor 1 Tutor 2 Tutor 2 Tutor 1
TP group B (up to 6 candidates)	1 and 2 3 and 4 5 and 6 7 and 8	Intermediate Intermediate Elementary Elementary	Tutor 2 Tutor 1 Tutor 1 Tutor 2

Whichever Teaching Practice rota tutors decide to use, it is important to ask participants when they change TP groups how they like to work during lesson planning sessions and which techniques for Teaching Practice feedback they've found the most effective. This is also a good opportunity to remind participants of how the assessment criteria develops over the course.

To reduce participants' apprehension about teaching at a different level, it's worth having an input session in which tutors highlight the kind of things that stay the same despite the level of the learners (for example, rapport and the use of pair and group work) and what might be different (for example, at lower level learners often need more scaffolding when setting up language practice activities). In this session participants who have been working with different levels can, in pairs, exchange information providing a valuable insight into previous lesson content, the course book and, most importantly of all, the students. To support participants still further, tutors can arrange for them to observe the new class before they teach their first lesson. A peer observation task which focusses on the similarities and differences between teaching at higher and lower levels can help draw participants' attention to some important areas such as task set up, language grading, responding to students' questions and managing language feedback.

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Summary

It's likely that most CELTA teacher training centres around the world will, at some point, employ freelance tutors. This is particularly common during periods of increased demand but can also happen to help cover staff sickness or annual leave. Clearly when trainers who have never worked together first meet, it's important to talk through key beliefs, approaches to assessing candidates' work and preferred ways of working. Whilst fully appreciating the benefits of variety in terms of ideas, techniques and training styles, if tutors are noticeably different in key areas of the course, this can lead to 'mixed messages', confusion and even frustration amongst course participants. Having discussed the issues between themselves using a questionnaire during the planning process, tutors can then broach the concept of' 'training team' with candidates on the first day, revisiting it both formally and informally throughout the course. If trainers can create an atmosphere where course participants feel comfortable to discuss any perceived differences between their tutors and the impact this is having, then it is more likely such issues won't fester and any problems can be dealt with quickly and to the satisfaction of all concerned.

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The Author



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The author wishes to acknowledge the contributions made by fellow CELTA tutors Ceri Millward and Seamus Harkin with the initial idea for this article.

Helping language teachers to address time management challenges faced by students from polychronic cultures at international universities

By Roy Arthur Edwards, Turkey

"I love deadlines. I love the whooshing noise they make as they go by."
Douglas Adams, *The Salmon of Doubt* (2002)

Introduction

The professional development programme illustrated below is based on continuing hands-on curriculum design research at universities in the UK, Turkey, Vietnam, China, and Japan. The purpose is to enhance awareness in language teachers of the specific time management challenges faced by a number of international students at universities of the English speaking nations (ESNs), particularly during the initial stages of the learning experience in faculty departments. The central argument that provides the backdrop for this development programme is that the time management issues faced by many international students cannot be effectively addressed by reference to factors relating to procrastination, or to deficiencies in time management techniques, but are the result of an initial culture clash between monochronic and polychronic time orientation.

Consequently, the menu of time management courses and counselling opportunities currently provided to students at many universities will not typically be effective in addressing the needs of students from polychronic cultures.

While development programmes in this series have been designed to tailor to the specific needs of students from different polychronic cultures such as the Latin cluster, South East Asian cluster, and the Arab and African cluster, for the sake of brevity, the example illustrated in this article focuses primarily on Chinese students who are representative of the Confucian cluster of nations (CCNs).

Though the majority of participants on the development programme described below are teachers on in-sessional EAP courses assigned as faculty support, others are pre-sessional teachers, while some teach on various other preparatory general English courses at universities. The common factor is that they are all focusing on some level of English university support for international students entering universities of the ESNs. Moreover, at Liverpool University, China, XJTLU, some of the participants were Post Graduate TESOL trainers or Post Graduate TESOL student teachers focusing on the same international student audiences. However, faculty based teachers of EAP are the primary target audience of this development programme, given the vital role they play in supporting international students during the initial critical bridging period in the cross-cultural learning experience.

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The background, the anomaly, and the challenge

The apparent sudden transformation of Chinese students from being regarded as highly focused, competitive, and diligent in their domestic learning environment to often being perceived as last-minute chaotic performers at universities of the ESNs was initially completely baffling to those of us who have taught at universities in China. For example, Li (2012) in her informative book, *Cultural Foundation of Learning*, argues that persistent hard work and a strong commitment to deferred gratification is perceived by Chinese teachers, students, and parents as being the key to educational excellence. This is also highlighted, quite dramatically for the Western audience, in the widely read book by Amy Chua (2011) entitled *Battle Hymn of the Tiger Mother*. Finally, at a more empirical level, Schwartz (2006) locates China on his cultural map, along with other CCNs, as exhibiting mastery values that emphasise ambition, perseverance, capability, achievement, and success. Clearly, these are not values that are typically associated with feckless procrastination. Consequently, this development programme was designed as a response to enable colleagues to investigate the causes and focus on possible solutions to this apparent cross-cultural time management anomaly.

The basic programme outline and delivery

This programme is divided into five taught sessions, with the first four of three hours duration and the final session covering a double period. Consequently, the total duration of the course is 18 hours. Some universities opted for the programme to be delivered across 4 days in one week, others for a one or two days shortened version, while my universities tended to required the programme to be delivered across a 6-week period.

The session aims are as follows:

- **Session 1:** Understanding the general background, types, causes, and consequences of student time management challenges
- **Session 2:** Understanding the potential culture clash that can arise between nations with contrasting monochronic and polychronic time orientations
- **Session 3:** Understanding the East Asian learning process, the student profile, and the origins of possible time management challenges
- **Session 4:** Understanding the key curriculum re-design interventions that can help students from polychronic cultures reduce time management challenges
- **Session 5:** Understanding the process of project planning as an approach to reducing time management challenges

What follows below are the key learning objectives, a summary of the key content, and the primary pre-reading tasks for each of the programme sessions.

Session 1: Understanding the general background, types, causes, and consequences of student time management challenges

"Procrastination is like a credit card: it's a lot of fun until you get the bill."
Christopher Parker

- **Learning Objective:** By the end of this session teacher participants should be able to articulate the forms, typical causes, and the commonly proposed possible solutions to student time management challenges, while also identifying the relationship between procrastination and forms of academic dishonesty.
- **Introductory Quote:** 'At the beginning of every semester my students make heroic promises to themselves – vowing to read their assignments on time, submit their papers on time, and in general, stay on top of things. And every semester I've watched as temptation takes them out on a date, over to the student union for a meeting, and off on a ski trip in the mountains – while their workload falls farther and farther behind. In the end, they wind up impressing me, not with their punctuality, but with their creativity – inventing stories, excuses, and family tragedies to explain their tardiness.' (Ariely, 2008, p.111)
- **Preparatory Reading:** *Predictably Irrational*, 'The Problem of Procrastination and Self-Control', by Dan Ariely (2008).

Session Outline

This session focuses on the identification of the causes of different types of procrastination and the consequence of this behaviour in relation to student performance and health. The temptation to commit various forms of academic dishonesty due to anxiety arising from forlorn attempts to complete work at the last minute is also explored. Moreover, the argument is examined that suggests procrastination is not essentially an unfamiliarity with time management techniques, but rather a behavioural issue related to emotional factors such as low self-esteem, fear of failure, stress, low motivation, mood swings, insomnia, and limited self-control. Finally, colleagues are provided with the opportunity to critically evaluate initiatives aimed at reducing procrastination, and then offer their own personal experiences of student procrastination.

Session 2: Understanding the potential culture clash that can arise between nations with contrasting monochronic and polychronic time orientations

"Never put off till tomorrow what you can do the day after tomorrow."
Mark Twain, in *The Galaxy* magazine (1890)

- **Learning Objective:** By the end of this session participants should be able to clarify the difference between procrastination and the influence of polychronic time orientation in relation to time management challenges faced by some students on arrival at international universities.

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- **Introductory Quote:** 'Most of my important lessons about life have come from recognizing how others from a different culture view things.' – Edgar H. Schein
- **Preparatory Reading:** 'Academic Writing and Time Management in a Cultural Context' in *English Teaching in China*, by Edwards and Xu (2012)

Session Outline

The second session introduces the contrast between monochronic time orientation that is linear, often inflexible and tangible, and the polychronic alternative that is recurring, highly flexible, and fluid (Hall, 1976; Meyer, 2015). The contrast in cultural perceptions of time is investigated in terms of the monochronic tendency to assign specific times to a linear series of events while focusing on completing one task at a time, as opposed to the polychronic inclination to juggle many things at the same time and only move to complete a task at what can appear to be the last-minute when a deadline looms. Also, the argument that the polychronic schedule can be highly flexible is examined. The focus here is on the time implications of the tendency to prioritise tasks according to both the perceived importance of the outcome and a scale of interpersonal relationship commitments. Finally, the more specific challenges that can arise from these contrasting models of time for students from CCNs are then explored with reference to Table 1 and Figure 1.

Table 1 – The Key Contrasting Factors between Monochronic and Polychronic Time

Factor	Monochronic Culture	Polychronic Culture
Actions	Do one thing at a time	Do many things at once
Attention to time	Think about when things must be achieved	Think about what will be achieved
Priority	Put the job first	Put relationships first
Timeliness	Emphasize promptness	Base promptness on relationship factors
Interpersonal relations	Interpersonal relations are subordinate to the present schedule	Present schedule is subordinate to interpersonal relations
Temporal structure	Time is inflexible; time is tangible	Time is flexible; time is fluid

Note. Adapted from *Understanding cultural differences: Germans, French and Americans* (p.15), by E. T. Hall and M. R. Hall, 1997, London: Nicholas Brealey; *International business communication* (p.234), by D. A. Victor, 1992, New York, NY: HarperCollins; Hall's cultural factors, by D. Straker, n.d., http://changingminds.org/explanations/culture/hall_culture.htm



Figure 1: The Continuum between Monochronic and Polychronic Nations. Adapted from The Culture Map (p.227), by E. Meyer, 2015, New York, NY: PublicAffaires.

Session 3: Understanding the East Asian learning process, the student profile, and the origins of possible time management challenges

"I am definitely going to take a course on time management... just as soon as I can work it into my schedule."
Louis E. Boone

- **Learning Objective:** By the end of this session participants should be able to describe the strengths of the East Asian learning model, while critically evaluating some of the origins of cross-cultural time management challenges.
- **Introductory Quote:** 'There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, "Morning, boys. How's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, "What the hell is water?"' David Foster Wallace (2005)
- **Preparatory Reading:** 'Addressing student procrastination: an issue of personality or culture?' in *Modern English Teacher*, by Edwards (2016)

Session Outline

The session first introduces the East Asian four-step model of learning as illustrated in Figure 2. Understanding this model helps colleagues to challenge many of the common stereotypes that are often used to negatively label students from CCNs such as that they are unresponsively quiet, passive, and surface learners with limited critical thinking ability. The model is also important in relation to developing an awareness of the significant strengths that students from the CCNs bring to the cross-cultural learning environment. The positive cultural learning orientations examined include a strong work ethic, perseverance during the acquisition of the foundations of new bodies of knowledge, a sense of personal restraint to maintain deferred gratification in order to gain future success, and high levels of culturally transmitted mastery values that stress competency and achievement in the pursuit of specific goals.

continued >>>

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<table>
<tr><td>Step 1</td><td>Memorisation (Reception)
When encountering new knowledge, the new material needs to be committed to memory.</td><td rowspan="3">Solitary, quiet, contemplative</td><td rowspan="4">Surface learning

Deep learning</td><td rowspan="4">Acquiring foundation knowledge and skills

Critical thinking and argumentation</td></tr>
<tr><td>Step 2</td><td>Meaning
Next, it is necessary to understand the intention, style, and meaning of the new material.</td></tr>
<tr><td>Step 3</td><td>Application
Then, it is necessary to apply the understanding appropriate to situations that require such knowledge.</td></tr>
<tr><td>Step 4</td><td>Questioning
Finally, at the deeper level, the new knowledge is questioned and modified.</td><td>Verbally interactive, argumentative and critical</td></tr>
</table>

Figure 2: The East Asian Four-Step Learning Progression Model. Adapted from Li's (2012) four distinct Chinese steps to learning.

After this, the focus turns to exploring the ways in which the learning approach during the first three steps of the East Asian model is complementary to the polychronic scheduling, but can clash with some key expectations at international universities, especially those of the ESNs

Some examples of open questions that highlight the contrasting cross-cultural perception of time management and learning expectations that sparked informative debate on the programme at this stage are shown below:

- Given that critical elements of time management related to assignment completion are almost totally managed by a combination of teachers and parents in the Chinese domestic learning environment, how might such students feel when this requirement is suddenly delegated to them early in an unfamiliar international learning context?
- Given that homework assignments in the domestic Chinese context, especially during the first three of the four-stage model, are typically set to be completed overnight across a challenging period of approximately four hours, how might Chinese students feel when presented with a coursework assignment that is extended over several weeks and told to 'get on with it'?
- Given that Chinese students who attend international universities were typically defined as a hard-working and diligent in the domestic learning context, how might they now feel about being labelled as a chaotic last-minute completer finisher, or even a lazy procrastinator, after arriving in an unfamiliar learning environment, while having no idea of the causes of this apparent dramatic transformation in performance evaluation?
- Given that learning in the Chinese context is perceived as a personal, competitive experience with the foundation knowledge almost exclusively acquired from teachers and their prescribed textbooks, how would you expect them to feel to be given what appear to be long, unfathomable gaps in the learning timetable during which they are expected to either teach themselves in something mysteriously called independent or self-managed learning, or left to learn with their peers on unfamiliar teamwork projects?
- Given that you probably feel from your cultural perspective that forms of independent or self-managed learning are an important aspect of the university experience, how would you respond to the frequently put question by Chinese students of, 'Why are we paying high full-cost tuition fees only to then be told to go away and teach ourselves'?

Session 4: Understanding the key curriculum re-design interventions that can help students from polychronic cultures reduce time management challenges

"People say nothing is impossible, but I do nothing every day."
A.A. Milne, Winnie-the-Pooh

- **Learning Objective:** By the end of this session participants should be able to re-design examples of extended coursework assignments that demonstrate ways to help students from CCNs to address time management challenges that can arise from polychronic time orientation.

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- **Introductory Quote:** 'Study (Verb) – The act of texting, eating and watching TV with an open textbook nearby.' – Unknown
- **Preparatory Reading:** 'The impact of culture on education', by Wursten and Jacobs (2013)

Session Outline

This session is run as a workshop, during which colleagues collaborate to brainstorm ways to re-design examples of extended oral presentations and written coursework assignments. The objective of the tasks is to make assignments more sensitive to potential time management challenges faced by students from the CCNs, such as the tendency to work at the last-minute if left unguided, and then only prioritising outcomes that are graded while tending to focus far less on the learning process.

The Session Task

An example of a curriculum re-design challenge presented to colleagues focusing on writing an extended coursework essay assignment is shown in Figure 3.

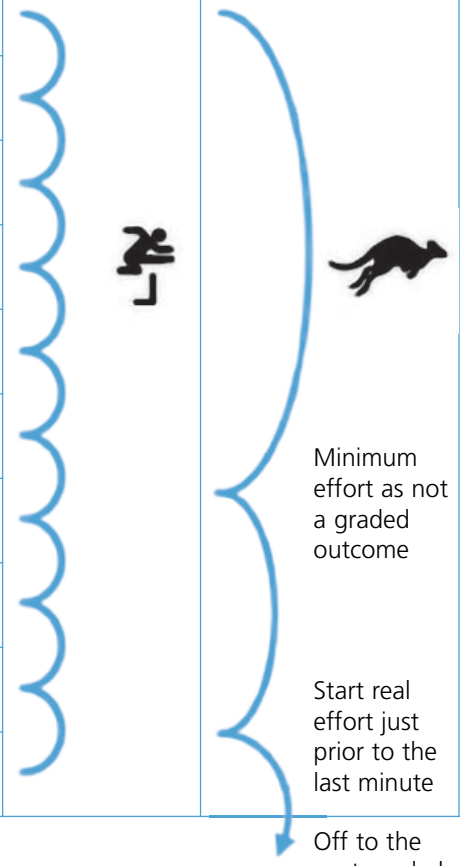
The essay / report writing process	The monochronic linear hurdler	The polychronic outcomes jumper
Analyse the question and task		
Brainstorm the topic		
Research the topic		
Note-making and summarising texts		
Annotated bibliographies		
The outline and thesis statement		
The first draft		
Redrafting		
Proofreading and polishing		
The final essay / report		

Figure 3: Breaking down the process of writing into a series of graded outcomes. Modified from "Addressing student procrastination: an issue of personality or culture?" by R. A. Edwards, 2016, *Modern English Teacher*, 25(1), 7-11.

The Session Complementary Task

Colleagues are also given space to research and discuss contrasting cross-cultural dimensions by going online to the *Hofstede Insights* website (www.hofstede-insights.com/product/comparecountries/).

Session 5: Understanding the process of project planning as an approach to reducing time management challenges

"Adventure is just bad planning."
Roald Amundsen

- **Learning Objective:** By the end of this 6-hour double-session participants should be able to develop ways to introduce elements of project planning during classes and tutorials to help students from the CCNs to address time management issues arising from polychronic time orientation, while focusing on their positive learning characteristics.
- **Introductory Quote:** 'When I give someone a project or assignments and they tell me "that's a lot of work", my response is "How do you know it's a lot of work when you haven't done any of it yet?"' – Robert J. Braathe
- **Preparatory Reading:** 'Inside the planning fallacy: The causes and consequences of optimistic time predictions', by Buehler, Griffin & Ross (2002), In T. Gilovich, D. Griffin & D. Kahneman (Eds), Heuristics and biases: The psychology of intuitive judgement (Ch. 14). Cambridge: Cambridge University Press.

Session Outline

This session that covers a double period of six hours is delivered primarily as a workshop to enable participants to develop approaches to teaching project planning skills during both class and tutorial sessions. The session opens with a review of the challenges that can arise from polychronic time orientation when students from the CCNs encounter unfamiliar learning expectations, such as extended coursework assignments. The importance of the role played by faculty-based EAP support teachers during this essential bridging process is heavily stressed given their specialist knowledge and skills in teaching academic communication styles, teaching methods, and learning styles. A review of the study skills and learning orientations of students from the CCNs is then summarised.

A summary of the learning strengths of East Asian students:

- The cultural emphasis on the view that achievement in education is based on consistent hard work, not the Western concept of ability (Li, 2012).
- The cultural emphasis on high levels of restraint in terms of deferred gratification, self-discipline, and self-control (Hofstede, 1991)
- The cultural emphasis on high mastery characteristics in terms of a focus on being ambitious, perseverance, capability, daring, goal setting, and the pursuit of success (Schwartz, 2006)

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- The specific Chinese cultural emphasis on high levels of adaptability due to weak uncertainty avoidance dimension rate that results in minimal levels of anxiety and stress when faced with ambiguity or the unknown (Hofstede, 1986).

The session then proceeds to an analysis of the basic model and the process of teaching project planning adapted to the learning needs of students from the CCNs. The initial model introduced on project planning shown in Figure 4 focuses on the first stage of clarifying the broad scope of the assignment. The key subsequent stages in any project plan are presented in a clockwise sequence starting from the definition and analysis of the specific task. At each stage, the primary issues of the resources required and the time estimation for successful completion are the focus of critical evaluation. Colleagues are then introduced to some of the key planning fallacies that can disrupt the effectiveness of student project plans. Finally, colleagues are provided with an individual folder of student handouts and worksheets on the project planning process to help with the session task of the development of possible ways to teach project planning skills that focus on addressing potential time management challenges.



Figure 4: The Project Planning Scope and Development Model

The Planning Fallacy Pitfalls:

- *Hofstadter's Law* (Project Planning – Time Management): 'It always takes longer than you expect, even when you take into account
- Hofstadter's Law.' Douglas Hofstadter, in *Gödel, Escher, Bach: An Eternal Golden Braid* (1979)
- *Finagle's Law of Dynamic Negatives (Murphy's Law):* 'Anything that can go wrong will – at the worst possible moment.' John W. Campbell, Jr.
- *Optimism bias:* A tendency to significantly underestimate the time and work requirements to successfully complete a task. This fallacy of a rosy future wishful thinking is typically combined with a strong tendency to avoid reflecting on the real but unpleasant causes of past project failures. (Buehler, Griffin & Ross, 2002)
- *Inside view planning:* A planning approach based on focusing exclusively on the task and time requirements to complete one specific project without giving enough consideration to *outside view* factors that could reasonably be anticipated to delay the project completion, e.g. relationship issues, illness, or sudden other or additional task completion requirements. The reasons why this fallacy often exposes monochronics to greater project completion risks than polychronics is an example some of the issues debated. (Buehler, Griffin & Ross, 2002)

The Session Task

Colleagues are then asked to analyse and critically evaluate various materials used in the teaching of project planning skills to help students address and overcome potential time management challenges. The example worksheet shown in Table 2 could be used as part of the process of introducing project planning skills in the classroom, or as a progressive checklist of action plans during tutorials.

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Table 2 – A Project Planning Example Exercise

Task Assigned	Time Allowed	Resource Requirement	Fallacy Avoidance	Completion Criteria
Brainstorming the topic and subjects				
Researching, note-making, and summarising academic texts				
Tutorial				
Designing the research proposal, question, and thesis statement				
Outlining the report				
Tutorial				
Writing the literature review				
Tutorial				
Writing the Findings				
Writing the Discussion				
Writing the draft report and proofreading				
Writing the conclusion, introduction and abstract				
Tutorial				
Re-drafting, polishing, and proofreading				
Tutorial				
Writing, proofreading, polishing, and submitting the final report				

Conclusion

The approach to addressing time management challenges experienced by students from polychronic cultures through the teaching of project planning is not proposed as some 'one size fits all' magic panacea. However, feedback from language teaching colleagues who have attended the development programmes and, more importantly, from their students, has generally been positive. Moreover, the project planning approach does provide a concrete framework for the exploration of time management issues that avoids the negative connotations associated with procrastination, or implying some kind of skill deficiency.

Indeed, teaching project planning techniques tailored to the management of learning events such as extended assignments is typically perceived by students as the acquisition of an additional useful learning skill. The sub-agenda of exploring the learning styles and expectations valued in other cultures was also noted by colleagues as being a positive learning experience. Finally, the revisiting and constructive re-evaluation of alternative learning models, in this example the Confucian-rooted learning process, subsequently enabled colleagues to more fully appreciate the significant strengths that students from alternative educational traditions bring to the cross-cultural learning environment.

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The Author



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Should I accept a low-paying teacher trainer gig?

By Tim Thompson, South Korea

This week I will be one of the trainers at a teacher training camp sponsored by a provincial education office in South Korea. The organization that is in charge of running the camp has been a client of mine for around five years. They don't pay that well but when they call me, I usually say yes. Let me take you through my thought processes and propose a series of questions to help you decide whether to accept a low-paying training gig or not.

When I first started working with this client, I was a university instructor with around twelve years of teaching experience. I was introduced to them by a friend and my training experience at the time consisted of giving talks at conferences and one-day training events. This was a full week of training, so my first question was *"Am I qualified for this?"* Since I had not done 40 hours of training before, I felt like a junior member of the team and was willing to work for a lower rate.

That week went well, and I learned a lot, which answered the question I didn't think to ask myself, "*Will I learn something?"* I followed along with what the other trainers had planned and by the middle of the week I started to see ways to adapt materials and lessons I had used before to fit into the program. The feedback from the teachers was also positive so the client invited me to join other programs later in the year. Now I needed to ask myself a third question. *"Do I want more opportunities with this client?"* The client had nice facilities, a competent and friendly staff, and the teachers that took part in the training were energetic and motivated. So, the only real sticking point was the payment. I was still working full time at this point so while these gigs were a nice way to double dip (obtain an income from two different sources) during the holiday periods, I didn't really need the work. This led me to take a chance and ask myself the next question. *"Can I ask for more money?"* I thanked the client for the offer to work with them again and explained that I couldn't do it for less than 50% more than they were currently paying.

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To my surprise, they agreed. It still wasn't a lot of money but many of the trainers there didn't bother to negotiate and are still accepting the base rate to teach in the same programs that I join in with at the higher rate.

I left my university job and started working freelance full time over three years ago. I do a lot of editing but training opportunities still make up a large portion of what I earn. This leads to some new questions that I need to ask before accepting a low-paying gig.

"Is it taking place during a normally busy period?"

"Will I be missing out on higher-paying gigs if I commit to this one?"

If the answer to these questions is yes, then you might want to think twice about locking yourself in to a lower rate and missing out on better paying opportunities.

It's also important to think about the future and what your CV will look like when exciting opportunities present themselves. For example, I recently had the opportunity to join a consortium of international trainers and my experience with some of those low-paying gigs were what led to me being accepted. Now I get the chance to work all over the world on a number of exciting projects. This means I get to ask questions such as:

"Is it in an interesting location?"

"Will I meet people who can expand my professional network?"

"Can I field test some of my new training ideas?"

"Will it be fun?"

It can be frustrating to receive a more lucrative offer after committing to a low-paying training gig. That's why it is important to consider the long-term benefits so that you can reconcile the short-term financial loss. People obviously don't get into the education field to get rich but for freelancers especially, the amount of money coming in is always a concern. So, before you commit to a low-paying training gig, ask yourself if it can lead to your learning a lot, meeting new colleagues, expanding your professional network or to bigger and better things in future. If it can, you won't focus so much on the lack of financial reward for that short gig.

The Author



Tim Thompson has been working in the ELT industry in Korea for nearly twenty years. He has taught at three universities and worked with publishers, government ministries and research centers, major corporations, and training centers to provide academic and professional skills training, interview and language assessment services, proofreading, start-up coaching, and event hosting. A popular conference speaker, Tim has been hosted by schools and organizations around the world for invited talks and longer training sessions. Visit www.timthompsonelt.com for more information and to read Tim's blog. Email: archerengcon@gmail.com

Training around the World



An Easy-to-Pick-Up-and Run-Exercise in Reflective Teaching Practice

By Po Po Thaung Win and Zoe Matthews, Myanmar

Introduction

Often, as a teacher trainer in Myanmar, theory comes second in training sessions after the introduction of easy-to-use, practical solutions to language class problems designed to break patterns of rote memorisation by language students and repetitive teaching by language teachers. As nationwide education and assessment reforms continue in Myanmar, there is still plenty of space for both language learners and pre-service and in-service teachers to reap the benefits of reflective teaching practice.

The two theorists who have been the most inspiring in promoting reflective teaching practice in Myanmar have been Kolb, famous for his Experiential Learning Cycle (1984) and Carol Rodgers, who re-examined John Dewey's ideas about reflection in 1938 and broke down the number of phases in reflective thought from 6 to 4: these being Presence-Description-Analysis-Experience (Rodgers, 2002)

In fact, the concepts from these theorists of reflective learning can be shaped to provide an easy-to-pick-up-and-run-with model for helping teachers to get into the cycle of improving their teaching on an ongoing basis, even in a minimum-resource, low technology, time sensitive context.

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The process of doing-thinking-concluding-adapting is truly useful when we know that reflection during or after an activity might result in new ideas or conclusions about teaching and may cause us to adapt our approach for the future.

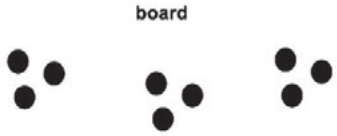
So for the teacher trainer or trainer-of-trainer in Myanmar, the MoRAR or Model-Reflection-Application-Reflection cycle has been coined and replaces the concept of repetitive teaching, currently quite pervasive, with the concept of habitual reflective teaching practice. The MoRAR model requires the teacher trainee to take on the role of the student for the first 'Model Lesson' stage (the concrete experience or 'presence') of a teacher training section, while the teacher trainer takes on the role of the teacher. In the following stages (Reflection, Application, Reflection), since they have experienced being a student in the 'Model Lesson', the teacher trainee can then reflect on both the teaching and learning process.

MoRAR in Action in Myanmar: 'The Teacher Tree' Programme

This is a teacher training programme, held every Saturday afternoon for 4 hours at the American Center in Yangon. It was previously funded by YSEALI (Young South East Asian Leadership Initiative) in 2015/2016 and is now funded by the U.S. Department of State through the U.S. Embassy in Yangon. The participants can be both in-service and pre-service teachers mostly of English from international, community and government schools and universities around Myanmar and join on their own volition, rather than as an obligation expected by the institution where they work. Attending teachers sign up for one of three streams each 10-week term: Early Childhood Education (for kindergarten teachers), Teaching Young Learners (for those teaching at Primary or Secondary schools), and Teaching Adults (for those teaching Post-Secondary or at a university). There are normally about 16-20 participants in each course per term, and the level of experience in one training room varies between just a few days of teaching to careers spanning 20 or more years. Every weekend for 4 hours, the teachers go through the MoRAR cycle:

Model (1 hour): Trainer delivers a model lesson to the teacher trainees on for example Adverbs of Frequency to describe their daily routine. During the model lesson, the trainer demonstrates best practice use of classroom management and materials development specifically.

Reflection (1 hour): Teacher trainees reflect on what happened during each stage of the model lesson and the specific techniques demonstrated by the trainer. The trainees at this point make generalisations about which techniques helped them learn during the model lesson (classroom management and materials development in this case) and how/why they worked or what hindered the learning process. If more input is needed on a teaching technique or learning theory, the trainer provides practice exercises to consolidate understanding of that specific teaching and learning process. (See example activity opposite).

Teacher actions	Order (1-8)
a. Check if everyone is looking at the same page of the worksheet.	
b. Give instructions about the worksheets.	
c. Hand out the worksheets.	
d. Give each learner a group/pair number.	
e. Draw a diagram on the board of how and where you would like the groups/pairs to sit, e.g.: 	1
f. Tell them to start.	
g. Check learners' understanding of the instructions.	
h. Tell them to move into this arrangement.	

Example activity

Application (1-1.5 hours): Teacher trainees practice applying the demonstrated classroom management and materials development techniques by, for example, planning and teaching an activity to each other or sketching out and presenting a lesson plan for an imagined group of students. The teacher trainer can use their discretion to decide how the teacher trainees can apply what they learnt during the reflection stage. As another example, if the teaching technique demonstrated by the teacher trainer in a model lesson is giving instructions, the most appropriate application task for the teacher trainee might be to plan and deliver an activity to their fellow trainees, focusing on honing their skills in giving instructions for that activity. If the teaching technique demonstrated by the teacher trainer is scaffolding learning, the most appropriate application task for the teacher trainee might be to design and present a lesson plan[1] for a language form of their choice that demonstrates how a lesson's learning objectives have been scaffolded.

1 Often because of limited resources or time allocated in a school's term schedule for teacher training in Myanmar, time limitations mean that during teaching practicum, designing lesson plans become the most time efficient application task for learning theories like 'scaffolding learning' or 'controlled to free' activities. This efficient use of time is modelled in 'The Teacher Tree' weekly format described so that school administrators become more aware of how experiential learning can be used to tailor maximize the amount of teacher learning in a short amount of time.

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Reflection (30 minutes to 1 hour): After the application task, teacher trainees then reflect again. If they were practicing classroom management or giving instructions during an activity in the 'Application' stage, the reflection questions the trainer can pose for them could be: 'Was there evidence of student learning?' and 'What specific examples of student learning did you notice?' If the Application task was to demonstrate scaffolding of learning in a lesson plan, the trainer might pose questions for the trainees to reflect upon, such as 'How did each stage prepare the learners for the following stages?', or 'How was learning more controlled in the first stages of the lesson compared to the final lesson stages?', or 'How many opportunities were there for the learner to collaborate with other learners or with their teacher during each activity?' Finally, the trainees make action plans for adapting their own future lessons using the modelled best practice technique.

Once a teacher graduates from a 10-week course and receives a certificate ratified by the U.S. Embassy in Yangon, they can choose to retake the same course in order to get more practice or choose a different stream, depending on whether they want to expand their skills in one particular area of specialization or extend their skills to other areas. After each Saturday afternoon, those attending The Teacher Tree are able to directly apply the teaching strategies they have learnt in their daily practice at work during the week.

Alternatively, if a trainee is just starting out in teaching, they can elect to participate on The Teacher Tree internship program and practice their skills at a community-based school. In order to attain a certificate of completion on the internship program, teacher trainees need to teach at least 120 hours over a period of 2 months. The Teacher Tree has partnered with 10 placement schools and helps to connect the trainee with their host. The onus is then on the trainee to organize the time and course that they will teach with their host. The trainee is also given a small stipend to cover the cost of transportation to their placement school. At the end of their internship, the trainee is expected to participate in one of 6 experience-sharing sessions per funding year with other interns.

So far, 62 Participants have completed internships and 957 have attended a 10-week The Teacher Tree training program.

'The Teacher Tree' alumni testimonials

"I have joined the teacher training of The Teacher Tree and also the training of teacher trainer training using the MoRAR model. I have attended many teacher trainings here, however, only in training session with MoRAR, I had a chance to experience as a learner in Model lesson which made me do the self-reflection for myself." – *Myat, TTT Alumni from the 10-week training program, 2019*

"My favorite part is Reflection discussion after the model lesson especially about the sequences of lesson and the theory behind of them. On the other hand, it gives me time to observe the model lesson and learn from the experience. It made me understand more about the training topic and experience classroom practice." – *Kyetsin, TTT Alumni from the 10-week training program, 2018*

I had some difficulty with time in Application stage as it is always with groups in discussion within a short period of time and sharing responsibility among the group members. However, there were advantages too as I had experienced the Model lesson, it was easy for me to design on my own and helped me get more confidence to plan a lesson because of the reflection after the model lesson. It was a great peer learning experience to learn from other teachers with different experiences and backgrounds." – *Kay Thi, TTT Alumni from the 10-week training program, 2018*

"I think the second reflection time mostly improves my teaching skills as I had to do the self-reflection and also by receiving feedback from peers, I got to see my strengths and weakness." – *Aung, TTT Alumni from the 10-week training program, 2019*

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Are you managing?

By Amin Neghavati, Singapore

Hello Teacher Educators,



Instead of my usual column on conferences, courses, web sites and such, this time I would like to explore mentoring and coaching for those who manage within ELT.

We all know that the majority of teachers who move into management or teacher training roles do so because they are the best teacher in their team and not necessarily because they know how to manage people, handle difficult conversations or make good business decisions. In most other businesses, however, people are promoted from one level to another primarily because of their acumen in leading and helping others both directly and indirectly; and because of their business performance.

There has also always been a gap between how ELT practitioners look at the ELT world and how it is seen as a business from outside. Therefore, I've decided to cover some important management skills common across almost all businesses and to see how they manifest themselves in the world of ELT people management. After all, being a good manager is not easy. It needs skills that usually get better with experience. I hope you find this a good starting point for deeper conversations in your teams.

As always, if you would like to send me something for my column in the next issue, get in touch with me on Twitter @neghavati or simply drop me an e-mail at neghavati@gmail.com. You can also add #TTTjournal to your posts on social media if you would like to get in touch.

The Essential Skills

If you are a first time ELT manager, you most probably understand the ELT landscape quite well so here are a couple of questions for you to ask yourself on day 1:

- When can I arrange for regular one-to-one check-ins with my teachers or team leaders?
- Do I know when and how to delegate tasks to other people in the team so that they feel more engaged with what they are passionate about?
- Do I have a mentor that I can go to if I need support in my new role?

As you can see my three questions are about the "people side" of your new role. As Peter Drucker[1], who has contributed a lot to modern business and management thinking with his books, says, "management is the art of getting things done through other people" and this means engaging them properly in what they enjoy working on and what they know how to do well.

As John Adair[2] says you should plan to achieve these tasks by building an effective team where you look for people's potentials and give your teachers the opportunity to develop themselves. This doesn't happen automatically, and you have to work hard for it if you'd like to put this theory into practice!

To make it happen, you should consistently develop your **coaching** and **mentoring** skills which are all about focusing on others. These important and essential management skills help you improve your team effectiveness, boost morale and increase productivity at the same time. The two skills are different and should be used in different situations and for different purposes but they do share some common points. For instance, you have to be a good listener and know how to ask good questions no matter the skill you are practising.

Coaching

The purpose of coaching is to improve performance and the process is primarily directed by the coach. That's perhaps the same thing training programmes aim to achieve but sometimes because of the power distance that exists in teams, it doesn't happen. Training programmes also come with lots of frames and limitations which make it hard for people to personalise and internalise the experience. Coaching allows people to get development in the privacy of a one-on-one relationship.

Coaching is not sitting in a power position and telling people how things should happen or what the right way to do something is. A 21-century manager simply can't have all the right answers. Traditional command-and-control practices belong to the past. Coaching is about asking good questions and listening carefully in an open and casual conversation in order to help the person achieve the best outcome. In other words, an effective manager-as-a-coach, as Herminia Ibarra and Anne Scoular of Harvard Business Review[3] say, "asks questions instead of providing answers, supports employees instead of judging them, and facilitates their development instead of dictating what has to be done."

So, as a coach your role is not to provide solutions! It is to help people gather perspective and see things through various lenses using what they have learnt in order to come up with a better strategy to do something. Once again, this is not easy and needs a lot of practice as more traditional management styles are still quite widely practised even in the field of education and training.

Coaching can be used in skills development, promotion, induction, change management, team building and a wide range of other areas that you have to deal with as a manager. How do you see yourself as a manager-as-a-coach? How do you think teachers you work with would rate you on a scale of 1 to 10 in your coaching skills?

1 www.business.com/articles/management-theory-of-peter-drucker/

2 www.businessballs.com/leadership-models/action-centred-leadership-john-adair/

3 https://hbr.org/2019/11/the-leader-as-coach HBR November 2019 issue

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Mentoring

The purpose of mentoring is to develop potential. It is a two-way process which is directed by the mentee (in this case the teacher in your team or in your own case you yourself when working with your mentor).

When I offered the three questions above, to ask yourself on day 1 as an ELT manager, one of them was about finding a mentor. Some organisations have official mentoring programmes but essentially people choose who they would like to work with. A mentor-mentee relationship is based on a strong interpersonal relationship and respect so if you choose your mentor, you are giving yourself a better chance of developing your potentials. So, if you are in a management role (no matter how senior) and don't have a mentor or have never had one, it is high time, in my view, that you started to find one!

You, as a mentor, are someone with experience and expertise in the field who is willing to help others grow and develop. Ideally, you should not be the direct manager of the mentee. This is to help you stay out of judgement and offer objective advice in a relaxed atmosphere. This also helps both sides focus on the "experience and expertise" gap between them rather than the "hierarchical" one. Using your real-world knowledge of how things happen and what can go wrong, you should be able, as a mentor, to help your mentee structure the learning steps they need to take on a new role.

Did anyone do this for you when you moved into your first management role?

Your mentee should be able to come to you as a sounding board to check the quality of their thinking. You, on the other hand, should be able to critically examine what you know and share what is helpful. So, it is a two-way learning journey, a "development alliance" as David Clutterbuck[4], the co-founder of the European Mentoring Centre, calls it. You must have relevant experience, enough time, and a genuine interest to help others and yourself.

Final words

Emerging technologies are changing the way we work. In the near future, even more than now, success will only be defined by the people skills that exist in teams and the ELT world is not an exception. Coaching and mentoring are two effective tools to build teams that enjoy working with each other and help the organisation and themselves grow. Share your coaching and mentoring stories with us on social media. Simply add #TTTjournal to your post and connect with other ELT managers, trainers and educators.

4 www.amazon.com/Everyone-Needs-Mentor-David-Clutterbuck-ebook/dp/B072LTLKNL/

The Fair List, UK: A review of the years 2013-2019

By Tessa Woodward, UK

Introduction

Almost as soon as I started dipping into TEFL/TESOL teacher training in the late 1970s in Japan, my employer encouraged me to lead workshops at conferences. It was part of the job to be involved in our local professional community. As a mentor, teacher educator or teacher trainer yourself, you may also feel that you want to or need to give presentations at conferences whether locally, nationally or internationally. When I started, as a workshop presenter, I was with others, at that time, of many different nationalities and genders, I felt just part of a mixed gang.

When I was back in the UK, in the nineteen eighties, and lucky enough, to be invited onto speaker panels now and to give plenary and keynote speeches at UK events for EFL/ESOL teachers, I often found myself to be the only woman on the podium on the day, amongst a line-up of older white men. I noticed this and minded, but I had the feeling, back then, that things were improving. Pretty soon, I thought, I would have women companions up there with me and people of colour too. Maybe this is how you feel wherever you are. So, anyway, I ploughed on over the years, just trying to make my contributions interesting and relevant to the field.

In 2012 I was lucky enough to be invited to share my thoughts publicly as a plenary speaker on a number of occasions in the UK. And, several times again, I found myself, as a woman keynote speaker, in a very small minority-sometimes a minority of one. 'Hang on!' I thought to myself. 'It's 2012. The profession is stuffed full of women teachers. There are, I think, more women academic directors than there used to be. There are plenty of women giving workshops. Lots of people who select plenary, keynote and panel speakers for conferences are women. So, how come I am still looking around for women chums to join me up on the podium?'

Maybe this is how you feel where you are too?

Getting active

Because I felt we were making very little progress, if any, I sent an exploratory email around to some colleagues explaining how I felt and why I thought it important to have a good gender balance of presenters at UK, ELT events at plenary level. I got a lot of supportive messages back. So, then I decided to do something about this gender imbalance. I wanted to create something upbeat and positive, something that would make a difference. I decided on an award for excellence and set up *The Fair List, UK* in 2013

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Now, there are many kinds of excellence in ELT. Some of these are publicly rewarded. For innovation in ELT, for example, we have the ELTons, sponsored by Cambridge ESOL. For authors of outstanding books in the field of language teacher education, we also have the annual Ben Warren Trust Prize from International House. Then there are the English Speaking Union English language awards which recognise originality, substance, innovation and best practice in writing. The Extensive Reading Foundation, an unaffiliated, not-for profit, international association for the promotion of the *extensive reading* approach for language learning, gives awards for writers of language learner literature.

The Fair List, UK celebrates excellence of a different kind; the achievement of gender balance in plenary or keynote speakers, or panelists at ELT events, annually, in the UK.

Frequently asked questions

During the process of setting up the award, people naturally asked me a number of questions.

Why is the award for events in the UK only?

In my view, people in the UK, especially those in government, have meddled quite enough in other people's countries. I was born and bred in the UK. This is where I have the right to vote. I received my initial EFL teacher training in the UK and have worked here for many years. So, I feel I have the right to speak here.

Why only for public speaking?

There are all kinds of unfairness in the world. And, in terms of gender balance in UK ELT, there are things to discuss, such as, numbers of women in management teams, numbers in university departments, equal pay. But being just one person, I decided to work on something I knew about and had personal experience of.

Why is The Fair List, UK important? Does gender balance matter?

Many teachers of EFL/TESOL in the UK are women. It is only fair then that there be many women senior academic staff, teacher trainers, educators and mentors, owners and principals of language schools, and presenters and plenary speakers at UK ELT events.

Women have talents and ideas aplenty so, if we are not hearing their voices during plenary talks at conferences, we are all missing out on varied, interesting ideas.

Presenting work at plenary level at a conference is a great spur to creativity and thinking, as well as to career movement, publication in conference proceedings, job promotion etc. If women don't get or take these chances, they miss out.

Some men who find themselves the only gender represented in a list of plenary speakers or on a speaker panel and then talking to large numbers of women participants, find this an odd experience.

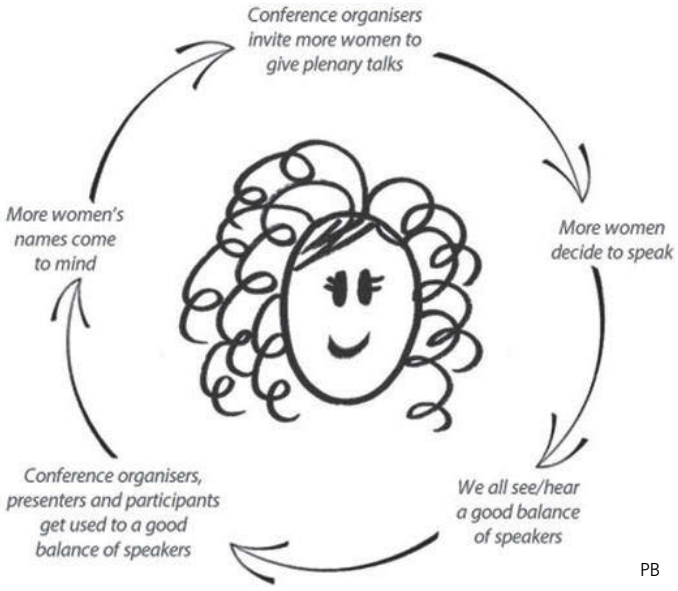
There are plenty of women participants at UK ELT events. If they do not feel represented in the balance of speakers in front of them, this may feel demeaning to them and lower their self-confidence.

If it is usual to see lots of men presenters at events, this imbalance will start to feel 'normal'. As a result, having more than one woman speaker may, strangely, start to feel 'abnormal.'

If the same gender and the same 'names' come up all the time as plenary speakers, these oft-mentioned people are seen as more important than others. The pool of those up for invitation gets smaller and shallower. It gets harder for organizers to remember other speakers' names.

If there is only one woman on a speaker panel, it becomes easier for her voice to be ignored, or for her to be talked over amongst the, understandable, male camaraderie around her. More women on the panel and the dynamic changes. The women may then feel more comfortable too.

The more that women accept invitations to give plenary talks, the more practice they get, and the better they will get at it. You have to do it, to get better at doing it. So, it's a virtuous circle.



How are the event organisers on The Fair List, UK chosen each year?

I came up with a process. Towards the end of each year I go through all the EFL events that have been held in the UK. I scan for plenary/keynote and panel speakers and count the relative numbers of women and men speaking. I do this by browsing event calendars, doing internet searches, and by emailing organisers. Any event that has a 40:60 women to men balance or better is on the list for that year. In January or February of the following year I write to all the organisers of those events and invite them to the annual awards ceremony that is usually held at the IATEFL main conference. Thus, the events that took place in, say, 2018 are on the 2018 awards list but the awards ceremony actually took place in the following Spring in 2019. Event organisers who run balanced events don't have to do anything except come to the event and get celebrated! Some years the playful certificates are sent out electronically and there is no actual public event but this is rare!

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This is what the certificates look like (once gussied up by the award winners)



What were my initial goals?

The basic goal was to improve the gender balance of keynote, plenary and panel speakers at UK ELT events. Once I had organised our first awards event at the Liverpool IATEFL conference in April 2013, and listened to the discussion by participants there, the next steps became clear.

I needed:

- a list of those interested in supporting the idea
- an email address for people to write to
- a logo to make the idea immediately visible and recognisable
- a web site with lots of resources on it
- some Information pieces written for newsletters and web sites so that people would gradually become aware that the list existed. Then, hopefully, more women would be invited to speak, more women would accept invitations to speak and more participants would comment if attending an unbalanced event.



While supporters of the list and I were busy working on all these tasks, we were helped by the fact that in 2014 *The Fair List, UK* was shortlisted for an ELTONS local innovation award! It was a wonderful surprise and helped our visibility within the profession.

Some of our next milestones are briefly listed below

Once we were up and running, we held lively awards events most years and lots of other things started to happen too. For example, in September 2014 *The Fair List, UK* ran our first webinar, with the IATEFL Leadership and Management Special Interest Group. It was on 'Preparing for your first keynote talk or plenary.' The speakers were Susan Barduhn and Simon Greenall.

The event was sponsored by NILE. All those attending the webinar also had the opportunity to put in a proposal for a webinar of their own to Cambridge English Teacher (CET).

In late 2014, The British Council, English Events team agreed to sponsor mentor and mentee packs or web site pages to be used when we got a mentoring scheme going. A call was put out for ideas for mentoring resources and much useful material was received.

In 2015, a mentoring scheme was launched to support first time women plenary/keynote and panel speakers at UK ELT events.

In March 2016, I was invited to speak about the list at the British Council on International Women's Day. The talk was live-streamed to other British Council offices around the world.

In September 2017, Christine Barker volunteered to set up and administer a Facebook page for us. And is still doing so!

In March 2018, Susan Barduhn gave a talk about the list for EFL Talks, the 'Women in ELT' conference on International Women's Day

And, in between times, we have been contacted for ideas by TESOL professionals wishing to set up something similar to the list in their own countries.

Has *The Fair List*, UK made any difference to the gender balance of plenary, keynote and panel speakers at ELT events in the UK?

Perhaps the easiest way to answer this query is to look at it numerically. In our first year we had 5 organisers on the awards list. That means that only five ELT events in the UK that year had a woman plenary speaker at all (if there was only one speaker) or more than one or two women (if they had several speakers at that level) However things have got better since!

In 2014, there were ten event organisers on the list. In 2015, there were fifteen. In 2016, sixteen. In 2017, nineteen. And in 2018, twenty-four ELT events in the UK had a fair gender balance of speakers at plenary, keynote or panel level.

Quite an improvement! I think that points to a brighter picture. One in which *The Fair List, UK* has played its part.

Plans for the future?

It would be good to think that, now we have got this far, the list is no longer really needed, that UK ELT has got itself fairly sorted out in this respect. It is time now, we could think, to turn our attention to work on championing the representation of those who have a mother tongue other than English, those from different ethnic communities, those of different colour ranges, those of non-binary gender affiliation. But history shows us that things can swing into reverse or go sideways or even pear-shaped at any moment. We need then, in my view, to continue the work on all these areas to make sure all voices and ideas are heard in our professional community.

That should mean that, as a teacher trainer, teacher educator or mentor with something interesting and relevant to say, your chances of speaking at plenary, keynote, or panel level at an ELT event are as good as the next man's.

For more information please see: www.thefairlist.org

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A transformative approach to learning, teaching and assessment in higher education

By Dr Megan Attwood, UK

Introduction

I am the Programme Leader of the Foundation Degree in Children, Young People and their Services at Furness College, Cumbria UK. Most of the students studying on the foundation degree are employed, working in schools or nurseries as teaching assistants. Those students who are not employed complete a placement within a school or nursery as a volunteer.

On completion of the foundation degree, most of the students study at the college with me for a further year to 'top up', graduating with a BA (honours) in Education. Some students go on to study for a further year and become Higher Level Teaching Assistants (HLTAs) where they have some teaching and planning responsibility within the school or nursery. Others go on to study for a further year to complete the Postgraduate Certificate in Education with Qualified Teaching Status (QTS) and become primary teachers and some complete the Postgraduate Certificate in Education and go on to teach in the post compulsory education and training sector for example as a tutor/teacher in a further education college.

Most of the students who study on the foundation degree are women. I get to know these women well, they share their experiences of the emotional, physical and organisational effort it takes to be a higher education student, the barriers that they face and the anxieties they have.

The students studying on the foundation degree gain both personally and academically. The Mezirow (2009) inspired transformative approach to learning, teaching and assessment that I adopt helps to accommodate individual student needs and to develop both confidence and independence within the women.

The Mezirow-inspired transformative approach

"A transformative approach to learning, teaching and assessment is about readdressing and balancing the power between tutor/teacher and student 'through shared decision making'."

A transformative approach to learning, teaching and assessment is about readdressing and balancing the power between tutor/teacher and student 'through shared decision making' (Mezirow and Taylor, 2009. p.14). For example, students may choose the topic of an assignment or choose a research document to critique. The core elements of a transformative approach to learning, teaching and assessment are individual experience, critical reflection and dialogue (Taylor, 1998), holistic orientation, awareness of context and authentic practice (Mezirow and Taylor, op cit).

Transformative learning is 'the most significant learning in adulthood, that of communicative learning which entails the identification of problematic ideas, beliefs, values and feelings: critically assessing their underlying assumptions, testing their justification through rational discourse and striving for decisions through consensus building' (Mezirow, 2009, p.3.) This learning applies to both student and tutor/teacher.

I take a creative and non-compartmentalised approach to curriculum design and delivery. A transformative approach, as mentioned above, is framed by critical reflection (Moon, 2006).

Critical reflection involves 'making simple comparisons', viewing a 'range of different perspectives and angles', 'standing back' and using hindsight to evaluate any problems and being able to look 'beyond what is there', conclusions can then be drawn, and recommendations made (Moon, 2008, p.24). Students studying on the foundation degree as well as the tutor/teacher show, share and develop the knowledge and skills they have and use critical reflection with the aim to make a positive impact on future personal and professional practice.

A growth mindset

"Although people differ in every which way, in their initial talents and aptitudes, interests or temperaments everyone can change and grow through application and experience'."

I also promote a growth mindset (Dweck, 2006), model desired behaviours, listen and promote a culture of story-telling. A growth mindset is 'based on the belief that your basic qualities are things you can cultivate through your efforts. Although people differ in every which way, in their initial talents and aptitudes, interests or temperaments everyone can change and grow through application and experience' (Dweck, 2006, p.7).

When 'teachers and students change to a growth mindset they change from a 'judge and be judged' framework to a 'learn and help learn' framework. Their commitment is to growth, and growth takes plenty of time, effort, and mutual support' (Dweck, 2006, p.244) so, for example, students embracing the belief that every experience both positive and negative is an opportunity to learn.

Combining the two approaches

On the course I run I try to combine the two approaches. A transformative approach to curriculum design provides opportunities for students to influence how they learn. For example, a range of resources such as online video tutorials that a student can play again and again or a range of methods such as paired group work or whole class discussion.

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A transformative approach to curriculum design also provides opportunities for students to influence what they learn. For example, students come to the foundation degree with an interest/specialism such as pre-school education, this then becomes the broad context of each of the assignments they write.

A transformative approach addresses the imbalance of power between tutor/teacher and student and in this way, students are supported to think about the process of learning in a unidirectional way which is often different to that previously experienced. For example, students think about the relationship between their own experiences of learning, they relate this to theory and then consider how they can change to improve practice in their own school or nursery setting in the future. Learning using a transformative approach is based on choice, it is individualised and often student-led.

For example, a student who shares that they use a particular type of system to record child observations in the nursery where they work during a class discussion, may then decide to take the class over from the tutor/teacher to access and explain the system and to share their experiences of it with the rest of the students and the tutor/teacher.

Working within the constraint of the programme, I provide opportunities for the students to make choices. For example, students use the VLE (virtual learning environment) to vote for the topic of the following session and are encouraged to suggest new topics during class discussion.

Students learn a lot from each other, they are introduced to some learning and teaching related strategies, for example, action planning and note-taking, but importantly they are encouraged to share and discuss the strategies they already use and to share and try out new ones. For example, one student colour coded the written feedback she received so she could clearly see the areas that needed attention and where they came with her assignments.

Students are encouraged to share stories and experiences during class discussion and use critical reflection (Moon, 2006) to help them consider strengths, but also to consider what elements could be done differently the next time in a similar situation. Students are also encouraged to observe other students from the foundation degree class working within their school or nursery setting. The confidence of the students is developed through having these opportunities, through voicing and justifying their own opinions, through drawing on their own experiences and in the making of mistakes in a safe, trusting and supportive environment.

Assessment

Assessment on the foundation degree is ongoing and begins on day one of meeting a prospective student. At interview, students complete a piece of reflective writing. This is given back to them during induction as a homework task which gives them the opportunity to improve it and reflect upon the process. This then becomes their first piece of work for their personal, professional portfolio. A range of assessment methods including portfolio, presentation, case study and report are offered within the course.

In some cases, each student will have the opportunity to choose a broad topic from a list of suggestions made by a previous group of students to focus their assignment on and in others each student will choose to produce a leaflet, a handout or a poster to support their assignment.

The idea that skills are transferable, and that education does not remain in the classroom but continues in all aspects of a student's life is key to learning on the foundation degree (Attwood, 2015).

Critical, reflective (Moon, 2006) and contextualised discussion, lots of practice and lots of feedback is also key when adopting a transformative approach on the foundation degree. Students receive feedback every week in a range of ways such as peer, self, verbal and voice-recorded to accommodate and challenge learning styles. This is then fed into their personal targets and action plans. Providing traditional written feedback is time-consuming for the tutor/teacher to produce so I created a Race (2015) inspired coded feedback sheet.

For example, the code 8m on a piece of work indicates that there is a SPAG (Spelling, Punctuation and Grammar) error. Producing a coded feedback sheet helps to ensure that students get effective feedback in a timely manner. It is of course, important to also include some personalised feedback with this and to be aware that some students may need further clarification or guidance provided during an individual tutorial. The feedback, that students provide for me during student liaison meetings on the strategies I use, informs my future practice and helps to improve the student experience.

As programme leader of the foundation degree I am in a privileged position to be able to observe both academic and personal transformation in the women as their general levels of self-esteem increase (Attwood, 2015). At the beginning of the foundation degree one student had a fixed mindset. A fixed mindset is based on the belief that human qualities are 'carved in stone. You were smart or you weren't, and failure meant you weren't' (Dweck, 2006, p.4).

Having a fixed mindset prevented this student from submitting draft assignments and from taking full advantage of final feedback. In developing a growth mindset and in understanding that she could learn from her mistakes this student then felt she was *"less likely to give up now"* and understood that she could use what she had *"learnt to support the children in the school"*.

Another student joined the foundation degree as an experienced early years practitioner but did not have the confidence to participate in class discussions or to share her knowledge and understanding with her peers or her colleagues within the nursery where she worked. The process of critical reflection, action planning and practice in a supportive environment enabled this student to develop her communication skills to such effect that by the end of the course despite having *"never dared to speak out in staff meetings before starting the foundation degree"* she now contributed regularly and was looking forward to delivering the next staff development session with her manager.

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Conclusion

Effective foundation degree programmes are creative, uplifting and inspiring. They provide a positive experience for women, consistent levels of general self-esteem increase, and, overall, course retention and achievement figures improve. The strategies I have implemented and developed within the foundation degree are transferable and I believe that there is room for a transformative approach to learning, teaching and assessment within a wide range of higher education courses.

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The Author



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Do-Nothing Teaching (DNT): A contrarian reflective practice for teachers

By Kevin Giddens, Mexico

Introduction

This article will introduce an approach to teacher reflection called Do-Nothing Teaching (DNT). DNT encourages language teachers to focus on *non-action* points and to experiment with what they might *not* do in their language classes in the best interest of student language learning.

Teachers are bombarded with suggestions, techniques, resources and research aimed at finding effective actions that will best serve our language students' learning. Even frameworks such as action research and reflective practice tend to encourage teachers to create more tools, tips or resources to try and solve problems and puzzles in class. Teachers are left laden with ideas on how they should teach. In this article I will explore DNT, a contrary approach to reflection, aimed at supporting teachers in peeling away unnecessary pedagogical practices in order to open more space for student language learning.

DNT is inspired by the do nothing farming philosophy of Masanobu Fukuoka described in his book One Straw Revolution (1975). According to Fukuoka, the usual way of developing farming methods was laborious and required farmers to try a plethora of different techniques. His philosophy contradicted this thinking by seeking a more leisurely process of not interfering in an effort to eliminate unnecessary agricultural practices. Fukuoka saw a need to work in harmony with nature and to reduce human interventions. He writes:

> 'Human beings with their tampering do something wrong, leave the damage unrepaired, and when the adverse results accumulate, work with all their might to correct them. When the corrective actions appear to be successful, they come to view these measures as splendid accomplishments. People do this over and over again. It is as if a fool were to stomp on and break the tiles of his roof. Then when it starts to rain and the ceiling begins to rot away, he hastily climbs up to mend the damage, rejoicing in the end that he has accomplished a miraculous solution.' (Fukuoka 1975, 18).

How much of our work with teachers is correcting damage that we created in the first place? DNT sees language learning as a natural phenomenon, a complex non-linear system (Larsen-Freeman 1997), that is best served by a philosophy of working with, rather than against its complexity and of protracted and thoughtful observation and reflection rather than protracted and thoughtless interventions.

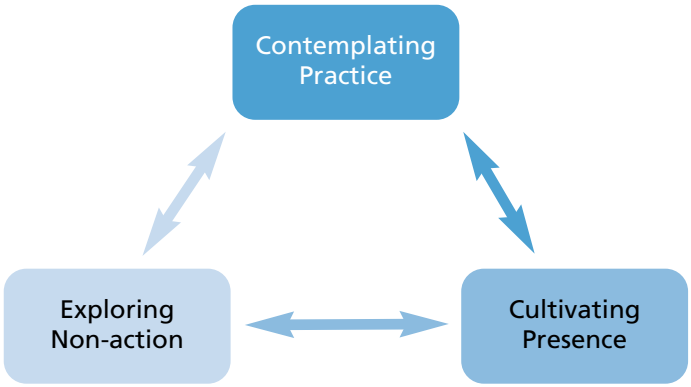
DNT also draws on humanistic language teaching, in particular on Earl Stevick, who suggests that most teachers could benefit from getting out of the way sooner and more often (1976). He claims that as teachers learn to limit themselves, they can give more value to others in the classroom. In addition, DNT takes inspiration from John Fanselow's heuristic model of breaking the rules as a tool for exploring teaching practice (1987) but rather than focusing on "doing the opposite" emphasizes "*not* doing."

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Three core techniques

As a teacher trainer, I've found DNT to be a useful approach to guiding teacher reflection. Over the last ten years of experimenting with DNT with teachers from around the world, three core techniques of reflective *non*-action have emerged from this experience. These support teachers as they peel away unnecessary pedagogical practices. They are: contemplating practice, cultivating presence, and exploring non-action

1 Contemplating Practice



The first step of getting out of learning's way is to become more aware of ourselves through contemplation. Farrell in his book Promoting Teacher Reflection in Second Language Education (2015) describes contemplation as consciously observing the self in the present moment without any intervention so that we simply become more aware of who we are as human beings. Contemplating our teaching practice involves listening quietly to ourselves, to our teaching, to our students' learning and to the world around us without reacting, judging or engaging with it in any way. This process helps teachers cultivate an attitude of openness and a willingness to let go of their preconceptions and desires for their classrooms and the world around them. This openness prepares teachers for getting out of learning's way.

I had the privilege of experiencing teaching that embodied this non-attachment to desired outcomes when studying with Dr Patrick Moran, Emeritus Faculty Member at the School for International Training, Vermont, USA where he empowered me as a student by creating a space where I could learn on my own. Dr Moran (2004) describes his approach to teaching in this way:

> I have learned that if I can overcome my desire to have you do what I want you to do,
>
> If I can drop all attachments to an outcome,
>
> If I can believe, truly believe that you can do it yourself, and
>
> If I can accept, deep in my heart, that you truly do not need me,
>
> That all you need is the opportunity to hear yourself,
>
> To understand yourself,
>
> Then, and only then, can I teach,
>
> Truly teach.

Dr Moran's approach to teaching requires a deep understanding of self that allows for a detachment from desire. So much of our impetus to act or do something is rooted in our own belief that our students can't do it themselves and that they need us.

My colleague, Josette LeBlanc reflects on her own DNT moment in her blog post:

> 'While I was having one of these moments of wanting to do something, I chose to step back, and wait... I made the conscious choice not to intervene on my participants' essay drafting time. To help me pause and reflect, I sat down, took out my pen and journal, and wrote this:
>
> *As I sit here and watch them write, I struggle with wanting to let them write and also wanting to help them. I want to read what they've written so far. I want to give them the words they are struggling to find. I want to tell them that their best is enough.*
>
> I knew this was a learning moment, and that is why I chose to reflect instead of act. My participants didn't need me hovering over them as they wrote. They needed time with their thoughts and their process. Thanks to my reflective skills, and Kevin's contemplation, I summoned up a do-nothing moment, and there was peace of mind for all.' (2011).

Josette beautifully illustrates the DNT technique of contemplating practice by simply noticing a need to step back, sit down and write a journal.

Supporting teachers in contemplating practice involves breaking down existing beliefs about what a teacher is and what a teacher does. In my work with teachers I've found a universal belief shared by many educators that they need to be the knower, the expert, and provider of answers to learners. Teachers' energy becomes focused more on what students are learning rather than how they learn. They focus more on learning outcomes and performance than on the learning process.

Teachers' perceived need to constantly intervene in student learning to ensure accurate products gets in the way of opening up space where the teaching and learning process can be observed and contemplated. In order to challenge these beliefs and encourage teachers to lean into the ambiguity, silence and discomfort associated with opening space for contemplation and learning, I've found the following techniques useful.

"Don't just do something, stand there!"

Share the saying "Don't just do something, stand there!" with teachers and explain that when they feel the urge to do something, they can just stand or sit for a moment. Encourage teachers to think or write about that moment just as Josette did in the example above. Consider where the desire to act is coming from and whether this intervention is what your learners need most in this moment. Teachers can also practice breathing techniques associated with meditation and mindfulness. During observed teaching practice, the trainer can signal with a bell to indicate that everyone, students and teachers, need to pause and breathe before moving on with the class.

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When observing classes an observer can also note moments where teachers reacted instantly to student behavior and can ask them to try instead to take moments to breathe before reacting. You can also ask teachers to do nothing for two minutes. Begin your own workshops with two minutes of doing nothing and encourage everyone to process how it felt, highlighting the discipline involved in not doing and the need to approach doing nothing or doing less with intentionality.

2 Cultivating Presence

As we come to be more aware of ourselves and our students as human beings, we begin to focus our attention on key learning moments in our classrooms and in our lives. Rodgers refers to this as "presence in teaching" and describes it as being "wide awake to one's self, to one's students and to their learning in such a way that learning is served through skillful and compassionate analysis and access to both subject matter knowledge and pedagogical strategies," (2006, 284). Rodgers suggests that teachers can cultivate presence "through slowing down to observe students' interactions with the subject matter, rather than racing to cover it; through observing one's own reactions to students and their learning; through dialogue with students, their parents, colleagues and community members," (2006, 284). This process of slowed observation helps teachers cultivate awareness of student learning and of their own practice.

In an elegant description of DNT, my mom illustrates her ability to be present in the moment with her first graders – an ability cultivated through her 30 years of teaching experience.

> While discussing the Chinese New Year with my first graders we discovered that tea leaves came from China. Somehow our tea stories led to my personal connection that I have a huge teacup collection from places visited since I was a child. Someone mentioned tea parties. The girls became very excited. Could we have a tea party? Of course, everyone should dress up in fancy clothes. The boys were looking wary. The boys were shaking their heads. I said everyone will have to agree. Abby made a passionate plea and in her most appealing animated way somehow convinced the boys to have a tea party and dress up. I knew when Dallas-camouflage, boot-wearing all-boy said "I'm in" the boys were convinced. So, Monday out came the lace tablecloth, the 20 china teacups, cream in a creamer, sugar in cubes and brewed tea in a teapot. In came the children in their finest. The girls in dresses and shiny shoes. The boys in their ties. All day the class oozed good manners. Thank you and please abounded. The sound of real silver spoons touching china cups filled the air as lots of sugar filled our cups. We used the word "admire" from our reading book. "Mrs Giddens, I really admire the lace tablecloth," came from Jonathan. Issabella warned Adrian that the cups were fragile which led to discussion of a new word. The children truly enjoyed their tea because it was theirs. It was born from their ideas. I think that my best and most meaningful teaching moments are when the students lead and I guide them to make connections from things they have an interest in. This teaching-learning connection becomes more of an ebb and flow situation, less forced and artificial.
>
> I once read that if you are a teacher, any moment can be an opportunity for a teaching moment. I think we might have to be willing to let go of the plan we had and let the children lead us into those teaching moments.

My mom's DNT moment was one of being fully present to the ebb and flow of student learning, enabling her to let go of her plan and follow her students' lead. She was able to go with the flow of her students because she was fully present with them in that moment. She felt their desire for learning about tea, fully listened, recognized the learning moment and was able to modify her lesson to follow her students learning process.

Supporting teachers in cultivating presence involves disciplined practice of reflection on teaching moments. As humans and as teachers we tend to leap to judgements and evaluations without taking the time to fully describe the moment and position our presence in what happened. In order to support teachers in slowing down their judgements I've found the following techniques useful.

When reflecting, ask teachers to choose a moment in class that stood out for them. This could be something that went really well or a moment when they faced a seemingly insurmountable challenge. Encourage them to write as many details as they can related to the moment. Ask them to Include descriptions of actions, feelings, sounds related to themselves, their students and the environment. Ask them to avoid interpretations or evaluations and only allow themselves to describe the moment. They can also do this description activity verbally and ask a friend or colleague to be an active listener as they describe a challenging moment. The friend's role should be to guide you towards richer description while steering you away from interpretations and evaluations. Another way to practice this is for teachers to video their lesson and watch it with a critical friend and together to describe key moments from the lesson.

3 Exploring Non-Action

Once we've developed an attitude of openness through contemplation, and awareness of learning through presence, then we're ready to explore our practice through *non-action*. By making conscious decisions *not* to do things in our class and observe how it affects the lesson, the learning and the environment, we engage in playful pedagogical tinkering. Tinkering is a concept that arose in interviews with teachers in Huberman (1995). He identified it as one possible key to ongoing teacher satisfaction in his work on the professional life cycles of teachers.

Kevin Stein, in his conversation class in Japan, decided *not* to talk during one of his lessons and described a moment, once the students' confusion had passed, of intense engagement with the lesson content. In his blog post on the experience her writes:

> '50 minutes of no talking. It was a long 50 minutes for me. Judging by the students' response, less so for them. When I finally wrote, "See you later," up on the board as the bell chimed, I felt pretty sure that it had been a useful 50 minutes as well. Because the student's reply, "See you later. I gave it my best," was still ringing off the walls as I walked out the door. One student summed up the significance of the moment "I felt like speaking is really convenient. I could understand the power of talking."

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Another teacher, Adam Fajardo, in his English literature course, put discussion questions on the board and in his words "sat down and shut up" to allow the students to lead the class discussion. In his blog he reflected on the experience:

'At this point, I'd *like* to say that every discussion we had afterwards was amazing. But they weren't. Sometimes they still felt forced. But this discussion experiment did mark a change in the class. My students were quicker to engage, they asked more questions, and they made more connections to things outside of the classroom. Most importantly, though, they started asking each other questions. I didn't expect this outcome, but a nice development in our discussions was that they started addressing each other directly, asking their peers to clarify or expand their points. Removing my voice, temporarily, forced them to fill the void with their own input, and though they might not have mastered it, I think they started learning how to learn from discussion.'

In these examples, consciously choosing *not* to do things becomes a way of engaging in a critical investigation of our teaching practice. As a result, teachers are able to play or tinker with their practice, whittling away unnecessary teaching practices to make more room for student learning.

Supporting teachers in tinkering with non-action involves building confidence in themselves and in their students to allow for experimentation. I've found several techniques useful for encouraging tinkering.

When supervising teachers, ask them to choose a teaching technique that they are attached to or one that they regularly use. Ask them, "What would happen if you didn't do this?" Ask them to try not-doing it in their next class and to observe and note their own and their students' reactions. They could also ask a friend or mentor to observe their class and suggest some things they could try not-doing in their next lesson. Another approach is for teachers to ask their students if there is anything they suggest your not-doing in the next class and try that out.

DNT as Teacher Reflection

DNT is tool for teacher reflection that encourages teachers, just like Fukuoka's farmers, to work with rather than against natural processes of growth and learning. Like Fukuoka's Do Nothing Farming that resisted modern agriculture's trend to intervene often with innovative agricultural practices, I'd like to encourage teachers to resist the flood of suggested technological and pedagogical interventions. Let's get out of the way and allow for the iterative process of language construction to happen naturally among our learners.

DNT intentionally engages teachers in contemplative practice related to their teaching in order to cultivate awareness of the processes at play in the classroom and to help teachers make more informed decisions about when to and when *not* to intervene to best support their students' learning. DNT encourages the discipline of creating rich descriptions of teaching moments to support teachers in becoming more present with their teaching practice and with their students' learning process. And finally, DNT asks teachers to explore non-action and encourages pedagogical tinkering to allow teachers to play with their practice and support them in a process of peeling away unnecessary pedagogical practices, thus opening space for more student learning.

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Article Watch

Below are brief summaries of relevant articles from other journals. In some bibliographic entries publishers' new coding of page numbers is given in boxes.

ELTED Journal, *vol. 22, 2019. www.elted.net*

'Content-based instruction (CBI) in teacher education: Reshaping preservice teachers' beliefs about language teaching', by A. Krulatz, pp. 9-16. This article describes a project aiming to examine the extent to which a PRESETT course on CBI succeeded in reshaping trainees' self-perceived degree to which they implement CBI methodology in teaching EFL.

'New technologies and language teacher education: Are we there yet?', by C. N. Giannikas, pp. 53-59. The article concentrates on peer-reviewed research published in academic journals from 1998-2018. Articles were searched to include quantitative and qualitative data on numbers of teachers receiving



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training for use of ICT, teachers' attitudes and concerns, and suggestions for future research.

ETp *(English Teaching Professional) Sept 2019, Issue 124. www.etprofessional.com*

'Flipping training', by M. Lamb, pp. 45-48. This article explores the idea of swapping the prescribed timetable of daytime sessions that make up much of the input on Cambridge CELTA, Cambridge DELTA, and Trinity TESOL TT courses with the lesson planning and preparation that often takes place after hours. The author's place of work has run six intensive CELTAs and one DELTA course where the training has been flipped in this way. The article discusses what the centre has found when training work is flipped, and suggests tips to others who would like to try this idea.

'Five things you always wanted to know about using technology with "warmers"', by N. Hockley, pp. 58. In her useful series this time the author answers the questions What is a warmer? (i.e., warm up activity) Why would I want to use technology with warmers? How could warmers include technology? Can you give an example of a non-tech warmer and a warmer that does use technology?

Iatefl SIG TT/Ed Newsletter*. https://ttedsig.iatefl.org/*

In order to access this newsletter you need to be a member of IATEFL and the Teacher Training/Education Special Interest Group. The October 2019 issue included the following two articles of interest.

'An online course for alternative professional development: Focus on teacher well-being, by E. Onċevska Ager, pp. 4-5. This article is a quick report of the talk given by the author and S Mercer at the IATEFL Conference in Liverpool, 2019, on the duo's latest collaborative project.

'Same difference? The similarities between teacher and trainer roles', by J. Douglas, pp. 6-8. In the belief that nothing much has been written on the differences and similarities between teaching and training, in this article the author has attempted to plug the perceived gap by making two relevant lists and including a small set of references.

MET *(Modern English Teacher) Oct 2019, vol. 28/4.* (www.onlinemet.com).

'Inspiring teachers', by D. Hauger, pp. 48-49. This article describes a podcast of the same name that explores the 'why' of teaching. The podcast has over 60 episodes of interviews with teachers world wide. Example quotes from those interviewed are given, plus plans for the future.

Professional Development in Education*, 2019, vol. 45/5. 'The professional development (PD) of higher education teacher educators: Needs and realities, by A. MacPhail et al, pp. 848-861*. While teacher educators perform a multitude of complex roles, they receive minimal preparation or possibilities for professional development to fulfill those roles. As a result, they need to acquire relevant knowledge and skills *after* taking up their positions. What skills and kinds of knowledge do they need and how will they acquire these throughout their careers? This article discusses the PD needs and activities of 61 teacher educators across six nations. Themes from interviews are noted. Discussion points that arise include the induction period, frustration and tension, haphazard professional learning, and learning with and from colleagues.

System*, 2019, vol. 78, 10 2111. (www.elsevier.com) 'Professional development of secondary school teachers: Voices from Indonesia', by A Cirocki & T. Farrell.* This article reports on a study of the continuing professional development (CPD) experiences of 250 teachers of EFL in secondary schools in Indonesia using a questionnaire, a reflective report, and a focus group interview. Findings indicted that the EFL teachers conceptualise PD in five different ways and showed that not everyone takes advantage of PD opportunities. The study also revealed that some PD activities are more impactful than others. It recommends steps to help EFL teachers to sustain their CPD.

Teaching and Teacher Education*, (www.elsevier.com)*

Oct. 2019, vol. 85. '*Career choice motivations in teacher training as predictors of burnout and career optimisim in the first year of teaching*', *by L. McLean et al., pp. 204-214*. Pre-service teachers reported their career choice motivations. These were examined in relation to burnout and career optimism in the first teaching year. Intrinsic motivations may lead to more optimal teacher outcomes, while extrinsic motivations may act oppositely.

Nov. 2019, vol. 86 102873, 'Examining sustained impacts of two teacher professional development programs on professional well-being and classroom practices', S. Wolf & M. Peele. The study examined the year two impacts of the two professional development programs. Most gains observed during the program year faded out. Parental-awareness meetings had counteracting effects, with negative long-term impacts on supporting student expression.



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Publications Received

The purpose of these thumbnail summaries of recent publications in ELT and related fields is to broadly indicate topic and points of interest to mentors, teacher trainers and teacher educators. Print size is noted only if unusual. Dimensions are indicated only if exceptionally small or large; E.g., *148pp+* means "148pp plus an informative roman numbered preface, etc". All books are paperback unless otherwise stated. If the book is of a type that requires an index but an index is lacking, the lack is noted.

Professional Development: What works, 3rd edn. *S. Zepeda. (2019). Routledge. ISBN 978-1-138-23015-6, 215pp+.* The two main parts of this book are: Foundations of Job-Embedded Professional Leaning (JEPL) and Processes and Models that Support JEPL. Chapters in part II include: Learning communities, Coaching, Collaborative teacher development, Critical friends, Lesson study, Action research, & Portfolios. Well-organised, information and recommendations are clearly and concisely expressed, practical, theory is not neglected, extensively referenced. Recommendable.

Developing Expertise through Experience. *A Maley, ed. (2019). British Council. ISBN 978-0-86355-950-1, 241pp+.* This book includes contributions from 20 'seasoned practitioners worldwide'. Many, perhaps all, are or have been language teacher trainers. The diversity of their partly autobiographical contributions seems to be hinted at by the remark on the back cover that 'whatever forms of training and professional development teachers are exposed to, they will make sense of them in their own way'. Some of the chapter titles are: My quest to understand learning & teaching (J Fanselow); Dressed in borrowed robes: Telling our stories in a foreign language (C M Ferradas); My journey from classroom teaching to policy making (J J Joshua); Growing up (P Medgyes); Learning from teaching: A life in ELT (F Mishan); My road unfolds as I walk (P t Anh Le); Lurching into discovery (S Rixon); Found in translation (J Spiro); A sense of plausibility (A Underhill); Becoming a language teacher (T Woodward). There is a forward by N S Prabhu and an introduction by the editor to Prabhu's concept of a teacher's 'sense of plausibility'.

Imperfect Leadership: A book for leaders who know they don't know it all. *S Munby. (2019). Crown House. ISBN 978-178583411-0-, 295pp+, hardback.* In the Introduction the author mentions that 'What works?' is not the right question because nothing there is nothing that works everywhere; the right question is 'Under what circumstances does this work?'So, context is crucial. The 12 chapters that follow present a readable and richly informative professional autobiography of a man who at time of writing had 38 years of experience in the British educational system as a teacher, advisor, inspector, "leader", and consultant. A good book, but it presupposes plenty of familiarity with the British political scene.

The Six Attributes of a Leadership Mindset. J Britto. (2019). Crown House. ISBN 978-178583406-6, 285pp+. The six are: "Flexibility of mind; Mindfulness; Resilience; Genuine curiosity; Creating leaders; Enterprise thinking". There is a chapter for each



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attribute. The overall aim is to help readers "grow" a leadership mindset. Readable. Many useful recommendations and reminders under headings such as: 'Entertaining the possibility of being wrong' and 'Living with being wrong'.

Language Course Planning. *B North, M Angelova, E Jarosz, & R Rossner (2018). Oxford University Press. ISBN 978-0-19-440328-3, 216pp.* The topic is planning courses in a foreign/second language. Intended readers are teachers and language course managers. In general, this book offers a sound, UK-mainstream approach to issues covered in other recent books on language course planning. A distinguishing feature is the large amount of attention devoted to the Common European Framework of Reference for Languages (CEFR). (For readers unfamiliar with the CEFR, Wikipedia is good initial source of information.) Extras include a useful glossary and a list of 'website references'. The print in most of the lists and tables verges on illegibility on account of its faintness.

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