

The Expanding World of the ELT Professional: Opportunities & Challenges

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Expanding World of English

- English for business, technology, tourism
- English for information & wider communication (World Wide Web/Internet)
- TEYL: English in primary grades
- English as medium of education

Global English: Opportunities & Challenges

Getting to Know You

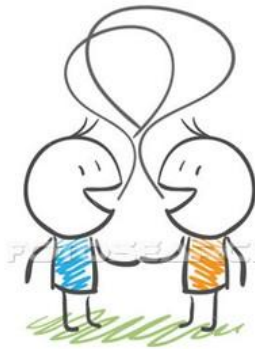
- Where & who do you teach?
- How many of you have taught in contexts that you never imagined?

In businesses or workplaces?

In primary, secondary or university programs?

Or online?

As role of English expands, so do the roles that we play.



Handshake and communication

k9904609 www.fotosearch.com

Many of Us Have Added Other Roles

Besides teaching,

What other position have you held?

What other roles have you played?

What other roles are you now playing?

Roles We Play

Materials/Curriculum/Test Developer?

Lead/Master Teacher/Mentor/Coach?

Assistant/Headmaster/Principal/Program Director

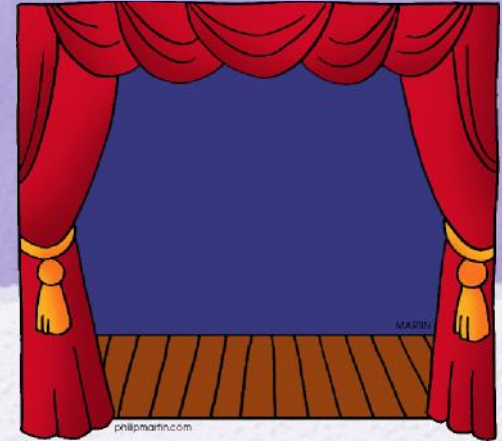
Teacher Educator/Professional Developer?

Conference Participant/Presenter?

Professional Association Leader?

Cultural Informant?

Program Reviewer?



Share with a Partner

Find one role (besides teacher) that you both have played:

What were the benefits to you?

What did you learn?

What were the challenges you faced?

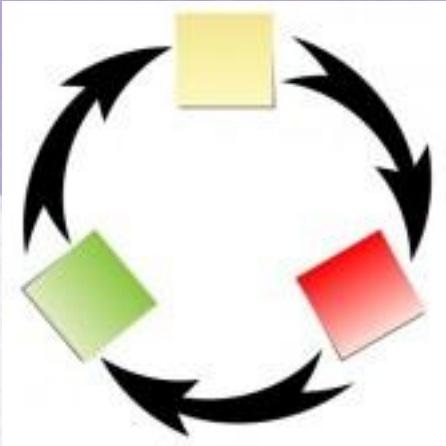


When Did You Learn to Teach?

- What a teacher education program **CAN DO**
- What a teacher education program **CAN'T DO**



The Life Cycle of a Teacher



- Novice/Beginning Teacher

If you have been teaching 3+ years, think back to your first year(s) as a teacher.

How would you describe that experience?

If you are a beginning teacher: how would you describe your experiences?

BEGINNING TEACHER

Themes?

Metaphors?

**Drowning
Insecure
Isolated
Late nights of planning**

**Discovering
Some great moments
Getting to know oneself**

Are You the Same Teacher Now?

How Have You Changed?

A Critical Incident:

Can you think of an incident where you really looked at your teaching and your students' learning:

An incident that changed you?

An incident that has helped you to grow?

The Life Cycle of a Teacher

YEARS

THEMES

1-3

Survival/Discovery

4-6

Stabilization

7-18

Experimentation/Activism
Reassessment/Self-Doubt

19-30

Serenity
Conservatism

31-40

Disengagement
Serene or Bitter

(Huberman, 1989; Woodward, 2012)



Experienced Teachers

- What are the challenges in mid-career?
- What are the opportunities?



Experienced Teachers: Challenges & Opportunities

Challenges:

Routine, boredom

Burn-out

Opportunities:

New approaches, new activities, new grouping strategies, new use of technology; new roles

More focus on “How” than “What”



How have you experimented?
What did you learn:
About teaching & learning?
About yourself?

***“If we teach today
as we taught yesterday,
we rob our children [or students] of
tomorrow.”***

John Dewey

My Mantra:

**“Teaching is lifelong learning.
At least, it should be.”**

How Can We Keep Learning and Growing?

If you have been teaching for many years, how have you kept learning?

What has been most useful?

3 Kinds of Professional Development

- **Theory to Practice** – “teaching as science”
- **Coaching & Mentoring** – “teaching as craft”
- **Reflection** – “teaching as thinking & learning from experience”

(Wallace, 1991)

Learning as Adults: Different Ways of “Knowing”

- **Socializing knowers** - seek information from experts and want to follow what has been shown to be best practice
- **Instrumental knowers** – want step-by-step procedures to succeed
- **Self-authoring knowers** - independently reflect on their practice and take full responsibility for their instructional decisions

(Drago-Severson, 2004, p. 25, 28)

Learning from Experts

- Participation in conferences & seminars (both face-to-face and virtually)
- Participating in Study Circles - Reading important texts and talking with colleagues
- Taking online courses (e-Teacher, Shaping, etc.)
- Using online resources - new methods, new techniques, new lessons

Remember: Your students are also experts!
Let them help you learn!

You Be the Expert!

- Share your ideas at conferences & with your colleagues
- Write and publish your ideas – discussion lists, blogs, newsletters, journals (*Forum*)
- Submit ideas to online websites

Learning from Each Other

- Participate in discussion groups, lists, blogs, Facebook (and share your ideas)
- Collaborate in lesson planning, curriculum design, test development, choosing textbooks
- Team teach
- Link up classes & students with other classes and students (e-pals; sister classes; etc.)
- Mentor and coach new teachers (both will learn)

Mentoring

At the 2012 NELTA Conference, Angi Malderez identified 5 roles for the mentor:

1. **Acculturator** - helps to become full member of the community
2. **Sponsor** – helps make things happen
3. **Supporter** – provides a safe “shoulder to cry on”
4. **Model** – enacts professional thinking & behavior
5. **Educator** – illustrates how to learn from their own & others’ experiences (Malderez & Bodoczky, 1999)

Mentoring Conversations

- Review & describe a moment from a lesson (unexpected, unwanted, puzzling)
- Generate possible interpretations/explanations
- Remember/Find out others' ideas
- Choose most likely interpretation/explanation
- Make decisions for the future

Everyone Has Ideas to Share

Remember: Beginning teachers also have insights and experiences to share

Who would you rather learn about social media or improving your computer skills from:

A teacher with over 20 years of experience?

A new teacher who is 21-25 years old?

Lesson Study

New approach to lesson planning & teacher learning from Japan

- Group of teachers meet & plan lesson
- One teacher teaches lesson
- Others observe (may be video of lesson) focusing on student learning
- Together they analyze learning results & revise & re-teach lesson
- They store lesson so all can use it

A TESOL Professional Understands ...

“None of us is as smart as all of us!”

Learning from Experience

- Keep a teaching journal – 30-60 minutes after class; record “episodes” and insights
- Keep a teaching (or e-teaching) portfolio
- Conduct small research projects in your classes
- Videotape and analyze a class

Teacher/Action Research

- You are best person to conduct relevant research for your classes & learners
- Try out new ideas; evaluate them; revise the ideas; evaluate – and then share the results with your colleagues and through publications
- Action research cycle: Plan, Act, Reflect, Evaluate, Plan again

“Learning: The Best Part of Teaching”

**We’re so fortunate: When we teach, we learn ...
if we think about it!**

Reflection for action: Planning

**Reflection in action: Decision-making during
teaching**

Reflection on action: After - Future planning

(Schon, 1983)

Reflective Teaching Groups

- Small group of teachers meet regularly
- One teacher presents a challenge/concern/or idea to improve practice
- Others ask questions; then give suggestions
- Teacher decides what to do, does it, then at next meeting, tells others what happened & what next steps might be
- Another teacher presents a challenge & cycle begins again

Developing a Professional Development Action Plan

An effective professional development:

- **Begins with your concerns**
- **Addresses your needs**
- **Benefits from your experience & expertise**

What are your concerns?

What would benefit you and your learners the most?

Developing Leadership Skills

- Accept new roles/responsibilities
- Become more active in professional associations (committees, officers)
- Organize PD for your colleagues (e.g. 5-minutes “What Works”)
- Volunteer

If You Design Professional Development, Remember:

The best professional development:

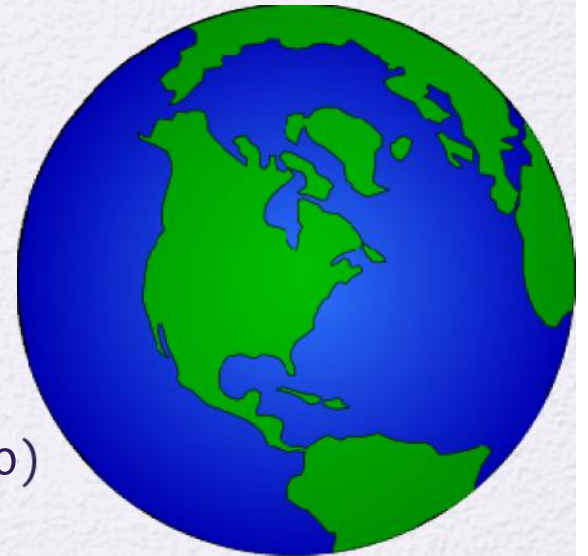
- **Extends over a period of time (not just a one-hour workshop)**
- **Can be immediately applied to teaching**
- **Involves teachers in talking with each other**
- **Helps teachers deepen and extend their knowledge & skills**
- **Has administrative support**

(See Crandall & FinnMiller, 2014, *Teaching English as a Second or Foreign Language: The “Apple” Book*)

An ELT Professional?

- Has expected knowledge, skills & attitudes
- Adheres to a code of ethics
- Has respect & admiration for profession
- Uses position for advocacy
- **Is a lifelong learner**

(Adapted from Crandall, 1993; Judd, 2006; Algren, 2010)



Opportunities & Challenges/Risks

My Professional Life Story/Herstory

- Math to English major
- MA in American literature rather than Peace Corps (big mistake!)
- Temporary office worker - US Senator
- Frederick CC – English
- Georgetown University – Sociolinguistics
- Center for Applied Linguistics – Refugees; VP
- UMBC – MA TESOL & PhD in Language, Literacy & Culture
- Now: Retirement – but busier than ever

Meeting the Challenges; Embracing the Opportunities

- **Embrace the unknown**
- **Research**
- **Collaborate**
- **Recognize the satisfaction awaiting**
- **Defeat burn-out**

Taking Charge: Self-Empowerment

“Effective professional development is self-empowerment.”

(Murray, 2010, p. 10)

Taking Charge of Your Own Learning

Before we end, jot down:

- 1 thing you will do to expand your professional development (besides attending a conference)
- 1 thing you will do to expand the professional development of your colleagues
- 1 thing you will do to expand the development of our profession: of EL teaching & learning

(Adapted from M. Algren, 2010)

ELT may be
challenging:
But it can also be
exciting!

Thank you

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