

The  
**Teacher Trainer**

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

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Includes regular series:

Practical Training Session, News in Our Field, Trainer Resources and Materials, Article Watch and Publications Received.

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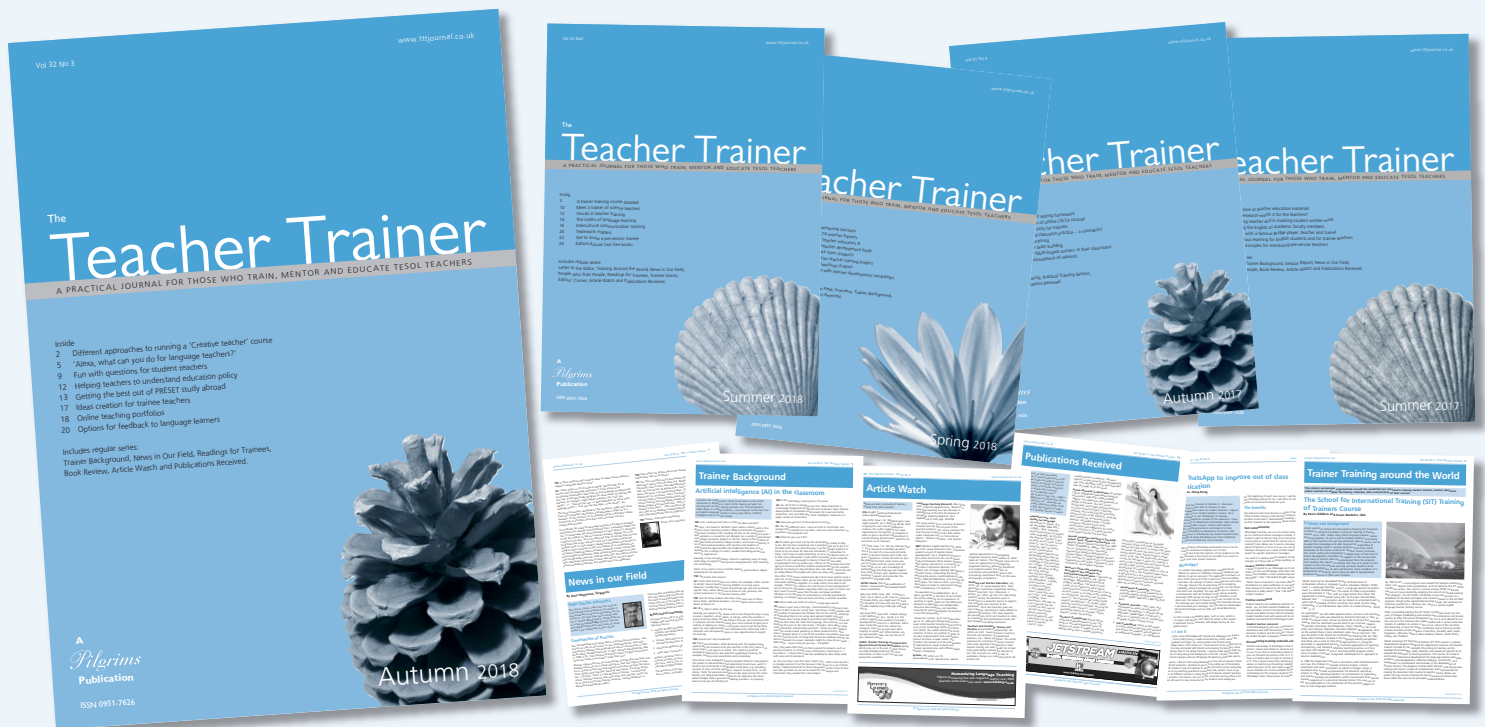
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# The Teacher Trainer

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



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Please send all correspondence to: *The Teacher Trainer*, Pilgrims Limited, Suite 1B, Orchard House, Orchard St, Canterbury, Kent CT2 8AP, UK  
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Editor: Tessa Woodward  
Administrator: Marian Nicholson  
The Teacher Trainer, Pilgrims Language Courses, Suite 1B, Orchard House, Orchard Street, Canterbury, Kent, CT2 8AP, UK  
T: +44 (0)1227 762111  
F: +44 (0)1227 459027  
E: editor@tttjournal.co.uk  
Enquiries: subscriptions, advertising and contributions, please contact the Editor.  
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# Editorial

Welcome to the second issue of our thirty third volume.

As regular readers will know, we don't usually have a theme to any particular issue. I didn't plan to have one this issue either! However, as I survey the contents of this summer's journal, I see that one theme that has emerged could be 'Recent innovations I have introduced that I am rather proud of!' We also have a bit of a 'twin article' theme going on as well with two articles offering steps for training sessions, two articles on different types of bootcamp, and two sets of new trainer resources.

There is lots else too!

Keep sending in your texts for consideration...it is great to receive them!

Over the last three years, we have published contributions from authors based in the following countries: Argentina, Australia, Brazil, Canada, China, Germany, Greece, Hong Kong, Hungary, India, Ireland, Israel, Italy, Japan, Macedonia, Malaysia, Malta, New Zealand, Norway, Palestine, Singapore, Slovenia, South Korea, Spain, Sweden, Thailand, The USA, The UK, Turkey, Vietnam, and Wales.

Of course, if you are based in one of these countries, you are still most welcome to submit an article. And if you come from a different country from the ones above, you still need to send in something interesting and relevant to teacher trainers, teacher educators and teacher mentors! But it would be fun to add to our list of places where authors are based.

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

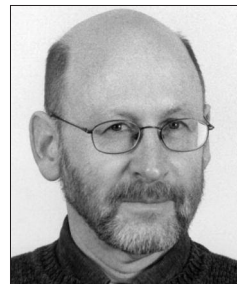
I hope you enjoy reading Volume 33 Number 2!

All good wishes

Tessa Woodward  
The Editor



**Tessa Woodward**  
Editor  
editor@tttjournal.co.uk



**Seth Lindstromberg**  
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**Marian Nicholson**  
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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.

# Helping trainees cope better with spikey profiles in the TESOL classroom

By Ender Velasco, Colombia

## Introduction

It is rare to find a Teaching English to Speakers of Other Languages (TESOL) class that is homogeneous in terms of language skills and cognitive abilities. This is typical of multilingual contexts in the UK, as well as monolingual ones outside the UK, where this phenomenon is known as mixed abilities or “*spikey profiles*” (DfES, 2001, p.7). A TESOL class can be spikey in terms of students’ professional, educational, cultural and religious background, age difference, learning motivation, language aptitude, preferred learning style, learning difficulties, and physical impairments (Zushi, 2015). This puts pressure on language teachers regarding lesson planning and delivery when the aim of instruction is directly linked to students’ progress and achievement.

Teacher training courses sometimes include some kind of input in this area, but very often this input is tangential due to the amount of course content that needs to be covered in a limited period of time. This article argues for a more varied approach to differentiated teaching and learning, and a stronger focus on differentiation strategies on teacher training courses in order to help trainees cope better with spikey profiles in the TESOL classroom.

First, I outline theoretical aspects underpinning differentiation strategies. Second, I present findings regarding teachers’ views on common strategies used to deal with mixed-ability classes. Last, I outline a suggested teacher training session that can be used to help trainees cope better with spikey profiles in the TESOL classroom.

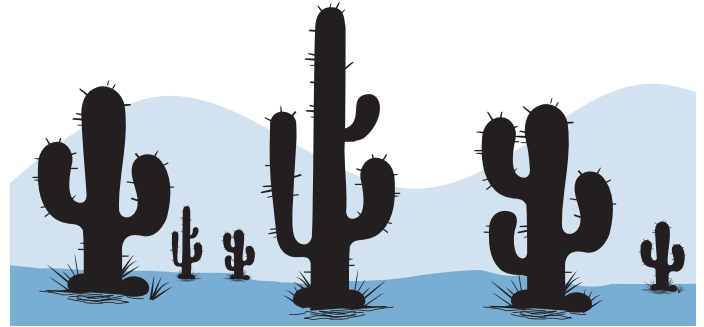
**“Differentiation refers to how individual differences in a class are recognized and taken into account so teachers can cater for different needs.”**

## Differentiation theory

Differentiation refers to how individual differences in a class are recognized and taken into account so teachers can cater for different needs. This is important because “[h]elping [...] students feel relaxed and at ease is the key to successful learning” (Doyle, 2016, para. 1).

Cheryl (2006) believes that “despite these differences, the teacher should plan the teaching and learning sessions so that all learners learn and ultimately achieve the learning goals” (p. 3). She puts forward three main differentiation strategies, namely, tasks, learning outcomes, and time allowed.

Firstly, differentiation through tasks is linked to how easy or difficult an activity can be made to suit spikey profiles in class bearing in mind different cognitive demands. This is often expected from TESOL teacher trainees working at diploma level.



*Spikey profiles*

Secondly, differentiation by learning outcome allows trainees to take into account preferred learning styles such as visual, auditory and kinesthetic, and map tasks accordingly so students are allowed to present the outcome or final product in a different way. That is, a kinesthetic student may prefer putting together and presenting a poster to writing an essay on a specific topic. Indeed, this strategy tends to work best within Task-based Learning and Project-based approaches.

Conversely, Roberts (2012) sees differentiation by outcome as something linked to how lesson aims are worded and presented to students (e.g. By the end of the lesson all/most/some students will be able to...) This, however, is seen as “*a deficit model*”. Instead, other strategies such as self-assessment against a learner’s own standards and more formative assessment, as opposed to summative ones, are proposed.

Lastly, differentiation by time allowed gives trainees flexibility in terms of the time given to individual TESOL students to complete activities. This can be linked to extension activities taken from already available material such as coursebooks, workbooks and dictionaries without the teacher having to produce extra resources or handouts.

Roberts (2012) also puts forward an alternative differentiation strategy called “by teaching method” based on activities such as assigning roles, varying classroom interaction, nominating and monitoring. I would argue that these activities are not teaching methods, but classroom management techniques instead. Indeed, these techniques are also valid ways to deal with spikey profiles in the TESOL classroom, but part of a further differentiation category I would like to call differentiation ‘by support’. This strategy allows trainees to make students’ learning easier and more attainable according to individual needs either inside or outside the classroom. This can be in the shape of direct or indirect support from the teacher or other parties involved.

**“Teachers’ views on and knowledge of differentiated learning appears to be something of a one-trick pony.”**

## Teachers' views on differentiated learning

Having had experience as an observer in various contexts, I would argue that there is a common belief amongst trainees regarding how differentiated learning is understood. This belief is mainly based on peer student support. Teachers' views on and knowledge of differentiated learning appears to be something of a one-trick pony. For instance, a content analysis of the differentiation section in lesson plans produced by 15 CELTA-holder in-service teachers in a private TESOL institution in Colombia revealed that the most popular differentiation strategy employed to deal with spikey profiles was pairing and grouping students of similar or different linguistic abilities.

When asked to specify intended differentiation strategies in their lessons plans, teachers' comments were very similar in nature. Some of them stated that: *"I will attempt to combine partners of mixed ability to allow strong learners to help weaker learners."* (teacher 1), *"team work and pair work will help to bring the quieter members of the group into a more productive role."* (teacher 3), *"seating arrangement will be done to pair up strong and weak ss as well as dominant ss will be next to more timid ss to balance class production."* (teacher 5) *"student pairs will be rotated to allow better students to help weaker ones."* (teacher 6), *"During the group activities, I will mix high level students with low level students so that the students can work together and help each other."* (teacher 8), *"I can pair up stronger with weaker students, and making sure the stronger students can help the weaker."* (teacher 10), *"...selecting pairs based on similar skill level to encourage confidence and limit frustration"* (teacher 11), *"pairwork and groupwork is an opportunity for higher ability students to help explain or clarify ideas to lower ability students."* (teacher 13).

Whilst class management techniques can indeed be helpful, the above leads me to believe that many qualified TESOL teachers, and perhaps trainees as well, tend to see differentiation as a mono-dimensional strategy. Therefore, it is imperative that trainers do further work around differentiation on teacher training courses, and perhaps INSET sessions, in order to promote and encourage a more varied approach to dealing with spikey profiles in the TESOL classroom.

## Pros and cons of differentiation

On the one hand, differentiation is appropriate because it takes into account learners' linguistic and non-linguistic differences in a classroom. Differentiation is rewarding for language teachers because it allows them to cater for different abilities in a group

and it is rewarding for students because they develop a sense of accomplishment, progress and achievement in relation to their own attainment, which can only have a positive impact on their self-esteem and confidence.

## "Differentiation tends to be associated with tons of preparation and extra handouts from the trainee's part."

On the other hand, differentiation tends to be associated with tons of preparation and extra handouts from the trainee's part. It is understandable why the vast majority of TESOL teachers may be inclined to employ differentiation strategies that are simple to plan and easy to implement in class such as pairing and grouping students of the same or different linguistic abilities. One issue with this popular way of dealing with spikey profiles is that while stronger students may be able to consolidate their language through explanations given to weaker students, they may also get tired of constantly supporting others, and may start questioning the teacher's role in the classroom, particularly in cultures where support is expected to come from the teacher. Also, differentiating learning by similar or different linguistic abilities in a classroom may also develop a sense of segregation linked to lack of progress and achievement, especially when the teacher is the one deciding who is weak and who is strong in a group (i.e. who gets and doesn't get the extra support).

In general, I would say that although there are downsides to all differentiation strategies, when done appropriately, differentiation has more positive than negative aspects to it. The next section outlines a suggested teacher training session that can be used to help trainees cope better with spikey profiles in the TESOL classroom.

continued >>>

## Reminder of excellent resource for teacher educators/trainers/mentors

The British Council TeachingEnglish Community of Practice for Teacher Educators  
<https://teacher-educators.english.britishcouncil.org>

### Recent event:

'Research mentoring for teacher educators'

In this webinar, Asli Lidice Gokturk Saglam and Kenan Dikilitas discussed the recent increased interest in teacher research by English language teachers and the need for teacher research mentoring to be offered to teachers

### Recent discussion topic:

'Teacher educators should still teach.'

Recently added resource:

'Teacher education planning handbook'

This handbook provides practical advice and strategies for planning, managing and evaluating effective large-scale teacher education programmes.

## NEW SUBSCRIBERS!

Here are some recent additions to our subscription community of teacher trainers, mentors and teacher educators:

**Ana Arroya, Canada**

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**Diana England, Portugal**

**Confucius Jaykova Skola, The Czech Republic**

**Megan Attwood, UK**

**Pru Springer, The Netherlands**

**Helen Dede, Greece**

**Professor Hiroko Uchida, Japan**

**Jose Farfan, Spain**

## Suggested teacher training session

### Aims

- In order to set a tangible objective for the training session, teacher trainers can introduce trainees to the following aims. By the end of this teacher training session, trainees will have: a) reviewed theory behind differentiation, b) become familiar with a number of differentiation strategies used to cope with spikey profiles in the TESOL classroom, and c) had practice in differentiating TESOL material.

### Warm up activity

- In order to activate schemata, trainees can be asked to briefly discuss questions such as a) Have you ever taught TESOL classes with spikey profiles (i.e. different linguistic or cognitive abilities)? b) What are the challenges of teaching such diverse groups for TESOL teachers?

### Theory via two tasks

- In order to introduce differentiation theory, trainees can be asked to individually complete the missing information in the gapped text shown in the figure below. Trainees can be asked about preferences regarding the difficulty of the task to be assigned to them. The trainer can consult if trainees would like to do the easier or harder version of the task (i.e. showing or hiding the box with choices). After having filled in the gaps and having compared answers, trainees can be given feedback using the following key: (1) individual, (2) cater for, (3) background, (4) preferred, (5) 'through tasks', (6) cognitive, (7) 'by learning outcome', (8) learning styles, (9) kinesthetic, (10) 'by time allowed', (11) flexibility, (12) 'by support', (13) support, (14) interaction.

'through tasks'	preferred	'by support'	individual
learning styles		'by time allowed'	kinesthetic
flexibility	support	background	cognitive
'by learning outcome'		cater for	interaction

Differentiation refers to how (1) \_\_\_\_\_ differences in a TESOL class are recognized and taken into account so teachers can (2) \_\_\_\_\_ different needs and spikey profiles.

A class can be spikey in terms of students' professional, educational, cultural and religious (3) \_\_\_\_\_, age difference, learning motivation, language aptitude, (4) \_\_\_\_\_ learning style, learning difficulties, and physical impairments.

There are four main differentiation strategies. Differentiation (5) \_\_\_\_\_ is about making an activity easier or more difficult according to different (6) \_\_\_\_\_ demands.

Differentiation (7) \_\_\_\_\_ is about taking into account students' preferred (8) \_\_\_\_\_ and mapping tasks accordingly. For example, a (9) \_\_\_\_\_ student may prefer putting together and presenting a poster to writing an essay on a specific topic.

Differentiation (10) \_\_\_\_\_ is about giving students (11) \_\_\_\_\_ in terms of the time they have to complete activities.

Differentiation (12) \_\_\_\_\_ is about making students' learning more attainable according to individual needs via direct or indirect (13) \_\_\_\_\_ either inside or outside the classroom. This may also include classroom management techniques such as assigning roles, varying classroom (14) \_\_\_\_\_, nominating and monitoring.

Figure 1. Gapped text used to introduce differentiation theory

- Next, trainees can work in pairs or small groups on a kinesthetic activity in which they have to classify the examples of differentiation listed in the figure below under one of the four main umbrella strategies, namely, support, time allowed, tasks, and learning outcomes. This can be done either by using cut ups that can be arranged into a table with four headings, or by sticking post-it notes under four headings spread out around the classroom walls.

<p><b>By Support</b></p> <ul style="list-style-type: none"> <li>- From teacher (micro-teaching, assigning roles to students, nominating and monitoring)</li> <li>- From teaching assistant (TA), or special education needs teaching assistant (SENTA).</li> <li>- From peers (pairing and grouping students of same or different linguistic and non-linguistic abilities).</li> <li>- Help sheets, glossaries, how to boxes, phonemic chart.</li> <li>- Use of paper-based and electronic dictionaries.</li> <li>- Referral to tutorials outside the classroom.</li> <li>- Homework clubs.</li> </ul> <p><b>By Task</b></p> <ul style="list-style-type: none"> <li>- Graded difficulty of task from easy to complex or vice versa (e.g. underline better choice vs. fill in gap vs. sentence paraphrasing).</li> <li>- Varying the complexity of tasks linked to Bloom's Taxonomy. That is, contrasting lower thinking vs. higher thinking tasks (e.g. outline vs. explain).</li> </ul>	<p><b>By time allowed</b></p> <ul style="list-style-type: none"> <li>- Flexibility in terms of length of tasks linked to shortened or extended activities within a given time limit.</li> <li>- Extension activities linked to independent learning via workbooks, dictionaries, phonemic charts, apps, interactive CD-ROMs, and the Internet.</li> <li>- Independent learning as a result of student training and given study skills strategies (e.g. ways of recording vocabulary, raising awareness of parts of speech, transforming positive statements into negative and interrogative ones, etc.).</li> </ul> <p><b>By Outcome</b></p> <ul style="list-style-type: none"> <li>- Taking into account students' preferred learning styles and allowing them to choose a suitable way to report the task outcome.</li> <li>- a talk</li> <li>- a poster</li> <li>- a case study</li> <li>- a report</li> <li>- an essay</li> </ul>
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Figure 2. Examples of differentiation, classified under four main differentiation strategies

### Controlled practice

- In order to give trainees practice in identifying theory, they can be asked to work out the type of differentiation strategy applied to the grammar activities shown in the table below. Perhaps, if time allows, they can also write the instructions and discuss each type of linguistic demand.

Instructions	Activity	Linguistic demand
Rewrite the sentence with the passive	The child broke the window.	high
Fill in the gap with the passive	The window _____ (break) by the child.	medium
Choose the better option	The window <i>broke/was broken</i> by the child.	low

Table 1. Grammar activity differentiated by task in three ways

### Freer production and presentation

- In order to apply what has been covered in the session, trainees can be asked to work in small groups on a productive task in which they can choose TESOL material (authentic or from a coursebook), differentiate it, and present it to the group. Once again, trainees can be consulted if they want to work on just one, or more than one, differentiation strategy within the given time limit. Similarly, they can choose a suitable way of presenting their ideas (e.g. a talk, a poster, or a report). At this stage, peer and trainer feedback can be used as a measure of trainees' progress and achievement.

## Follow up

- 7 In order to wrap up the session, trainees can be asked to reflect on the differentiation strategies used as part of the training session itself. These strategies included:
- Peer and trainer support – trainees were asked to work individually, but also in pairs and small groups in order to support one another. The trainer provided support to trainees via monitoring and feedback throughout the session.
  - Task – by asking trainees about whether or not they wanted to see the box with choices before the gap-fill task, the trainer was able to grade the difficulty of the task in a consultative manner
  - Outcome – the training session included activities to cater for visual as well as kinesthetic trainees via a gapped text and a matching activity, respectively. The trainer also consulted trainees on their preferred way of presenting ideas (e.g. a talk, a poster, or a report) in the freer production stage.
  - Time allowed – in the freer production stage, trainees were consulted if they wanted to work on just one, or more than one, differentiation strategy within the time allocated for the task.

Trainees can also discuss their own attainment in relation to the aims stated at the beginning of the session.

## Conclusion

All in all, this article has highlighted a seemingly common view on differentiation strategies among some TESOL teachers, which is mainly based on peer student support. The aim here has been to outline theoretical aspects underpinning differentiation and to provide practical examples of their application. Hopefully, this article will enable teacher trainers to scaffold more varied differentiation strategies in order to help trainees on pre-service and in-service courses cope better with spikey profiles in the TESOL classroom.

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## The Author



Ender Velasco has over 12 years TEFL and teacher training experience in various contexts in the UK and Colombia. He holds a Cambridge CELTA, a Cambridge Diploma (DTELLS), and a MA in Applied Linguistics and TESOL from the University of Portsmouth, England. He has written for specialised TEFL journals such as CALJ and GIST in Colombia and JLTL in Turkey. He also published a book entitled 'A Brief Introduction to ELT Methodology'. Bogota: Autores Editores in 2016. His research interests include the application of Systemic Functional Linguistics to ESL writing, Second Language Acquisition, and teacher training and mentoring. Email: [Ender.Velasco@britishcouncil.org.co](mailto:Ender.Velasco@britishcouncil.org.co)

# Practical Training Session

## A smartboard training session for in-service teachers

By Zoe Matthews, Myanmar

### Introduction

I used this 2-hour Teaching Tool workshop with in-service teachers at the American Center English Language Program (ACELP) in Yangon, Myanmar. The ACELP is a program managed by World Learning and supported by the U.S.A Embassy in Myanmar.

The 8 teacher participants and me, the trainer from the ACELP, are from a variety of countries, including the U.S.A and Myanmar and mostly teach English to young adults aged between 18-25 years old. Half of the teaching team are part-time and also teach at other schools in Yangon.

They normally use a standard whiteboard in the other places that they teach and none of the team except one had used a smart board before this workshop. The ACELP had just moved to a new venue where it was possible to install new teaching technology to assist learning. The participants now use both standard whiteboards and smart boards that also allow them to play audio clips or videos in their classes. This workshop thus provided practical hands-on experience modeled after a typical English language listening skills class for a teaching team just taking their first steps into integrating new ICT tools such as smartboards into their English language teaching.

continued >>>

## Objectives

By the end of the workshop, I hoped teachers would be able to:

- Complete a simulation task by successfully navigating between the Teacher's Shared Drive and key Microsoft and Internet applications on their classroom smartboard.
- Reflect on their performance during the simulation task in order to create ICT integration action plans in preparation for their upcoming courses

## Estimated Time

Approximately 2 hours to do all of the activities

## Training Methods

- Participation in structured activities
- Participation in a Simulation Task and DIY Simulation Task
- Discussion

## Equipment and Supplies

- Simulation task instruction sheet, Listening gap-fill activity worksheet, Listening activity lyrics sheet, Action plan chart (See below for all of these)

## Comments

This was one workshop of several, each conducted before the beginning of each term at the ACELP in response to key areas of interest and challenge jointly identified by the participating teaching team and me, the trainer.

The additional objectives were to contribute to the teachers' level of job satisfaction and to facilitate team bonding and collaborative problem-solving.

**"Smart Board: A smartboard is an interactive whiteboard where the whiteboard functions as a computer, computer monitor, mouse and traditional whiteboard."**

## Glossary

**Smartboard:** A smartboard is an interactive whiteboard where the whiteboard functions as a computer, computer monitor, mouse and traditional whiteboard. The smartboard screen is touch-sensitive like a smartphone, iPad or tablet. It works in the same way as these devices so you can control computer applications using touch-control directly on the smartboard display.

**Shared drive:** This is an area on your computer hard drive that allows users on the same computer network as you to share files (documents, spreadsheets, images, video and/or audio files and databases) without sending them through email or printing them out. You can thus make changes to files more collaboratively.

**Cloud based shared drive:** This is a service that allows you to share and store big files easily online, to access these files from multiple devices and collaborate on them with colleagues and students. Examples of these shared drives include Dropbox, Google Drive and Microsoft One Drive.

The simulation task works when there is a teachers' shared drive network between classrooms. This means that any documents you save on one classroom smartboard in the shared drive can be opened up in a different classroom because all smartboards are on the same computer network. If you don't have this shared drive system available but you do have a good Internet connection, you could adapt the idea by using cloud based shared drives. This way the participants can save the file that they create during the workshop and then upload it into a folder on Google Drive. The trainer can access this folder once the participant has shared the file with the trainer's email address by using the 'Share' option. Alternatively, if you do have access to classroom smartboards and the Internet is not currently accessible, you could make the task into a treasure hunt where the participants have to find specific information about their school, classroom or smartboard and present this information. For example, the participants can be given a list of quiz questions which they answer using whatever is available in their teaching context. They then create a PowerPoint presentation with each slide containing the answer to a question and save the presentation file on a USB stick. This can be inserted into the trainer's smartboard for use during 'Activity 3: Simulation Task Debrief'. The overall objective for this activity could be modified but still have the intention of familiarizing participants with the touch screen function of their smartboards and helping them successfully navigate between Microsoft applications and the hard drive.

The participants also need to navigate to the electronic versions of their textbooks on their smartboards in this simulation task but if you don't use this feature, you can omit this part of the **Simulation Task Instruction Sheet** (marked with an asterisk below),

## Trainer's Notes

(F=Facilitator, P=Participant)

Approx. time	
15 minutes	<p><b>Icebreaker activity: 3 numbers</b></p> <ol style="list-style-type: none"> <li>1. F provides an overview of this icebreaker activity. The idea of it is that the numbers the Ps share will help others get to know them better. F writes 3 numbers significant in her life on the whiteboard (e.g. '13' for the number of day in month of birthday, '22' for age started teaching, or 16/7 for special date). Ps have to guess the meaning behind each number. If the Ps run out of guesses, F provides a clue to help them get closer to the meaning. When the meaning of one number is guessed, F writes on the whiteboard the abbreviated meaning related to that number to remind Ps later on (e.g. 4 = no. of kids)</li> <li>2. After the Ps have guessed all 3 numbers, they have to write down 3 numbers special in their own lives, without writing the meaning of those numbers but still remembering why they chose them.</li> <li>3. F puts Ps in groups of 3. Each group member has to show their fellow group members their 3 numbers and the others need to guess what they are.</li> </ol>







# News in our Field

By Amin Neghavati, Singapore

## Hello Teacher Educators,

Greetings from Singapore! This issue's News in Our Field Column covers summer conferences. First, information about early summer events which have already taken place. Then, information for those of us who will have some time for professional growth by attending events and growing our network of like-minded people in the beautiful days of summer.



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.

### International Language Teacher Education Conference 2019

International Language Teacher Education Research Group at Gazi University in Turkey held their 2019 conference from 8-10 April in Antalya, Turkey. With a strong focus on teacher education, this conference was organised to create an opportunity for researchers in the field of teacher education to bring together theory, research and best practice examples together. Steve Mann and Fiona Copland were among the plenary speakers for this year's event.

More on this event: <https://www.iltergconference.org>

### Going Global 2019

British Council's Going Global conference has been around for some years now and has found itself talked about in international education conversations. It does not necessarily have an ELT focus but there is a lot we have to watch when it comes to going global as well.

This year's Going Global took place in Berlin, Germany from 13 to 15 May 2019 with the theme of "Knowledge diplomacy and the digital world". Several discussions around the future generation of assessment, teaching and training tools took place at Berlin Congress Centre. If you were there and have shared your photos on social media, don't forget to add #TTTjournal to your teacher training related posts so we can continue the conversation and discuss this hot topic in more detail. I am sure you agree with me that the digital future will disrupt certain trends in the world of teacher education as well because we have to respond to the needs of the 21st century and beyond in our professional practice.

More on this event: <https://www.britishcouncil.org/going-global>

### Innovate ELT 2019

Oxford House in Barcelona, Spain hosted another ELT event this year on 17 and 18 May 2019. This 5-year-old event looked back at its 5-year life in order to reflect on what they have done and how they can prepare for the future. Scott Thornbury, Sarah Priestly, Nicola Prentis, Marek Kiczowski, Daniel Barber and a lot of other great teachers and teacher trainers spoke about various aspects of innovation in ELT. The IATEFL TD SIG (Teacher

Development Special Interest Group) was also very active in this year's edition of Innovate ELT.

More on this event: <https://ielt19.innovateevents.com>

<https://tdsig.org/2019/02/tdsig-competition-innovateelt-2019>

### International Language Teacher Education Conference (LTE2019)

This year, the University of Minnesota, USA held the 11th language teacher education conference from 30 May to 1 June 2019 in the Graduate Hotel Minneapolis with four main themes: the knowledge base of language teacher education; social, cultural and political contexts of language teacher education; collaborations in language teacher education; and practices of language teacher education.

Maggie Kubanyiova, Cori Crane, Richard Donato and Suhanthie Motha were the plenary speakers at this conference while there were workshops around preparing teachers for effective speaking assessment and preparing teachers to design and implement online programmes.

More on this event: <http://carla.umn.edu/conferences/lte2019>

### The 9th International ELT Forum

The 9th International ELT Forum held on 7 and 8 June 2019 in Bratislava, Slovakia this year celebrated the 45th birthday of Pilgrims Teacher Training Centre. Interestingly, IATEFL LAM SIG (Leadership and Management Special Interest Group) Conference took place on 7 and 8 June in Bratislava along with the ELTFORUM 2019 in the same venue. Tim Bowen, Phil Dexter, Alan Maley, Judit Fehér and a lot of other ELT figures talked about English language teaching at in Ekonomická univerzita in Bratislava.

More on this event: <http://eltforum.sk>

### Future of English Language Teaching Conference 2019 (FoELT)

If you were in London on 15 June 2019, you had the opportunity to attend a day of talks on the future of English language teaching. Regent's University London, in association with Trinity College London, held their 4th annual conference on the future of ELT with the four themes of teacher education, English for academic purposes, young learners and technology. Penny Ur, Lynda Taylor, AnnaMaria Pinter and Renata Franco-Wilmot were the plenary speakers for this event this year.

More on this event: <https://www.regents.ac.uk/ELT2019>

### The 17th Asia TEFL and the 6th FLTL International Conferences

Asia TEFL, in collaboration with Language Institute of Thammasat University in Thailand, held the 17th Asia TEFL International Conference and the 6th Foreign Language Learning and Teaching International Conference in Bangkok, Thailand from 27 to 29 June, at the Ambassador Hotel with plenaries by Andy Kirkpatrick, Alastair Pennycook, Kurt Kohn and some other well-known figures in the world of TEFL in Asia. This year's theme was ELT for global synergies.

More on this event: <http://asiatefl2019.org>

continued >>>

### The 2nd International Foreign Language Educators' Conference

This two-day event, known as the FLE (Foreign Language Educators) Conference, on 21 and 22 June 2019 in Ankara, Turkey was organised by TOBB University of Economics and Technology, Ba kent University, Turkish Aeronautical Association University, and Ankara Yıldırım Beyazıt University in order to focus on diversity among foreign language educators. This year's event took place in collaboration with IATEFL TTEd SIG (Teacher Training and Education Special Interest Group) and TESOL Turkey; and Andy Hockley is one of its plenary speakers.

More about this event: <https://www.flejointconference.com>

### EdYOUfest 2019

EdYOUfest was born of Giovanni Rottura and Chuck Sandy's ideas in the summer of 2015. EdYOUfest conferences are usually a bit different from conventional ones. They are small and sometimes even start with yoga sessions. This year, the event is happening from 18 to 24 August in Street in the UK. You will have to travel to Millfield School if you are planning to attend this event. Trevor Harley, Marion Williams, Lonny Gold, Philip Pound and a lot of other experienced teachers will give talks about psychology and language learning there this year. More information about their relaxing events: <https://www.edyoufest.com>

### EUROCALL 2019

From 28 to 31 August 2019, Belgium will host the 2019 edition of the EUROCALL conference. The European Association for

Computer Assisted Language Learning is holding their 27th event with the theme of "CALL and Complexity" to gather CALL researchers together in order to discuss complexities around language learning and teaching using technology. There are sessions about teacher education professional development in CALL as well. If you are attending this event, don't forget to add our hashtag to your posts.

More on this event: <https://sites.uclouvain.be/eurocall2019>

### The 13th Language and Development Conference (LDC) and the 6th Multilingual Education Conference: Inclusion, Mobility and Multilingual Education Conference

This year, 2019, is the international year of indigenous languages and this has become an attractive topic for language teaching and teacher training conferences as well. With lots of cross border migration and involuntary displacement taking place in various parts of the world, more people are bringing their own languages to ELT classrooms; so different aspects of teaching these students, who have to prepare themselves for the future workplace, should be covered in teacher training sessions as well. This three-day event in Bangkok, Thailand, organised by the British Council and Asia Pacific Multilingual Education working Group, aims to address issues and trends around the use of language in development contexts with people from all over the world. There are presentations about training teachers to prepare for these contexts as well. If you are in Bangkok 24-26 September, make sure you don't miss this event.

More on this: <https://www.asiapacificmle.net/conference/2019>

# Boot Camp 1

## A new professional development recipe – The ICT Bootcamp

By Lucas Kohnke, Hong Kong

### Introduction

Innovative technologies, such as Smartphones and tablets are changing the ways in which we teach and in which language learners learn. (Brown, 2015). Many of today's students like to receive information quickly, electronically, and asynchronously. They enjoy multi-tasking and sometimes get bored in lectures (McHaney, 2011). Thus, professional development (PD) in information communication technology skills (ICT) that is both engaging and beneficial is necessary to help teachers to keep up and respond to these changes. As teachers, we are expected to be multifaceted experts, with strong subject and pedagogic content knowledge, effective classroom management skills, and able to readily adopt new technologies (Grand-Clement, 2017). With such a range of expected competencies and with the fast pace of technological innovation, it is unsurprising that many teachers find themselves poorly equipped to harness new technology.

As well as already busy schedules, traditional, top-down, PD may not help in this issue. (Stanley, 2013; Thomas et al., 2013; Webster –Wright, 2009).

### "How can we provide opportunities for interest-driven and innovative practice for ourselves and the teachers we work with?"

There is some positive news, however. It has been shown that the right mix of support in developing practical classroom approaches, collaborative engagement with valued peers, and active meaningful cooperation can in fact result in very favorable outcomes in the ICT skills of teachers (Van den Berg et al., 2014). This then presents a professional development conundrum. How can we provide opportunities for interest-driven and innovative practice for ourselves and the teachers we work with?

One possible answer is to allow a return to the role of student, with unstructured opportunities to play and to explore the breadth of interesting possibilities afforded by ICT.

Most people are familiar with the idea of the Bootcamp, a short, intensive, and rigorous course of training and may perhaps know about coding "Bootcamps," where participants can get intensive and immersive training in new tech skills. The idea of the Bootcamp can easily be extended to help teachers level-up in their own tech skills and is presented below.

Professional development, especially in information communication skills and tools, should incorporate unstructured time. Time to explore, make mistakes, share experiences and gain confidence, are all understood as essential for learning, and we all too often fail to apply this to our own learning and the learning of the teachers we work with. It is essential however, as we are not simply training people to use a tool but are working with skilled professionals. This article describes how ICT Bootcamps with circuit training rotation can increase engagement and innovative use of ICT. This is key if we wish teachers to really "buy into" and experience a sense of ownership of the integration of ICT into their teaching.

## Bootcamp Playtime

The aim of the idea is to create an environment that is conducive to learning where teachers can play, explore and tinker with ICT in a safe collaborative environment. When teachers attend conferences or workshops they are often introduced to a myriad of apps and websites. After the initial "wow" factor however, teachers often forget about the new tools or cannot quite remember how to use them when back at their workplace. So, by introducing bootcamps where teachers come to play and explore new tools, websites, tricks, and apps collaboratively, with no hidden agendas, teachers' attitudes and beliefs are likely to be more positive towards the integration of ICT. While the incorporation of every single activity they encounter may not be desired or even beneficial, the simple act of being exposed to different approaches can spark our creative energy and enable teachers to move forward with the integration of technology, in class, in a positive and optimistic way.

## Use Circuit Training Rotation

As in most of our classrooms, most teacher training sessions contain teachers with different areas of experience and ability.



Some might be well versed in the use of blogs, wikis or social media, while others might be fully-fledged content creators on their own websites. Others may be completely innocent of the use of ICT in their language classes.

Additionally, just as our students' learning styles and interests differ, so do those of teachers. Some might only want to learn how to use a specific tool, whereas others would like to become familiar with a wider range of tools (e.g., a range of different poll apps). By using the idea of circuit training in physical work outs (short bursts of activity targeting different muscle groups), all these different goals can be realized, and participants will be able to move through different stations to experience new tools/websites/skills hands-on. Moreover, it allows for choice, variety and movement in a relaxed atmosphere.

**"The role of the trainer during bootcamps is one of a facilitator of an informal learning experience, rather than an upfront trainer in the traditional sense."**

## The role of the trainer

The role of the trainer during bootcamps is one of a facilitator of an informal learning experience, rather than an upfront trainer in the traditional sense. The trainer is facilitating the teachers' hands-on play with the apps and coordinating feedback on how the apps could be integrated into teaching in the teachers' context, or not. The trainer does therefore not need to be so tech-savvy. Not every teacher believes his or her technological abilities are adequate, so the trainer needs to facilitate communication and group work as well as creativity and skill to give all participants a flexible repertoire of teaching strategies. This role is similar to what is expected from teachers in blended courses, where they go from being on stage towards being a guide. Obviously, it would be ideal if the bootcamp trainer has experience logging in to the given operating system (Windows or Macintosh), navigating to websites, as well as some familiarity with the apps being explored in a particular session, but this is not strictly necessary if trainer and teacher explore and play together.

## Room/Hardware

As teachers are working in a circuit rotation, and can work in pairs, each station should have one computer or two with internet connection (if required). It is preferable that the computer is running the same operating system and internet browser that teachers have access to in their office and/or classrooms. This will make the actual integration of the tools and skills explored in the bootcamp appear more realistic and teachers won't be dazzled by a new operating system or very different computer, unless of course this is what the bootcamp aims to explore.

### Stage 1

Before you arrange the bootcamp, send out a short survey of tools/websites/skills you have in mind for the session, and also ask teachers to suggest any they are interested in, have been using in their teaching, or have been introduced to at a recent conference and would like to explore further. One possible way to do this is to use anonymous poll and survey tools, such as Kahoot! (<https://kahoot.it>), Poll Everywhere (<https://www.pollereverywhere.com>), or Mentimeter (<https://www.mentimeter.com>). This would have the added benefit of allowing the trainer and participants to learn about and experience a useful ICT tool and give everyone some initial ideas prior to the bootcamp session.

continued >>>

## Stage 2

Before setting up each circuit station, you need to think of the goal of the session, what the teachers will be doing at each station, and what technology is best suited to promoting learning at a particular station. Ask yourself the following questions: how many devices do I need? What tools and devices are essential for each station? Do I want some space where teachers can work by themselves or only enough for groups? How can I utilize the existing furniture in an innovative way? By taking these questions into consideration as you plan your session, you allow for choice, variety, and encourage movement around the stations and this is key as you set up the room. The goal is for teachers to cycle through different stations and experience ICT first-hand and complete different activities while stepping out of their comfort zones. If you ask teachers to bring their own devices, then take into consideration the number of electrical sockets available as you plan your sessions.

In a session on blended learning, participants at one workstation teachers may be learning about word clouds, while at workstation 2 participants are exploring how to incorporate online comics with their learners, and so on. You could create a short *PowToon* video. You can do this using the free site at <https://www.powtoon.com/home>. In the video you introduce the app/tool/website and illustrate how to use it. Then provide very simple instructions for teachers to follow and let teachers play around. As an added bonus, to make it fun and introduce a bit of intrinsic modeling, you could create the instructions by learning to use a comic strip generator such as (<http://stripgenerator.com>) or an image-based comic site (<https://www.makebeliefscomix.com>). This will also provide another opportunity for you to learn and for the participants to see some of the tools used and might spark an initial idea of how they could be used with their own students.

## Stage 3

Have teachers rotate around every 15-20 minutes depending on the different circuit training stations so that they can try out the tools hands-on. The exact time doesn't matter so long as the room is lively, and teachers are moving around enough to stay interested. Remember to check that the tool and/or website is active just before the bootcamp, as links change constantly. During the session, keep the groups small, around 3-4 teachers, so everyone gets to try. By simply introducing the technology and allowing teachers to play and make up their own mind about implementation, teachers will see the possibilities, as well as potential for adaptation, for their students and generate ideas. Also, having used the tools yourself, you will know well what any difficulties might be.

## Follow-up

Ask each group to briefly play around and/or research one of the tools with their students and give a 5 minutes *PechaKucha* presentation (<http://www.pechakucha.org>) at the beginning of the next session (or record it and upload it to a bootcamp blog where participants can watch, ask follow-up questions and learn from each other). This could be something as simple as *How to ask concept check questions using polls* or *How to use online comics to practice functional language taught in class*. Alternatively, for the follow-up session just invite the participants back and invite them to sit around and share each other's ideas and thoughts about the tools and skills. This gives everyone an opportunity to learn from each other, answering questions, giving guidance, and reassuring each other that they are implementing it correctly. The key to keep in mind, is that there are no actual experts, and no agenda; simply a fun time. If you have used all the tools yourself and if others have too, follow-up practical tips can be shared. The idea is simple to explore and share ideas in a collaborative and low-stress environment (perhaps bring in some fruit or cookies for the follow-up!).

## Impact on teaching

The entire purpose of the bootcamp is to offer exploration of process rather than demanding outcomes. Teachers attend, not because they want to check a box on a form indicating that they have attended X number of activities. But do so with a desire to advance their PD and maybe even have fun doing so. ICT bootcamps with circuit training rotation can model effective technology integration, and via collaborative sharing, teachers discover and share with each other effective technology tools and strategies which can be used with their students. Moreover, as teachers experience this hands-on, it is easier to not only see, but really feel, the potential for the classroom environment. Hopefully, in this way all can see the possibilities and realities of incorporating technology in their classroom practice.

## Conclusion

I have incorporated bootcamps into my work as a teacher trainer for quite some time now. They have become increasingly popular and highly anticipated among university staff (and some have even incorporated similar elements into classes with their own students. They look forward to the next "camp," and together, we continue to learn about new tools, websites, apps, and associated teaching tricks, and about how to best integrate them with our courses in a pedagogically sound way. No professional development mode is perfect, though some can certainly prove effective. What better way to test drive which one can be beneficial for students than actually trying them out ourselves in a stress-free environment.

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## The Author



Lucas Kohnke is a Teaching Fellow at The Hong Kong Polytechnic University and subject leader of ESP courses and the student mentoring scheme. His research includes student mentoring, professional development using Information Communication Technology, and English for Academic Purposes course design. Email: lucas.kohnke@polyu.edu.hk

# Boot Camp 2

## The teacher reboot camp: A reimagined approach to teacher training

By Daniel Král', Slovakia

### Introduction

Becoming a teacher means, for many, following a calling to help others, to share knowledge, improve people's lives and do something useful. For others, the career choice might arise from reasons of convenience. Teaching others about an area of expertise that you have might be an easy way to make a living for a while. However, the practicalities of being a teacher often mean dealing with stress on a daily basis. For there is frequent multitasking between teaching, classroom management, grading or just always mentally preparing the next lesson. There is ever increasing school administrative micromanagement and red tape, travelling in between classes and time spent on planning and professional development, not to mention difficult class members. Even though burnout is not universally defined, it is easy to imagine what it might comprise for teachers – fatigue, feeling overworked, tension and headaches.

According to research, teachers are at an increased risk of musculoskeletal and cardiovascular diseases, mental and psychosomatic disorders and nonspecific health complaints (Scheuch, Haufe & Seibt, 2015). It's not uncommon for big corporations and private businesses to look after their employees' wellbeing while providing professional training, to increase employee satisfaction and in this way to profit. There should be no reason why schools shouldn't explore approaches for ensuring their teachers' personal and professional fulfilment too.

### The 'Re-boot Camp'

The 'Re-boot Camp' in Slovakia is a week-long, English, teacher training event running since 2017 that attempts to provide a comprehensive approach to combining professional development with relaxation and networking. Its name was borrowed from the world of IT, where rebooting stands for restarting a device with a problem, to help it run smoother and faster. To the participants and people who have already heard about it, the name means just that – flipping the off switch on daily stress and refreshing one's mental and physical resources for a fresh new outlook. It was designed to focus on health and wellbeing as much as on teacher training, by combining morning yoga and a vegetarian diet with interactive workshops, professional networking events and some plain old recreation.

While the effectiveness of the Boot Camp is yet to be established, the following description can give ideas if readers would like to try something similar with the teachers they work with.

### Morning yoga

The mornings at the re-boot camp start with a voluntary yoga and mindfulness practice session. Being a teacher often means standing or sitting without movement for long hours, experiencing a significant amount of stress between students, management and personal life and dealing with physical symptoms such as headaches, varicose veins and lower back pain. One of the main principles of the re-boot camp is thus to break this stressful daily routine and explore new options of how to deal with stress and physical symptoms.

Studies have been examining the effects of yoga practice on chronic pain disorders (Tilbrook, Hewitt, Kang'ombe, Chuang, Jayakody, Aplin, Semlyen, Trehwela, Watt & Torgerson, 2011).

continued >>>



Randomized control trials established it as a viable alternative to exercise and physical therapy (Sherman, Cherkin & Wellman, 2011). On top of that, the mindful aspect of yoga has been suggested to help alleviate mental health symptoms, such as stress, depression and anxiety (Williams, Abildso, Steinberg, Doyle, Epstein, Smith, Hobbs, Gross, Kelley & Cooper, 2009) – with evidence of its benefits carrying over to everyday life. While workplace ergonomics are especially important for teachers nowadays and mental health care is slowly becoming destigmatized, millions of people around the world, including the participants of the previous re-boot camps, have found mindful movement practices to be helpful and enjoyable enough for them to make room for them in their daily schedule.

**“A symptom of a busy lifestyle can often be poor selfcare, which in turn often encompasses an unhealthy diet.”**

## Vegetarian meals

The camp, located in an educational center in Zaježová, places a strong emphasis on doing things differently. One of these differences is its vegetarian-only catering, which might be a drastic change from many people's diet. However, considering that the camp takes place in the middle of the summer, eating lighter and healthier might just be what the body and the mind need in order to be at their best. A symptom of a busy lifestyle can often be poor selfcare, which in turn often encompasses an unhealthy diet. The purpose of the re-boot camp is not to turn anyone into a vegetarian against their wishes, but rather to offer an alternative – to show how to provide delicious and nutritional meals that are more sensitive towards the environment, healthier and still easy and inexpensive to prepare. In addition, research does provide some supportive evidence for the benefits of vegetarian diets in reducing obesity, diabetes and cardiovascular risk factors (Pilis, Stec, Zych & Pilis, 2014). Coupled with the beautiful setting of the camp, focus on mindfulness and engaging professional workshops, the purpose of potentially changing one's eating habits for a week is simply to lead the way towards an alternative diet. This is a positive change that anyone can incorporate into their lives to some extent.

## Daily workshops

The professional development aspect comes in the form of daily workshop sessions. There is a main session starting in the morning, and a second, shorter session in the late afternoon – after lunch and a siesta. The workshops have been delivered by inspiring and experienced teacher trainers including Philip Kerr, Peter Medgyes, Margarita Kosior and Dimistris Tzouris. The purpose of these workshop sessions is generally to reexamine the participants' teaching practices and, in a way, to put them in the shoes of their students – to get them thinking outside of their teacher's box, to pursue and experiment with their own ideas and to challenge the context of learning. Teacher training does not need to be an afternoon seminar consisting of lectures and PowerPoint presentations during the time at work that could be spent teaching, grading or lesson planning. Teacher training at the re-boot camp is interactive, relaxed and yet still productive at the same time. The camp has always been open to both young and experienced English teachers and this variety of backgrounds and teaching styles determines the variety of the training outcomes. Whether it is just taking notes during the sessions and revisiting them later, taking away a new concept to think about or actively using new skills and methods, these workshops are designed to cater to the full spectrum of participants.

## Networking

Finally, the re-boot experience would not be complete without networking opportunities facilitated between the hosting school, the camp venue and local businesses. Networking is a useful career and professional development resource that is often overlooked. Giving teachers an opportunity and the encouragement to engage in professional development and social activities beyond training and in-house teambuilding can lead to lasting, mutually beneficial relationships and collaboration.

## Free time

The evenings and free time are usually spent on sports and summer activities, local wine tasting and networking with other participants and guests. Additionally, there are events such as participating in community service projects, providing an opportunity to offer help while also rediscovering a feeling of fulfillment and joy from seeing the results of volunteering. On one hand, it gives participants a feeling of being on a summer holiday. On the other hand, it encourages collegiality and helps build professional relationships between teachers and schools alike.

## Benefits

Occupational stress, defined in the work of Johannes Siegrist from the University of Dusseldorf (Siegrist, 2002), as an imbalance between the effort put into one's work and the perceived reward, can be seen in the teaching profession due to its generally high work commitment and relatively low wages. Teaching more classes could potentially result in earning more money but will probably lead to more stress. Teachers who, instead, work on increasing their value through meaningful professional development and learning better self-care practices can possibly pursue career pathways more suited to their individual needs and preferred lifestyles, and maybe attain seniority with an appropriate financial compensation. Schools that can recognize the benefits of and actively encourage holistic approaches that help teachers develop as individuals, might well see lower staff turnover rates, higher student satisfaction and better work relationships.



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## The Author



Daniel Král' obtained his undergraduate degree in Psychology from the University of Aberdeen (UK). This was followed by a master's degree in Health Psychology from University College, London where his focus was on occupational physical activity and stress. In 2014, he worked as an entry level ESL teacher in Guangdong, China and later obtained his CELTA from Akcent International House, Prague in The Czech Republic. He returned to academic research in Experimental Psychology and Human Factors at the University of Idaho (USA). There he worked as a graduate researcher focusing on attention and mindfulness in movement and posture, as well as being a teaching assistant in Behavioral Sciences. Most recently, Daniel resumed teaching English in his home country of Slovakia, at The Bridge, a private language school in Bratislava. Email: kral@teacher.thebridge.sk

# A 'Growth Mindset' in an English language teacher training programme

By Laura Hadwin, Canada

## Introduction

The idea of a 'Growth Mindset' (Dweck 2006) has gained considerable attention recently. Rather than being one single theory, it is based on individuals adopting a variety of meta-cognitive strategies to enhance their ability to learn and accomplish goals, as well as to address limiting attitudes. I chose the concept of Growth Mindset for a sixteen week, pre-service, teacher training programme for Panamanian primary English teachers at Camosun College in Victoria, Canada. I used it to thematically anchor the course and for its positive transformative potential for learners, trainees, teachers and for myself, as well as for its current prominence in education.

**"A growth mindset is about believing people can develop their abilities. It's that simple."**

## What is a Growth Mindset?

'Becoming is better than being.' (Dweck 2006, p. 25)

'A growth mindset is about believing people can develop their abilities. It's that simple.' (Dweck 2016 p.215)

The idea of Growth Mindset is attributed to Carol Dweck who argues that we have much more agency than we realise to positively direct our lives, and who posits two types of mindset.

A person possessing a growth mindset believes that intelligence and personality are neither innate nor fixed, that we continually develop our knowledge and skills, that our perceptions of ourselves and our abilities affect outcomes, and that risk-taking and failure play a large part in success. Possessing a growth mindset is particularly relevant in today's complex and ever-changing world, and it would also strengthen the skills of creativity and critical thinking.

Conversely, someone with a fixed mindset feels that they have little control over their development, and they are often risk-averse. Dweck asks us to question the implications of thinking that our intelligence or personality are fixed, and argues this will create difficulties for us in overcoming challenges. It is also very likely that many individuals have not actively reflected on their mindset at all, and if they have not, it is much more difficult to address the barriers that a fixed mindset present.

## Growth mindset and teacher training

'Great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning.' (Dweck 2016 p.197)

'Great teachers set high standards for all their students, not just the ones who are already achieving.' (Dweck 2016 p.200)

If a trainer prioritises and models a growth mindset, it is my belief that they can help trainees become aware of its value, and when the trainees become teachers, they in turn can help their learners develop growth mindsets. This is useful not only for language learning, but also for life outside of the classroom.



PB

## The start of the PRESETT course

During the first week of the pre-service, teacher training programme for Panamanian primary English teachers at Camosun College in Victoria, Canada, we focussed on icebreakers and warmers, and this allowed us to develop relationships with one another. This is very important in teacher training as trainees can feel very vulnerable because they are both learning and practicing a new skill at the same time, and often doing so in front of their peers. It can also be difficult for L2 speakers because they are afraid of making mistakes in the target language. Anxiety also exists for native speakers who feel they need to know all the grammar rules of their first language.

Incorporating aspects of a growth mindset into the warm-up and icebreaker activities by, for example, not being so concerned with winning, losing or 'failing', but instead highlighting the importance of effort, allowed us to alleviate some of these issues. As these are future primary teachers, I selected activities that they could use in their own language classrooms, but also ones that allowed us to reflect on and address areas such as competition and cooperation between students, and how these affect a growth mindset, as well as learning and development. One example is 'Names and Gestures,' a circle activity designed to help participants remember each other's names. Everyone must think of an alliterative adjective to go with their name plus a gesture to go with it. (For example, 'Lively Laura' and a wriggle of the fingers). We all had difficulty remembering each other's names but we encouraged each other to keep trying. We gave clues so that people could get the names. Modelling the idea that learning takes time and that there are helpful strategies helps trainees develop a Growth Mindset. In the feedback afterwards, we talked about how emotions, as well as our beliefs about effort, affect our self-esteem and our attitudes to learning.

We also did 'Names on Backs' where a famous person's name is stuck to a learner's back, and they must guess their own identity by asking others (who can read the name) 'Yes/No' questions. This led to a discussion on how activities should be designed so that they are engaging, but also prioritise learning and how teachers need to encourage and require quality work by not rewarding speed. If learners do persevere and succeed, they feel very proud of their effort, and this was particularly evident when everyone had remembered all twenty participants in 'Names and Gestures' described above!

## Welcoming a Growth Mindset in the first few days

To introduce the idea of a growth mindset, I used experiential and learn-by-doing activities as this reflects SIOP (Sheltered Instruction Observation Protocol), which has recently been adopted by the Panamanian Government. (See Markwick et al, 2018). I wanted to employ a very learner-centred, creative and innovative approach, as well as demonstrate the value of taking pedagogical risks, which aligns with a Growth Mindset approach to education. Below are a couple of example activities I used.

### Activity

Participants become neurons (Ricci 2013)

### Materials

Three pieces each of dental floss, string and sailing rope/ thick cord about three feet long

### Stages

1. Nine volunteers come to the front of the room and stand in a circle. From three of the volunteers, elicit activities that they are new to and just learning, which could include a language, sport, hobby, etc. These activities are represented by the floss. Individually, each of the three volunteers tell the whole group the new activity they are learning, hold onto one end of the floss, and hand the other end to someone standing across the circle. The person may not be directly across from them, but they should not be next to them, otherwise it will not be possible to stretch the floss out.
2. Next, from three of the other volunteers, elicit activities they have been doing for some time, but are still learning, and this is represented by the string. They tell the group the activity they are still learning, hold onto one end of the string, and pass the other end to someone across the circle.
3. From the remaining three volunteers, elicit things that they have been doing for a considerable amount of time and are very adept at, and this is represented by the sailing rope or thick cord. As above, they tell the group the activity, and pass the rope to someone across the circle.
4. Now, everyone should be holding onto their floss/string/rope/ in one hand, and someone else's floss/string/rope in the other, and all of these are stretched across the circle creating a complex woven effect. The trainer elicits what the floss, string and rope could represent, but will probably need to provide helpful clues to guide the trainees. They should identify the floss, string and rope as neural pathways in the brain, the circle formed by the volunteers as the brain, and the volunteers as neurons. They probably will not have the language to describe neurons and neural pathways but will recognise that the strength of our abilities is determined by the amount of practice we have had. It is key to emphasise that the size and shape of neural pathways is not fixed; the rope was once floss. Becoming an expert at something demonstrates neuroplasticity, which is the brain's ability to change and develop. In our session, we discussed how in a growth mindset, despite the strength and width of the sailing rope, additional exploration and learning are possible, and desired, and this is particularly true for teacher development.

## Follow-Up

For homework, the trainees created diagrams of their brains' developing and established neural pathways, in relation to personal interests, as well as English language development and teaching skills, and the next day we discussed strategies for strengthening the weaker areas on the diagrams.

During the first week, I also asked participants to write letters to themselves identifying and expressing their hopes for, as well as their fears about, the course and about becoming teachers. I put these letters in a sealed envelope for them to read at the end of the course. Later in the course, I incorporated a guided visualization activity where they envisaged their future teaching selves, future school and learners, and afterwards we unpacked the potential symbolism of this and discussed how teachers can manage stress.

**“We like to think of our champions and idols as superheroes who were born different from us. We don't like to think of them as relatively ordinary people who made themselves extraordinary.”**

## Effort in the rest of the course

We like to think of our champions and idols as superheroes who were born different from us. We don't like to think of them as relatively ordinary people who made themselves extraordinary. (Dweck 2006, p. 90)

'In one world, effort is a bad thing. It, like failure, means you're not smart or talented. If you were, you wouldn't need effort. In the other world, effort is what *makes* you smart or talented.' (Dweck 2016 p.16)

Focussing on the importance of effort, and recognising it in trainees, is central to training with a Growth Mindset. Praising effort creates a sense of security and increases trainee self-esteem and confidence, which facilitates risk-taking, and this leads to growth. Additionally, teaching and learning can be very unpredictable, and managing this is very challenging for new teachers; however, the effort that trainees and teachers put in is within their control.

After the first week, trainees were responsible in pairs at first, and then individually, for introducing a ten to fifteen-minute warm-up activity at the beginning of the day. This task focussed on developing a growth mindset as there was no grade given, but rather, we as a supportive teaching and learning community gave feedback. Peer feedback featured largely on the course, and it is key that trainees feel comfortable and confident both giving and receiving feedback. We discussed possible feedback areas such as teachers giving instructions, activity set-up, grouping, the appropriateness of the task/activity, teaching techniques and the creation of a positive learning environment. The trainees also prepared emotionally by anticipating how they might feel, and how having a growth mindset could support emotions that arose as a result of giving or getting critical feedback. By reconceptualising critical feedback as an opportunity for growth, trainees felt much more comfortable, confident and even eager for feedback, as this would help them identify new areas to direct their effort. I tried to model a growth mindset when giving feedback by acknowledging effort, as well as whether trainees had built on previous feedback.

We also looked at sample feedback teachers had given to their learners, and the trainees had to identify whether the feedback encouraged a growth or fixed mindset, and this also allowed them to develop more appropriate classroom language.

## Risk and Failure

'People in a growth mindset don't just seek challenge, they thrive on it. The bigger the challenge, the more they stretch.' (Dweck 2016, p. 21)

'Those with the growth mindset found setbacks motivating. They're informative. They're a wake-up call.' (Dweck 2016, p.99)

Risk should be encouraged in all teacher training programmes, but in pre-service teacher training, the primary emphasis is on trainees demonstrating their skills and knowledge. This limits opportunities for them to freely explore their emerging teacher identity, or to design and deliver their own activities in a safe and supportive environment, without worrying about failing. If trainers model positive responses to 'failure', this normalises it and encourages trainees to take risks, but also not to feel so disheartened when an activity or lesson goes poorly. Part of being a trainer, and a teacher, involves managing expectations, but also giving learners the tools to better manage their successes and 'failures'.

To introduce the positive opportunities that can emerge from failure, we watched the video *Famous Failures* (Motivating Success 2012), and trainees discussed how this could be applied to learning to teach. I shared a few teaching 'failures' of my own, including when during my first week of teaching I wrote all of the children's names on the board in red, which in Korea means death, as well as how I marked all of their tests using checkmarks which look like a line, which in Korea means incorrect. I also explained that the children would laugh at my scratchy singing voice and point out that my artistic skills did not match those of their other teachers. But the children knew I cared about them and was dedicated to teaching, and the trainees really appreciated these anecdotes. After the lesson, I explained that I had never taught Growth Mindset before, and therefore that I was taking a pedagogical risk, but wanted their feedback so that I could continue to grow.

On our course, the most important thing was maximising learning; practice was prioritised; transferring learning to the next part of the course was key, and areas for improvement were never seen as 'failures'. During the course, trainees were filmed teaching, and this involved considerable risk to their developing teacher identities, but when they realised the videos would serve as an archive that they could look back on to see how far they had come in their teaching, and also identify what they wanted to develop, they viewed being filmed more positively.

**“It is not always people who start out the smartest who end up the smartest.”**

## Resilience and Grit

'It is not always people who start out the smartest who end up the smartest.' (Dweck 2006, p. 5)

'The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset'. (Dweck 2006, p. 7)

continued >>>

Mental health and well-being are now key areas for teachers and trainers, and we must help learners develop resilience and grit. The course was incredibly long, and we did weekly check-ins using SMART (Specific, Measurable, Achievable, Relevant and Time-bound) goal setting to stay on track. Some of the categories focussed on aspects of Growth Mindset such as 'Tried my best', but trainees also needed to develop the ability to manage their own specific learning needs. So, they created three of their own goals, and each Friday they discussed their progress in small groups. Some of the goals focussed on language development, whereas other goals were more directly related to teaching and covered areas such as classroom management or the use of technology. The trainees felt being accountable to their peers in the check-ins increased their motivation and helped them remember that what they were doing now would help them become better teachers in the future. Developing the ability to set, meet and reflect on goals will help trainees manage and maintain their professional development, and they can pass these skills onto their learners. I also emphasised that we all have difficult weeks, but if there was a pattern of not reaching one of their goals, they probably needed to adjust the goal, or increase their effort. Grit was demonstrated by the trainees throughout the course as it is not easy to train to be a teacher.

## Ways Forward

Many of the ideas in Growth Mindset are not new, but consolidating them into one concept, and then supporting this with classroom activities and materials, has made it much more appealing and accessible for teachers. Incorporating Growth Mindset throughout the Panama Bilingue teacher training course led to many positive results in terms of trainee confidence. It also provided examples of supportive teaching and learning. I still don't know how successfully or explicitly Growth Mindset can be taught, but I believe awareness about its importance should be addressed in pre and in-service training courses, and modelling this behaviour for our trainees is an excellent way to achieve this.

I do however believe a Growth Mindset can be acquired, and view my own change in attitude towards appreciating and valuing critical feedback, rather than being discouraged by it, as evidence of this, despite it still at times being more espoused than embodied!

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## The Author



Laura Hadwin is a teacher and teacher trainer at Camosun College in beautiful Victoria BC, Canada. She is interested in teacher beliefs and identity, as well as creativity in teaching and learning. She has taught and delivered teacher training in South Korea, Spain, the UK, Turkey, Qatar and Mexico. She enjoys yoga, volunteering and exploring our beautiful world! Email: [laura\\_hadwin@live.co.uk](mailto:laura_hadwin@live.co.uk)

# Trainer Materials

## Throwing the coursebook into the sea: an opportunity for student-centred teachers

By Amadeu Marin, Spain and Mario Rinvoluceri, UK

Below, two experienced teachers and teacher trainers give their thoughts on how new technologies can promote learner centredness in the TESOL class. The first writer is Mario Rinvoluceri who says he is 'such a retrograde old codger that he does not even have a primitive mobile phone. He has co-written fourteen methodology books mostly with Pilgrims colleagues.'

The second author is Amadeu Marin, who says 'he teaches in East Spain in an Escuela Oficial de Idiomas and is Pilgrims' main teacher trainer on mostly EU funded Summer courses which focus on use of the new and less new technology which is made possible by computers and the Internet.'

### Mario writes

Over the past eight long years of right-wing government in the UK, British State Schools have been ever more strapped for cash due to austerity policies and have been forced to compete very largely in terms of exam results for as good a place as they could get in the Government -organised league tables.

Could it be that this achingly prolonged period of neo-liberal strait-jacketing and bullying of schools is maybe creaking to a close? Let me quote two fully "establishment voices" who would not be attacking the last 8 years of educational mismanagement unless they were convinced the time was ripe to do this and unless there was clear evidence staring them in the face.

## “An addiction to exams is fuelling stress, anxiety and failure in schools across Britain”

The first voice is that of Lord Gus O’Donnell, now retired Head of the Civil Service. (In the UK even the very senior civil servants do NOT change with a change of Government). He told Sarah Marsh of the Guardian Newspaper in a recent interview that “An addiction to exams is fuelling stress, anxiety and failure in schools across Britain”. He went on: “Britain is sleep-walking into a deepening crisis” and called for the current exam system to be overhauled.

O’Donnell’s call for change is strikingly strident and un-mandarin-like in tone. It comes after research into young people’s mental health in England (not the UK) found that 20% of the girls aged 17 to 19 and 10% of the boys of the same age had self-harmed and, in some cases, tried to kill themselves. The ex-head of the Civil service also questioned how academically good the UK’s results were when compared to European neighbours. He said: “The Netherlands are miles ahead of us on literacy, numeracy and science, as is true of Finland, where they start primary later. We are getting something wrong.”

Simon Jenkins is a second establishment voice who seems even more worried about Britain’s drift away from student-centred teaching than the ex-Head of the Civil Service. (The Guardian is a left-wing newspaper and Jenkins is a regular member of their commentariat but he is way to the right of most of the other “club members”).

## “British children seem under perpetual assault from the three horsemen of the apocalypse: obesity, social media and the manic gods of examination.”

On June 15th 2018, Jenkins opened his article with this paragraph:

“I used to long to be a child again. Not anymore. British children seem under perpetual assault from the three horsemen of the apocalypse: obesity, social media and the manic gods of examination. Of these the most needless and clearly dangerous is the exam. One in ten children now has a clinically diagnosable mental illness. Rates of teenage self-harm have risen dramatically in the last decade.”

Towards the end of his piece Simon Jenkins delivers this judgement: “Britain is on its way to the purgatory of South Korea where secondary school children are made to cram for 14 hours a day to get into university, with suicidal consequences”.

For many teachers, textbooks seem to be the royal road to exam success. Teachers often thus tend to follow them. Coursebooks can organise our teaching and gave it some sort of apparently coherent shape. Which is why so many of us still clutch them. As trainers we need to understand this. But it is impossible for the texts chosen for inclusion in textbooks to be of deep interest to each person in the room.

If the Establishment in Britain is turning against “teaching to the exam” maybe this means that foreign language teachers (colleagues who teach, French, Spanish, German and ESL English as a second language) here have an invitation to use technology to tailor-make their courses to the individual needs and interests of their students? The internet makes this entirely feasible. I asked Amadeu Marin, an expert user of educational technologies what he thought about this.

## Amadeu writes

Well, Mario... I might be an ‘expert user’ of *EdTech* (educational technologies), but I’m certainly NO techie! I’ve been a teacher of English as a foreign language for over 30 years. I’ve been school director, deputy director, head of studies, exam coordinator, online programme coordinator and ICT coordinator at EOI Castelló, Spain, and I’ve also done some teacher training on the side. But I’ve never stopped being a teacher; as I get more experienced and progress in my career, I feel more and more passionate about teaching, and I get more and more fun out of it.

### My pimped-up ‘unplugged’ teaching approach

Back in March 2000 Scott Thornbury, inspired by the *Dogme95* Danish filmmaking movement, published the seminal article *A Dogma for EFL*<sup>1</sup>, which in turn started what’s also known as the *Unplugged* movement in language teaching. He deplored the way EFL had been ‘hijacked, either by materials overload, or by Obsessive Grammar Syndrome (OGS)’.

I’ve been using an *unplugged* approach for some years now, and I love the freshness it has brought to my teaching. Developing the lessons from my learners’ life experience, interests, worries, dreams, etc, and ‘locating’ them in the here-and-now of the classroom has afforded me and my students a measure of freedom and enjoyment I rarely experienced when I used textbooks and all their paraphernalia of workbooks, DVD-ROMs, IWB digital editions, etc. that buried ‘the inner life of the student’, the real story that unfolds from genuine conversation.

I enjoy this stripped-down, back-to-basics way of teaching, this celebration of the people in the classroom as the source of the learning adventures we embark on. Although I usually do have some sort of lesson starter up my cuff, I’m more than happy to go with the flow when something crops up. Actually, the first thing I do when I walk into the classroom is observe: watch and listen. Ideally lessons just ‘happen’, and that’s really magical. Like when I walked into the classroom once and noticed two learners having a whispered conversation which unfurled into a whole two-hour lesson in which we discussed the pronunciation of voiced and unvoiced consonants and ended up inventing stories featuring words containing the ‘v’ sound. *EdTech* afforded us the tools each learner used for preparing, self-correcting, audio-recording and sharing those stories with each other.

### How EdTech helped me get rid of the textbook

I used coursebooks for many years in the past, and, undoubtedly, they helped me teach and grow as a teacher. Certainly, textbooks are very useful things. One could argue they make teachers’ lives easier by structuring the course, presenting, explaining and drilling grammar and vocabulary, selecting and adapting reading and listening texts, designing writing and speaking tasks, providing tests and practice for the exams that you, Mario, have already talked about.

On top of that, coursebooks also play a role in teacher training. I understand that a number of English mother tongue teachers start their careers in ELT with little linguistic training, having taken a CELTA or DELTA course. Textbooks, more specifically the teacher’s book in a coursebook, help them get to terms both with the grammar of their own language and basic teaching procedures. I read modern languages at university (French and English), but unfortunately started teaching without any pedagogic training. The moment I landed a good teaching job I started reading about ELT, attending conferences and taking summer training courses; textbooks, too, played an important

<sup>1</sup> <https://goo.gl/qZ3UDr>

role in acquainting me with the ropes of the job; things like dealing with reading and listening, drilling, managing speaking and writing tasks, etc. Being a first language Spanish teacher, they also helped me develop my own English.

### “Textbooks made my teaching life easier. Easier; but less exciting.”

Textbooks made my teaching life easier. Easier; but less exciting. Even worse, I gradually started to get frustrated by textbooks for a number of reasons. Everything is ready-made, with little space for creativity; the author(s) and publishers impose their teaching agenda. There is no surprise; students know that after unit 6 lesson A we will be doing lesson B, which often takes out a lot of the enjoyment and leads to boredom. There is too much material, not properly exploited; after doing a reading or listening exercise, why not mine the text for useful language? Tasks and exercises are invariably exam-oriented, not like real-life responses to textual stimuli or situations. On top of everything, textbook packs are getting more and more expensive!

ELT author Dorothy Zemach gave a plenary talk at the IATEFL 2018 conference, in Brighton, England titled *Sausage and the law: how textbooks are made*<sup>2</sup>. She informed an international audience of hundreds of TEFL professionals that, after the year 2000, things have got really bad for ELT authors, with business people, rather than ELT experts making the decisions. The result is that perfectly good content from a teaching perspective is getting filtered and blocked according to the specifications of *author's briefs* written by the marketing departments of the big publishers. The main culprit is the necessity for coursebooks to be sold to a global market, which results for one thing in reading, listening or watching material that can be, and often is, irrelevant to learners' lives, and for another, and most preposterously, in the 'sanitation' of those texts to comply with the cultural and ideological restrictions mainly of the Middle East and North American (i.e., USA) markets. This affects not only taboo topics like the well-known PARSNIPS (politics, alcohol, religion, sex, narcotics, -isms, pork), but also particular words; for example, Zemach wasn't allowed to use the phrase 'the evolution of an idea...' because the word 'evolution', would offend sensibilities and make the coursebook difficult to market in the USA!

### Teach the learners, not the book!

When Scott Thornbury published *A Dogma for EFL* many thought he seemed to be advocating not only a conversation-driven, materials-light approach, but also a tech-free one. However, in June 2017, in the post *M is for Manifesto* from his amazingly encyclopaedic blog *An A-Z of ELT*, he states that 'While the idea of taking students to the bar or library is clearly impractical, technology now allows us to bring the bar or library into the classroom'. Far from being solemn, my *Dogma* 'vow of chastity'<sup>3</sup> is pimped up by the use of EdTech, which has helped me get rid of textbooks and become even more learner-centred than before.

Yes, the textbook offers a roadmap for the course, and that can act as a sort of safety net for the teacher, especially the inexperienced one. But rather than following a rigid temporalisation, I use a sort of 'shadow framework' for the conversations that drive the course. A responsive teacher will be able to observe the expressive needs and the learner language that emerges from those and scaffold it as required.

Instead of using the written and spoken texts selected and adapted by the 'absentee' author, from B1 upwards we are not afraid of using authentic materials that we find online —'grade the task not the text'; ring a bell? I say 'we' because it is not just

me trawling the internet for authentic reading, listening or watching content. I help my learners find suitable materials for consuming and using as models. And rather than just reading, listening or watching them and answering exam-like questions, we come up with more real-life responses and explore those materials as we become 'language hunters' for lexical chunks and patterns that look useful or cool and that we would like to incorporate into our own English, the English each one of my learners is building up.

### Web 2.0: Everybody's a creator

The Wikipedia page for *Dogme language teaching* lists the key principles of the approach, one of which is the *empowerment* of both students and teachers 'by freeing the classroom of published materials and textbooks'. The web 2.0 brought about a ground-breaking change in making everybody not only a consumer of Internet content, but also a producer. 'Web 2.0 encourages participation, collaboration, and information sharing'<sup>4</sup>. We (me and my learners) use web tools and mobile device apps to edit texts collaboratively, do activities around images and record audio and video tasks. Most importantly, we use other tools as the online component of our particular 'blended approach'. I've been using *Padlet* with my beginner groups and *Google+ communities* with my B2.1's for this. We use the rich possibilities these web tools afford us in various ways:

- They provide us with an online or virtual space for the group from where the conversation started in the brick-and-mortar class can go on.
- The language that emerges during the lessons is captured and lesson summaries (or 'post plans') are shared on those tools. [1]
- Homework tasks (text, audio, video) are posted and shared there.

Links to media related to the themes dealt with and the language uncovered during the lesson can be freely shared by any member of the class, including the teacher!

*Padlet* is a user-friendly online digital board where everybody who has the URL can post; *Google+* is the *Google* social media tool<sup>5</sup>. I see the adoption of web 2.0 tools like these as a way of giving learners agency. The most important element in the learning process are the people, and the learners are the main characters in the story. They're the ones doing the learning! I believe that by enhancing my *unplugged* approach with the addition of these EdTech tools I'm only affording my students more opportunities to communicate, to interact, to tell their true stories.

[1] I owe the concept of 'lesson summaries' to Ceri Jones (check her amazing blog, *Close Up* <https://cerij.wordpress.com/>) and that of 'lesson post-plans' (love the oxymoron!) to Luke Meddings.

### The Aauthors



Amadeu Marin  
Email:  
amadeumarin@gmail.com

Mario Rinvoluceri  
Email:  
mario.rinvoluceri7@gmail.com

<sup>2</sup> <https://goo.gl/mBv66T>

<sup>3</sup> <https://goo.gl/eDQKXp>

<sup>4</sup> <https://goo.gl/efuqHi>

<sup>5</sup> Unfortunately, *Google* shut down free *Google+* accounts last April.

Other tools to be used for the same purpose are VLEs like *Moodle* or *Edmodo*, *Google Classroom*, *Facebook* or blogs.

The

# Teacher Trainer

## Sending in?

Would you like to send something in to *The Teacher Trainer*?

If you have an idea that is useful, relevant and interesting to teacher trainers, teacher educators and teacher mentors, why not write it up for us? If you are not familiar with our content or style, read an issue or three of the journal and also go on our web site to read examples of articles that have appeared in our pages.

## Our readers

Our subscribers and readers are all over the world. Some have English as their first language. Many do not. They may be trainers of pre-service or in-service teachers and they work in many different settings. This is why a clear structure and clear language are very important in a first draft article. We are not overly academic. Even thoughtful pieces will keep the number of bibliographical references to under ten. And these pieces will contain a section on how the thoughts can be implemented or made to come alive to readers in their own settings

## Timing

*The Teacher Trainer* comes out three times a year, but for contributors there are no deadlines as such so there is no need to worry about timing. Articles are printed once they are ready and after they have queued up for a while. There are no special issues, but there are specialised series running in most issues. Examples of these are "News in Our Field", "Practical Training Session", "Observation and Feedback" and 'Interview'.

## First draft

So, if you would like to send us an article, please write in an accessible, non-academic style. Length should normally be 800-4,000 words. Send your first draft in double spaced with broad margins. Use headings and sub-headings throughout to make your text easier to follow. Please give a brief bio data and an accurate word count at the end. Make sure your name and contact details appear in both your article and your accompanying email in case the two get separated. Don't send your article to other publications at the same time as you are sending it to us as we will then not consider it.

Your article will be acknowledged by pro-forma email. It is normal for contributors to receive editorial comments later on so please do not take this as a sign of failure! Edits are often necessary to ensure your text is clear, a good length and makes sense to readers in very different settings round the world.

## Turning down

We do sometimes turn articles down. This is usually for one of the following reasons:

- The article is for language students or language teachers not for our readership of teacher trainers, teacher educators and teacher mentors.
- The article is too similar to one already published or about to be published in the journal.
- The article (or a part of it) has already been published elsewhere.
- The article is too long for our few pages.
- The article is very academic in style.
- The article contains nothing new.

But wherever possible the editor will work with you to get your ideas in print. She is part-time so there may be delays when she is teaching or training and thus not working on articles for a few weeks.

Once accepted, we try to publish your article in about four issues, but if it is an awkward length, or we have space constraints, it may be in the queue longer.

## Short articles!

When we are laying out a new issue of the *Teacher Trainer* journal, we often have a little space left over. We keep that for extra adverts that come in late. These little spaces are also perfect for short articles! So, if you have a really good idea that you want to share with fellow professionals, and it is very short (under 1,000 words), send it in! It may well help us with our layout. It may also mean that your work gets printed quicker than usual too!

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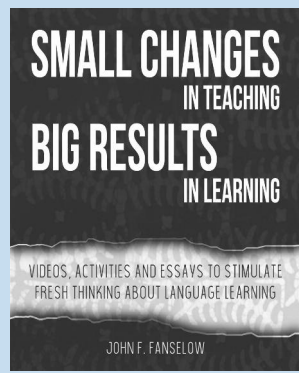
**Tessa Woodward**  
Editor, *The Teacher Trainer*  
editor@tttjournal.co.uk  
www.tttjournal.co.uk

# Trainer Resources 1

## Small Changes in Teaching, Big Results in Learning

By John F Fanelow, Japan

This advice, "You can change the world, but please don't unless you know what you are doing!" which I heard in a talk about bullying and school shootings in the USA at Teachers College by James Garbarino resonated with me because it is a central theme of *Small changes*...



All too often school districts, ministries of education and politicians propose new plans to stop bullying, improve learning, or increase test scores. Most of these have little effect because they provide no ways for teachers to implement the plans nor any methods to explore the extent to which the prescribed methods produce different outcomes. No plans to gauge the consequences of the new plans.

Since I first was asked to supervise teachers' practice teaching in a teacher training college in Nigeria 57 years ago, I have seen teacher preparation and ways to improve teaching and learning as a joint enterprise of exploration rather than a series of directives from ministries, school districts and politicians to implement.

In *Small Changes*... I provide ways for teachers to explore questions like these:

- To what extent is what we actually do, want to do and think we do in tune?
- In what ways are activities we consider beneficial perhaps not and activities we consider detrimental perhaps useful?
- To what extent do our activities enable students to learn on their own and to what extent do they teach awareness?

When I call an airline, bank or government office I am told that our call might be recorded so that we can better understand what we are doing and to what extent how we hope to serve and be helpful we are.

In the readings and videos in *Small Changes*, I illustrate ways to, with our students, analyze recordings and one-page transcripts of our interactions, make small changes and compare the results as well as our students' reactions.

Having students read aloud around the room as they look at the text is an almost universal practice. I invite teachers to have their students silently read a phrase from a sentence and then look at another student and say the phrase aloud. In this way the language has to pass from the page to the brain and out the mouth, rather than from the page to the mouth, which happens while we read aloud.

I then ask students to record what they say, write what they say and compare what is recorded and written with what they say and the text.

I invite teachers to have their students re read the same passage on subsequent days and compare the length of their phrases and the number of substitutions they make, some of which fit the meaning and show understand and some of which are errors.

Of course, rereading the same text, no matter how engaging it is can become tiresome. So, to raise the ante, I have students suggest ways to re format the text. Here are a few options that students have suggested.

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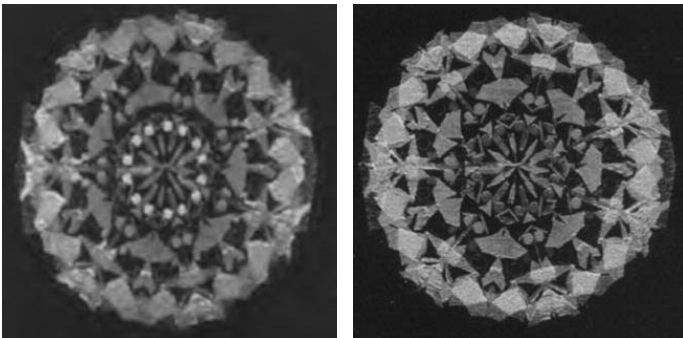
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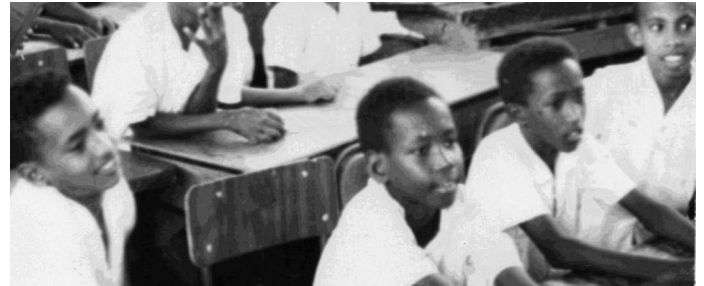
All of these three require thinking rather than memorization. They also illustrate the play spirit of language and engage the natural curiosity we all have to learn.

When we look at how different a design is in a kaleidoscope if we turn it even one millimeter, we realize how powerful small changes can be.



I hope you and your students will experience the same exhilaration in trying the alternative small changes I suggest and that teachers generate as they explore teaching non-judgmentally as I experienced in describing and demonstrating them.

Here are some students in Somalia doing some of the activities I suggest, exhibiting what I think is exhilaration. Over to you to agree or not.



You can read some of the chapters of *Small changes* on Amazon using the 'Look inside' feature. And you can investigate further by putting 'iTDi Fanselow' into your browser search box.

### The Author



John F. Fanselow is professor emeritus at Teachers College, Columbia University and a faculty member of the International Teacher Education Institute—iTDi.

His main interest has been observation and analysis of interactions, both inside and outside of classrooms. His publications reflect this interest. In *"It's too damn tight!"* he illustrated

major differences in how we talk about objects inside and outside of classes and used some common spoken words for the first time in the *TESOL Quarterly*. *"Beyond Rashomon"* and *"Let's see"*, two of his seminal articles in the *TESOL Quarterly* led to *Breaking Rules* (Longman, 1987) and *Contrasting Conversations* (Longman, 1992). *Small changes in teaching, big results in learning—Videos, activities and essays to stimulate fresh thinking about language teaching and learning* (iTDi, 2017) illustrates practices he has been exploring since his first teaching job in 1961 in Nigeria.

In addition to teaching and writing, he has been active professionally, serving as second vice president and president of TESOL and president of New York TESOL. In 2005, John received the Distinguished Alumni Award from Teachers College, Columbia University.

Email: jff15@tc.columbia.edu

## Trainer Resources 2

### Why I published an online course for teachers on spoken grammar

By Ken Paterson, UK

A few years ago, I co-wrote a textbook for EFL students, titled 'A Handbook of Spoken Grammar' (Paterson, K., C. Caygill & R. Sewell 2011). Our aim was to bring into the classroom a selection of the grammatical items highlighted in the corpus research of academics such as Michael McCarthy and Ronald Carter.

To give you a flavour, here are a few of the items we included:

- Heads* (changing the normal word order of a statement or question by placing the significant element at the front) as in: 'That new French restaurant on Park Street, does it look any good?'

continued >>>

- b. *Tails* (typically, expanding a pronoun into a noun phrase at the end of an utterance) as in: 'It's a great place for a weekend break, **Brighton.**'
- c. *Vague category phrases* (phrases that refer to similar things without being precise) as in: 'She's gone for a walk **or something.**'
- d. *Response tokens* (words used by listeners to engage with what the speaker has just said) as in: '...so just call me if there's anything else you need.' **Brilliant. Perfect.**
- e. *Vocatives* (the use of names or substitutes for names) as in: 'Can we leave quietly, please, **everyone?**'

The reaction to the book was encouraging. (In 2013, it was shortlisted for a British Council ELTon award in the category 'Innovation in Learner Resources'.) As time passed, however, I also heard from teachers who were looking for more flexible ways of engaging with spoken grammar in their classrooms. Coming from a background in print publication, my initial response was to think of producing a book for teachers – until I realised that what I really wanted to do was 'talk' to colleagues, much as I do at conferences and workshops, rather than write for them. So, I decided to produce my first online course.

### "My aim, as far as possible, was to create a low-tech, classroom-style environment."

My aim, as far as possible, was to create a low-tech, classroom-style environment. I would film my talking head, and place it next to a kind of whiteboard, where I could show (and read out) language examples, short dialogues and suggestions for activities. Meanwhile, all the material shown on the whiteboard, as well as additional exercises, role plays and simulations, would be available as a downloadable (and editable) text resource, allowing teachers to produce lesson plans to suit their own situations.

The transition from a student book to a teacher resource gave me the satisfying opportunity, after a four-year break from spoken grammar, to produce entirely fresh material, and to discover new items that we had overlooked in the earlier publication. One of these is the demonstrative *wh*-cleft, a very common feature in conversation, as Biber et al. point out in the 'Longman Grammar of Spoken and Written English'. The typical pattern looks like this:

**that's + what/why/how/where/when...+ dependent clause, e.g.:**

A: So you normally go the market?

B: Of course. **That's where you always get the cheapest vegetables.**

I also had the chance to re-organise the 20 discrete units of the book into the five broad categories that I thought might appeal to teachers: word order and ellipsis; emphasis; vague language; marking spoken discourse; and response language.

The business of creating a 'home studio', on the other hand, in which to film and edit, was rather taxing for a digital immigrant like me. In the end, I found a platform – Udemy.com – that was user-friendly, and the course was launched in November 2018 as 'Spoken Grammar: a Guide for English Language Teachers: Techniques and materials for teaching new items of conversational grammar.'

In terms of learning outcomes, the course has the following:

- At the end of the course, you will be able to describe spoken grammar, and explain the reasons for teaching it.
- You will be able to teach 15 key items of spoken grammar that learners can use in natural conversations and online interaction.
- You will be able to design your own course in spoken grammar, using the materials and advice provided.

And as a requirement, it simply states:

- You should be a teacher of English as a Foreign or Second Language to students at intermediate level or above.

My hope is that the teachers who enrol, wherever they are in the world, will find the course not only useful and engaging, but also, as they shape the resources to their own circumstances, personal.

The link to the course is: <https://www.udemy.com/spoken-grammar-a-guide-for-english-language-teachers/>

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- The following article, updating research on spoken grammar, appeared after the publication of 'The Handbook of Spoken Grammar':*
- Carter, R. & M. McCarthy (2015) "Spoken Grammar: Where Are We and Where Are We Going?" *Applied Linguistics* 1/21
- Biber, D., S. Johansson, G. Leech, S. Conrad & E. Finegan (1999) Longman Grammar of Spoken and Written English Longman (pages 961-3 for the demonstrative *wh*-cleft)
- Paterson, K. (2018) Spoken Grammar: A Guide for English Language Teachers Udemy.com

## The Author



Ken Paterson has been a freelance writer of grammar materials for students and teachers of English since 2011. Before that he was director of the Centre for English Learning and Teaching at the University of Westminster in London, where he taught on a number of programmes, including EFL, a BA in English Language, and MAs in TESOL and Translation. He has a website at

[www.kenpatersonwriter.com](http://www.kenpatersonwriter.com)

Email: [ken.paterson@gmail.com](mailto:ken.paterson@gmail.com)

# Article Watch

Below are brief summaries of relevant articles from other journals.

**ETp** (*English Teaching Professional*)  
([www.etprofessional.com](http://www.etprofessional.com))

Jan 2019, Issue 120. 'Six minutes and 40 seconds', by W. Littlewood, pp 44-6. This article relates to the author's use of Pecha Kucha (PK) presentations by teacher trainees on a teacher development course in Hong Kong. It details the author's attempt at the PK idea, his reasons for using it on a MA course, the trainees' evaluation of the experience, and ideas for future improvements.

March 2019, Issue 121. 'Team teaching', by P. Carr, pp. 53-55. If you work with groups of trainee teachers who have to share lessons sometimes, this might be a useful article to give them, as it details some pitfalls of team teaching and gives some basic pointers on how to make the experience useful.

**Indonesian Journal of Applied Linguistics**

(<http://ejournal.upi.edu/index.php/IJAL/article/view/15278>)

January 2019, Issue 8/3 'Accomplishing authentic writing tasks: Ventures into academic publication by Ecuadorian EFL teachers' by A Orosz, M Carrasco, D Jaramillo, and E Békés pp 496-505.

Academic writing and subsequent publishing have become an important part of the career advancement and professional development of those engaged in English language teaching worldwide. The aim of this study was to explore a solution to the gap in the academic writing skills of Ecuadorian English teachers in tertiary education. A survey of 65 Ecuadorian English teachers showed that 92% of teachers had never published. Their reasons for not having done so included lack of self-confidence that they could produce publishable

material, lack of English proficiency, lack of academic writing skills and lack of time. The intervention described in the research study involved engaging nine teachers of an academic writing training course in authentic tasks that required writing academically for five carefully chosen ELT publications. An attainable goal was set: the participants of the training course held in November-December 2016 were invited to write book reviews and short articles on the intervention itself. Till the end of April 2018, altogether seven academic-level texts (four book reviews, one webinar review, one short article and a concise book) were published. Two of the course participants decided early on that they did not want to participate in the optional academic writing and publishing activity, and a further four did not follow up their initial steps; nonetheless, as a result of the intervention and its follow-up phase, five of the nine participants (including two that initially abstained) eventually published academic-level texts in recognized ELT publications. The results of the study suggest that tertiary level (non-native) English teachers can start writing academically and achieve success in the competitive world of publishing if realistic tasks are set, the trainees are mentored systematically, and the time-frame (18 months) allows the submission, revision, and editing of academic articles to develop organically, leading to polished products.

**MET** (*Modern English Teacher*) March 2019, 28/2. ([www.onlinemet.com](http://www.onlinemet.com)).

'A first attempt at Lesson Study', by K. Bateup, pp. 70-72. At a language school in the UK, three colleagues embarked on a trial cycle of Lesson Study to give more choice to teachers in the school regarding approaches to classroom investigation and examination of learning. The article discusses what the Lesson Study cycle is (pre-meeting, lesson observations, meetings) and discusses also what



everyone learned, how much time the process took, and the school support that was necessary for a cycle to be completed.

**System.** ([www.elsevier.com](http://www.elsevier.com)).

Dec 2018, vol. 79. This is a special issue on 'Interdisciplinarity in Language Teacher Agency' (LTA) with nine articles on theoretical and analytical explorations of LTA.

Feb 2019, Vol. 80. 'Understanding lack of development in early career teachers' practical knowledge of teaching speaking skills', by S. Webster, pp. 154-164. Longitudinal research exploring when and how language teacher learning takes place is relatively limited. This study investigates the practical knowledge development of four early career teachers outside structured professional development programmes, as they teach speaking skills to adult migrants. Extensive data over an academic year indicates limited practical knowledge growth. Reasons are explored.

**Teachers and Teaching: Theory and Practice** ([www.tandf.co.uk/journals](http://www.tandf.co.uk/journals)).

Nov. 2018, 24/8. 'A trajectory of teacher development in early and mid-career', by G. Brunetti & S. Marston, pp. 874-892.

continued >>>



## Humanising Language Teaching

Pilgrims pioneering free web magazine read by over 4000 teachers world-wide every week: [www.hltmag.co.uk](http://www.hltmag.co.uk)

This article focuses on the professional development (PD) of teachers during years one to ten. Interviews were conducted with 53 teachers who taught ages 5 to 13. Six themes were identified, revealing a trajectory of PD. The authors explain how the themes relate to concepts of teacher identity and agency. Suggestions for teacher support are outlined.

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

Feb 2019, vol. 78. 'Exploring mentors' roles and feedback strategies to analyze the quality of mentoring dialogues', by G. Beck, I. Zuiker, & R. Zwart, pp. 15-28. The authors assume that classroom observation can help mentors provide formative feedback and optimally guide the observed teacher in subsequent conversations. A number of difficulties arising in conjunction with the task of mentoring are outlined, including specific

focus on the provision of feedback. A combination of frameworks is applied to mentoring behaviour and effective feedback. *Highly recommended.*

March 2019, vol. 79. 'The impact of beliefs and knowledge on the integration of technology among teacher educators' by M. Tai Malu & P. Link. The aim of this study was to identify the impact of the beliefs and professional knowledge of teacher educators on technology integration. The sample consisted of 54 teacher educators. The principle results indicated that the only knowledge of technology and its integration had a *direct* effect on technology integration. Beliefs about its value and about pedagogical knowledge had a significant total indirect effect.

**Teaching in Higher Education.**  
(<http://www.tandf.co.uk/journals>).

Oct. 2018, 23/7. 'Organizational routine and teaching innovations: A case study',

by M. Tate, J. Campbell-Meier, & R. Sudfelt, pp. 885-901. This article examines flipped classroom implementation within a university from the perspective of students, instructors, administrators, and managers. The authors conclude that seemingly minor innovations in teaching delivery can have major and disruptive implications for the wider institution.

Nov. 2018. 23/8 'Academics' identity development as teachers', by C. Trautwein, pp. 995-1010. This story explores changes in the teacher identity of eight academics involved in a teacher development programme by means of episodic interviews and teaching portfolio entries. Eleven recurring topics were clustered into semantic fields reflecting three phases of identity development: 'Taking on the teacher role', 'Settling into the teacher role', and 'Finding a new role as a teacher'.

## 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.

**Learning Theories Simplified: 100+theories and models from great thinkers.** B. Bates. (2016) Sage. ISBN 978-1-4739-2533—5; 292+pp. What I am most familiar with regarding books aiming to acquaint language teachers with learning theories are ones that radically distill the variety of theories into a brief list of usual suspects in which behaviorism plays the role of a villain deservedly languishing in a half-forgotten dungeon. This book is not one of those, as it sweeps the reader off on a tour of the history of thought (about learning from ancient times to now) that may seem almost boundless. A disadvantage of this generous scope is that a reader would need a very powerful memory and

plenty of prior knowledge to maintain a distinct recollection of even half the notions of learning that are summarized. For instance, we get seven views of educational philosophy, six of behaviourism, six of humanism, seven each of neuroicism, professionalism, and learning styles....all of which gets us not quite halfway through the book. Some readers, no doubt, would find this daunting. But ones willing to take the tour may be exhilarated by the wide horizons it discloses. Every one of the 103 views of learning is described succinctly. The book and the individual sections are clearly organized. The tone is upbeat. And there are lots of other things that a trainer might like, including tips for the classroom, reflection points, essential steps to apply each theory or model, analogies and metaphors, and a salting of suggested readings. Serviceable also just for browsing through now and then, or for looking things up in. For instance, what did Shayer and Adey have to say about anything?

**Applying Cognitive Linguistics to Second Language Learning and Language Teaching.** J. Littlemore. (2009) Palgrave Macmillan. ISBN 978-0-230-30235-8. 212pp+. In contrast to other well-known approaches to linguistics (e.g., the Chomskyeen),



Cognitive Linguistics (CL) is firmly and broadly based on research findings in experimental psychology, a field which has undergone dramatic developments in recent years. Unsurprisingly, academic adherents of CL are growing in number while Chomskyeen (or 'generative') linguistics is pretty much as dead as a dodo. Littlemore assumes, probably correctly, that language teachers are unlikely to be familiar with CL. So, most of this book is devoted to explaining what it is, what it does, and what its strengths are with respect to instructed second (or foreign) language learning.

(See Littlemore's *TTJ* article in Vol.23 No.1, pp. 16-18.) She acknowledges that much remains to be learned about how CL might serve this purpose. Even so, she shows that CL is likely to be of far greater practical use than, say, Chomskyeian linguistics ever managed to be. A useful book.

**The ELT Daily Journal.** H. Houston. (2013) Anthimeria Press. ISBN 978-1481957397. Nearly A4; no index. Of the 136 main pages in this book, 104 pages look as follows: The top 18cm more or less of each page is blank except for about 30 horizontal lines for the user to write her or his thoughts on. The bottom 3cm shows a box in which is a title, e.g., "classic activity", under which are two or three lines of instruction, e.g., "Information gap – Students work in pairs. In each pair, each student has slightly different text or picture, and they must ask questions to find out the differences without looking at the other student's handout." (Note that the book provides no classroom handout for this or any other activity.) Aside from 'classic activity', other rubrics also multiply recur, e.g., 'ice-breaker', 'warmer', 'closer', 'something to ponder'. So what are these mostly blank pages for? The back cover blurb says, "...a wealth of tips, advice, activities...a helpful resource for your first few weeks of teaching. Use it to take notes, construct lesson plans, jot down creative ideas..." There is a 3½ page common-sense introduction, for novice teachers, by Rose Senior. In the back of the book, before a list of resources, 15 experienced teachers (not including H. Houston) have each had a page or so for their essential advice and tips to the novice teacher. Something new under the sun!

**Putting Teachers First: How to inspire, motivate, and connect with your staff.** B Johnson (2019) Routledge. ISBN 978-1-138-58667-3, 144pp, no index. The eight chapters are: The importance of teacher satisfaction, Motivating your teachers to succeed, Creating a culture of appreciation, Learning to become a selfless leader, Inspiring teachers to remember their

purpose, Developing your emotional intelligence, Communicating and connecting effectively, Building a cohesive team, and Celebrating successes. A sensible basic introduction to the essentials. Good-sized print.

**The Student Mindset: A 30-item Toolkit for Anyone Learning Anything.** S Oakes & M Griffin (2019) Crown House. ISBN 978-178583308-3, 154pp, no index. This book seems to stem from a project called 'VESPA' run in some connection with Manchester Metropolitan University in England. To elaborate, the mindset referred to in the book's title is one that displays *Vision, Effort, Systems, Practice, and Attitude*. The chapters, however, are organised according to the six phases which research indicates that a person is likely to go through as they get to grips with a new body of information: Preparation; Beginning the learning process; Collecting and shaping information; Adapting, testing, & performing; Getting better through focused practice; and Handling problems (e.g., 'Dealing with the dip'). Extremely interesting content which is very well and very readably presented.

**Upskill: 21 Keys to Professional Growth.** C Watson (2018) Crown House. ISBN 978-178583352-6, 247pp, no index. The back cover blurb advertises "840 user-friendly tools and techniques...on how to extend capability and boost professional growth". The 21 chapters include ones entitled Ability to influence, Commercial thinking, Commitment to change and adaptation, Direction and purpose, Enthusiasm for customer service, Focus on developing others, Ownership of self-development, Positive decisions, Professional ethics and social responsibility, Specialist knowledge and ability, Teamwork and collaboration, and Use of information and data. The author lists many ways in which the approach he describes may have value (e.g., pp 7-9), for example, it "helps young people to make the transition from education to work" (p. 9). A very clear presentation.

**The Truth about Teaching: An evidence-informed guide for new teachers** G Ashman (2018) Sage, ISBN 978-1-5264-20879, 186pp+. The chapters are: A short history of education, Classroom management, The science of learning, Motivating students, Explicit teaching, Alternatives to explicit teaching, Planning lessons, Assessment & Feedback, Using technology, The phonics debate, and To be a teacher. Informative, thought-provoking, clearly written, and well but unobtrusively referenced. Very readable type. Much meatier than books with similar titles. Recommended.

**Dirty Teaching: A beginner's guide to learning outdoors.** J Robertson (2014) Independent Thinking Press. ISBN 978-178134107-9, 218pp+. If you work with pre- or in-service primary school teachers and especially if you think children spend too much time indoors these days and may be out of touch with nature, this unusual teacher's resource book is well worth reading. The chapters are: The golden principles of teaching outdoors; Before you go outside; The first few sessions; Thinking, reflecting, & reviewing; Creating & constructing; A sense of adventure; What to do in concrete jungles; Keeping the momentum going; Nagging doubts, fears, & worries; Embedding outdoor learning; plus a cross reference of ideas to subject areas.

**Thrive in Your First Three Years of Teaching.** M Boyne, E Clements, & B Wright (2018) Crown House ISBN 978-178583273-4, 200pp+. Apparently written with English and Welsh contexts in mind, this book consists of three parts: The training year; The NQT year; the RQT year. There is a list of acronyms which includes NQT = Newly qualified teacher, and RQT = Recently qualified teacher. Deals with a wide range of basic issues.

**Making Every History Lesson Count: Six principles to support great history teaching.** C Runeckles (2018) Crown House. ISBN 978-178583336-6, 148pp, no index. This book is one of a series of

continued >>>

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evidence-based books relating to common school subjects. It and probably the others too is very attractively designed as well as clearly and concisely written. The chapter titles are: Challenge, Explanation, Modelling, Practice, Feedback, & Questioning. Any language teacher interested in content-based language learning could do well to examine this book and others in the series.

***The New Meaning of Educational Change, 5th edn* M Fullan (2016)**

*Routledge. ISBN 978-1-138-64139-6, 298pp+*. A standard work on large-scale change in educational systems. Discussion relates most directly to North America (with some references to, for example, New Zealand and the UK) but key messages are very general. The three main parts of the book are: Understanding educational change; Educational change at the local level; Educational change at the regional and national levels.

***Energising Your Classroom: Ways to give your students a break* J Revell (2018)**

*Helbling Languages. ISBN 978-3-99045-770-2, 156pp+*. This teacher's resource book presents step-by-step accounts of nearly 70 activities for use in second/foreign language classes, along with an appendix of photocopyable ancillary materials. The activities/exercises are grouped under the headings Energisers, Brain boosters, Breathers, The importance of objectives; Ten tactics for tired teachers.

***Therapeutic Communication: Knowing what to say when, 2nd edn* P Wachtel (2011)**

*The Guilford Press. ISBN 978-14625-1337-6, 398pp+*. "This is a book about therapeutic technique about how to move from understanding the patient or client to putting that understanding into words" (p. ix). The author adds, "Although the book is a practical one, it is also an exploration of the theory and the implications of contemporary research" (p. ix). Although this book was written for

psychotherapists, it is one that interested teacher trainers and teacher educators might find useful to read owing, in part, to the author's avoidance of jargon.

***The Book of Pronunciation: Proposals for a practical pedagogy* J Marks & T Bowen (2012)**

*Delta. ISBN 978-1-905085-70-5, 176pp+, plus CD*. This teacher's resource book presents an approach to pronunciation teaching that involves regular, detailed use of a phonemic chart based on the International Phonetic Alphabet. If you and your students take pronunciation *seriously*, this may be the book for you. The 40 page introduction is exceptionally informative for a book of this type. The core of the book consists of about 110 descriptions of exercises. As in all books in this series, the third portion of the book includes additional material such as tips and quizzes. There is a helpful section on dealing with specific pronunciation problems. Also like other books in this series, the print is unusually small.

***Developing Tenacity: Teaching learners how to persevere in the face of difficulty* B Lucas & E Spencer (2018)**

*Crown House. ISBN 97817583303-8, 217pp, no index*. The main parts of this book are: Introduction, Tenacity, Cultivating tenacity, Getting going, Going deeper, Promising practices, Signs of success, and Tenacity challenges. A six-page appendix summarizes 12 'sub-habits' of tenacity under four headings: Confident (e.g., learning from mistakes, self-evaluating), Controlled (e.g., controlling impulses, sticking to a routine), Committed (keeping things in context, staying optimistic), and Connected (seeking feedback, engaging with interest groups). Each sub-habit is cross-referenced to two to four of the 'starter ideas' given in the main text.

***Handbook of Classroom Management, 2nd edn.* (2015) E Emmer & E Sabornie, eds.**

*Routledge. ISBN 978-0-415-66003-4, 605pp+*. The blurb states: "The field of classroom management... consists of

many disparate topics and orientations that draw from multiple disciplines"; and it notes about this second edition that it includes "fresh perspectives and chapters on new topics". The book is for graduate students, researchers, and teacher educators and others interested in a field that is "not immediately accessible without the proper guidance" [blurb]. The book includes 28 chapters by 64 contributors and has six sections: Introduction; Programs & strategies; Contexts for classroom management; Social & psychological perspectives; Influential forces & factors; Research methodology. Monumentally comprehensive.

***Special Educational Needs* M Delaney (2016)**

*Oxford Univ. Press. ISBN 978-0-19-420037-0, 104pp, A4*. This concise and informative introduction to teaching learners with special educational needs (SEN) has the following parts and chapters: General principles for SEN teaching (introduction; types; common problem areas); Ways of working to address SEN (differentiated teaching; working collaboratively; and, by S Farley, assistive technology); Types of SEN: Information & teaching strategies (dyslexia, dyspraxia, attention deficit & hyperactivity; social, emotional, & behavioural difficulties; autism spectrum condition; speech & language difficulties; gifted & talented). Very useful.

***Mind the App! 2.0: Inspiring tools and mobile learning activities for your class* T. Strasser (2018)**

*Helbling Languages ISBN 978-3-99045-768-9, 231pp, nearly A4; with "website backup" that includes video tutorials & a regularly up-dated list of app links*. This resource book for second/foreign language teachers includes step-by-step descriptions of 58 learning activities grouped under the following headings: Teacher tools; Visualisation; Collaboration; Audio; Writing; Go mobile with edu apps video & images). Covers a variety of apps. Well illustrated. Impressive!

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