

Lectures and Workshops



Dr. Anne Burns

(University of New South Wales / Curtin

University)

Lecture: Revitalise your classroom with action research

Action research has been growing in popularity in language classrooms over the last two decades. It is a form of teacher professional development which is 'bottom-up' rather than 'top-down'. In other words, it focuses on topics and issues that are of immediate interest to teachers in their own teaching contexts. It encourages deeper exploration and understanding of what concerns teachers and their students. Through research and reflection teachers are able to analyse what is happening in their classroom practice and to discover what changes might be made to improve teaching and learning.

In this talk, I will provide a brief overview of action research: what it is and how it is different from other types of research. I will illustrate my talk with examples from teachers who have carried out action research in various countries, and will explain what issues they identified, how they carried out their action research, and what they learned from this experience. The talk will be an introduction to the workshop I will present on the next day of the seminar for those who would like to follow up in more detail by preparing an action research plan they could use in the future.

Workshop: Getting started with action research in your classroom

For some time professional development for English language teachers has been moving away from a transmissive approach to a transformative approach, where teachers are encouraged to take an active role in understanding and investigating their own classrooms and their teaching practices. One way for teachers to adopt such an approach is to conduct action research. Action

research involves identifying an issue, puzzle or dilemma of interest to you in your own classroom, and exploring and recording how changes can be made for improvement and understanding.

In this workshop, I will provide an introduction to action research. We will look at what action research is and how to carry it out. As participants, you will be invited to discuss issues in your own classroom or school that you would like to explore more deeply. We will share ideas about identifying topics, creating questions to research, and collecting evidence to show what kind of impact the changes are making. By the end of the talk, you should be able to go away with some initial plans about what you could investigate and how you can apply action research in your classroom.

Biodata

Professor Anne Burns has a PhD in applied linguistics and is a part-time Professor at Curtin University, Australia. She was also Professor of TESOL, and now holds an Honorary Professorship, in the School of Education at the University of New South Wales, Sydney. She is a Professor Emerita at Aston University, UK and Honorary Professor at the University of Sydney and The Education University, Hong Kong. She has published extensively on language teacher education and the teaching of speaking, and is particularly well known for her work on action research. Her most recent book is *Sustaining action research: A practical guide for institutional engagement* (with Emily Edwards and Neville Ellis, published by Routledge, 2022). She is a Series Editor for the *Research and Resources Series* published by Routledge. In 2017, she was recognised by TESOL International as one of the '50@50' who have made an outstanding contribution to ELT. In 2019, she was listed on Wikipedia: ([https://en.wikipedia.org/wiki/Anne_Burns_\(linguist\)](https://en.wikipedia.org/wiki/Anne_Burns_(linguist)))



Dr. Supong Tangkiengsirisin

(Thammasat University, Bangkok)

Lecture: Reflective practices: Process, effectiveness, and challenges

It has long been recognized in the field of language education that teachers should continually contemplate on and reshape their knowledge of teaching and learning (Farrell, 2007). Reflective practice, which was initially developed in teacher education programs, has become part of teachers' educational practice throughout their teaching profession (Farrell, 2015). Reflective practice has played an important role in teacher education as a mark of professional competence (Suphasri & Chinokul, 2021). Despite its significance, there has been controversy on how "reflective practice" should be undertaken in teacher education programs. This session will present what "reflective practice" involves, what process it should follow, how its process has changed over time, and what challenges face teachers conducting such practice. There will also be discussion on how technology can facilitate and enhance teachers' reflective practice.

This session will also discuss the salient issues emerging from research studies on reflective practice. First, through collaborative action research and reflection itself, reflective practice can be a time-consuming, labor-intensive process as teachers need to learn to work with their colleagues and construct new knowledge and gain insights regarding their teaching contexts, related theories, and the practical reality through individual and collective knowledge. In addition, whether collaborative action research will become successful mainly depends on how effectively the researchers and participants interact, to what extent the practice is compatible with the participants' needs and beliefs, and to what degree they involve themselves in the process. Finally, the participants' disposition, flexibility, and openness to collegiality are essential reflective practitioners' qualities that facilitate collaborative reflective practice through professional dialogues, classroom observations, and collaboration with other ELT

researchers and professionals. As a final conclusion, this session would suggest that opportunities should be provided for both younger and more experienced teachers to work together and address common problems, share experiences, and develop their individual and collective repertoires to tackle shared difficulties through both collaborative action research and reflective processes. There might also be new ways of approaching reflective practice to foster continuous professional development that meets individual teaching needs.

Workshop: Reflective models in language education: Practice and evaluation

Reflective practice (RP) plays a vital role in teacher learning and professional development as it gives teachers the opportunity to self-assess their teaching knowledge and practice, as well as share thinking and practices in informal groups or well-established communities of practice (Curtis, Lebo, Cividanes, & Carter, 2013). RP, however, has been operationalized in different ways, including learning through and from experience, evidence-based observations and examination of critical incidents (Farrell, 2013). Despite its different approaches, RP can be defined as a thinking procedure involving classroom events, experiences or critical incidents, before, during and after their occurrence, with profound introspection and logical evaluation. In reflective practice, practitioners usually engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners. Obviously, RP can mainly help experienced teachers and young practitioners observe and refine their practice in general on an ongoing basis.

This workshop consists of two main parts. The first part provides an overview of the numerous perspectives and models of reflection in education and English language teaching. In the second part, the participants will carry out reflective practice based on provided assignment using some reflective models. In the final part, the participants will evaluate the models they used during the teaching processes so that they can make some adjustment that would be suitable for their own needs.

Biodata

Associate Professor Dr. Supong Tangkiengsirisin is the Director of the Language Institute of Thammasat University and Past President of Thailand TESOL Organization. He specializes in teaching academic writing, business communication, English for Specific Purposes, Research Methodologies in ELT, and career-related English skills. His research interests involve second language writing, written discourse analysis, EAP, ESP, and Global Englishes.



Dr. Ken Tamai

(Kochi Professional University of Rehabilitation)

Lecture: Evolving concept of reflection: Reflective practice with versatile perspectives on experience

Reflective practice is one of the ways for practitioners to know their practice and themselves through examining the meaning of daily events. It has been accepted as such not only in the area of education but in nursing, sports, social welfare and others. The definition of reflection as a means of practice, however, is contingent on researchers or the field of practices, and this ambiguous state (Rodgers, 2002) seems inhibiting researchers and practitioners from finding a common platform for discussion.

Here are three things I am planning to do. 1) To put a light on the background of the stigmatic ambiguity and try establishing a common platform by sorting out tangled concepts of reflection. 2) While reflection is an act directed to our experience, little attention has been paid to the concept of experience itself. With that in mind I would like to explore multi-faceted aspects of experience seeking theoretical hints from such fields as social studies, critical theory, anthropology and modern philosophy. 3) While experiential learning theory

(Kolb, 1984) has confirmed the value of experience as the source of learning, methodological frames to capture the learner's lived world has not been developed except some abstract notion as mindfulness or learner-centeredness. I would like to propose the reflective practice with phenomenological perspective as a useful means to approach learners' lived world. Existential and ontological understanding of learners will be discussed borrowing ideas from modern philosophy.

When a new understanding of a teaching event is achieved, nothing looks the same as before and the possible next action is already in the hands of practitioners. The goal of reflective practice does not remain in finding a solution of problems, rather in pursuit of richer understanding of the real of learner experiences.

Workshop: What is it to reflect?: Making meaning of experiences, revising understanding, and examining one's beliefs

Spread of COVID-19 kept students away from the classroom and robbed them of a space which they share with bodily existence. Now that they are back in the classroom, nothing seems more important than experiencing close interaction feeling the same air in between. This workshop will introduce three different types of reflection with which to try listening to unvoiced voices inside ourselves. The first is a reflective work in pairs. Participants will go through a process of reflection and learn what it is to reflect by revisiting a personal experience in the past. The process begins with self-inquiry, then moves on to description, analysis and synthesis for an understanding. The second is a type of reflection in groups called Inquiry Cycle which enhances understanding of an issue from different angles leading participants to the next action. The third is the Way of Council: A group work in circle developed by native Americans. Participants share individual voices for the enhancement of one's understanding. Through these process participants will be able to experience the depth reflection could lead to.

Biodata

Ken Tamai taught reflective practice for more than 20 years in the TESOL graduate program of Kobe City University of Foreign Studies. For the last 10 years in particular, he has introduced a phenomenological perspective to his teaching of reflective practice and been working to develop it into a theoretical

basis as a qualitative research method. He wrote articles and edited books on reflective practice.