Second Language Learning and Teaching

Christine Coombe
Neil J Anderson
Lauren Stephenson *Editors*

Professionalizing Your English Language Teaching

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Second Language Learning and Teaching

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ISSN 2193-7648 ISSN 2193-7656 (electronic)
Second Language Learning and Teaching
ISBN 978-3-030-34761-1 ISBN 978-3-030-34762-8 (eBook)
https://doi.org/10.1007/978-3-030-34762-8

This Springer imprint is published by the registered company Springer Nature Switzerland AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Acknowledgements

We would like to thank those who have served as role models for us. From those individuals, we met early on in our careers, Gilbert Jarvis, Elizabeth B. Bernhardt, Charles Hancock and Keiko Samimy (for Christine); Cheryl Brown, Patricia L. Carrell, David Eskey, Andrew D. Cohen and Harold Madsen, (for Neil) and Neil England, Robyn Cox, Tania Aspland, Barbara Harold and Rashida Badri (for Lauren) to the many TESOL professionals that we have encountered since over the course of our careers. These individuals, many of whom are chapter authors in this book, have shown us what it really means to be a TESOL professional and it is to them that this book is dedicated.

As always, our respective families have provided us with much-needed support throughout the writing and publication process. We also acknowledge our students and share our sincere appreciation for the opportunities they have given us to learn and grow with them.

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Volume Introduction: What It Means to Be a TESOL Professional

Christine Coombe and Chloe Burridge

1 What is Professionalism?

There has been much debate in recent decades about the concept of 'professionalism' and how it relates to the teaching profession. In fact, definitions of professionalism abound. The concept has been defined as the conduct, demeanor and standards which guide the work of professionals, and also the attitudes and behaviors towards a job that help achieve high-level standards. The terms 'profession' and 'professor' have their etymological roots in the Latin word for profess. To be a professional or a professor was to profess to be an expert in some skill or field of knowledge (Baggini, 2005 as cited in Demirkasimoglu, 2010). In 1975, Hoyle defined professionalism as 'those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions' (Demirkasimoglu, 2010, p. 2048). Hoyle (2007 as cited in Burridge, 2014) later states that professionalism is related to the improvement in the quality of service rather than the enhancement of status.

The question of how to differentiate between the two terms of "professionalism" and "professionalisation" has received much scholarly attention. As far as a general consensus of the literature is concerned, professionalization is related to promoting the interests of the occupational group whereas professionalism focuses on the question of what qualifications, acquired skills or capacities and competencies are required for the successful exercise of an occupation.

Within a trait theory approach, the most important elements that discern a profession from other occupations are: a specialized knowledge; commitment to service

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_1

for clients; and autonomy in relation to practice (Ginsburg, 1987; Larson, 1977). Etzioni (1969) draws attention to an ideal-type teaching profession, characterized by autonomous practice; advanced training in theory-based, specialized skills; and peer regulation of qualifications, entry standards, selection and discipline (Popa & Acedo, 2006).

For the purposes of this volume, the following definitions by Hargreaves (2000) will be used:

- Profession: a distinct category of occupational work
- Professionalization: a process in which a professional group pursues, develops, acquires and maintains more characteristics of a profession
- Professionalism: the conduct, demeanor and standards which guide the work of professionals.

2 Perspectives on Professionalism

Being a professional is not merely an intellectual exercise, but rather, involves a commitment to being something compelling and transformative in the workplace (Bowman, 2013). Viewing oneself as a professional elicits one's best work, essentially because it involves living up to a set of ideas where professionals think and communicate in what Bowman (2013) calls "the language of those ideals" (p. 17). In this section, we will examine some historical and empirical perspectives on professionalism.

2.1 Historical Perspectives on Professionalism

The first mentions of professionalism originated within the fields of medicine and law. In fact, the first responsibility of a professional was chronicled 2500 years ago in the Hippocratic Oath: *Primun non nocere*, "Above all, not knowingly to do harm" (Drucker & Maciariello, 2004 as cited in Bowman, 2013, p. 17). In modern times, professionalism is viewed as a powerful motivating force of disciplinary control and change, in which schools and universities, and the professionals who staff them, can be measured, assessed, and compared (Evetts, Mieg, & Felt, 2006). At present, a wide range of professional associations, accreditation bodies and licensing boards provide normative and functional values in the socialization of teaching practitioners and these figure prominently in discussions of teacher professionalism.

2.2 Professionalism and ELT

Hargreaves (2000) presented teaching professionalism as passing through four historical ages: pre-professional, autonomous, collegial and post-professional ages. In the pre-professional age, teaching was managerially demanding but technically simple so teachers were only expected to carry out the directives of their knowledgeable superiors. In the subsequent age of the autonomous professional, autonomy, where teachers had the pedagogical freedom to choose the methods they thought best for their students, professionalism became an important component or value of the profession. In the age of collegial professionalism, there was an effort to create strong professional cultures of collaboration to develop common purpose in order to cope with the uncertainty and complexity caused by rapid changes and reforms. In the post-professional age, we can see a struggle between forces intent on de-professionalizing the work of teaching, against those who are seeking to redefine teacher professionalism and teacher learning in more positive and principled postmodern ways that are flexible, wide ranging and inclusive in nature (Demirkasimoglu, 2010; Hargreaves, 2000).

Further academic work in professionalism and ELT has seen an identification of two broad and competing discourses: 'new' professionalism and 'old' professionalism (Bourke et al., 2013). Sachs (2003 as cited in Demirkasimoglu, 2010) effectively compares 'new' professionalism with 'old' professionalism in Table 1.

New understanding of teacher professionalism provides professional space and conditions for teachers to take responsibility for their own practice. Sachs (2003 as cited by Demirkasimoglu, 2010) calls this transition from old to new models of professionalism "as transformative professionalism" (p. 2049).

Leung (2009) introduced the concept of second language teacher professionalism and defined it as "a selectively combined set of disciplinary-based knowledge, ethical principles, and time- and place-specific work practices" (p. 50). It has been suggested that this type of professionalism should include both *sponsored* and *independent* professionalism. Sponsored professionalism refers to institutionally endorsed and

Table 1 Sach's (2003) comparisons of 'Old' and 'New' Professionalism

Old professionalism	New professionalism
Exclusive membership	Inclusive membership
Conservative practices	Public ethical code of practices
Self-interest	Collaborative and collegial
External regulation	Activist orientation
Slow to change	Flexible and progressive
Reactive	Responsive to change
	Self-regulating
	Policy-active
	Enquiry oriented
	Knowledge building

publicly heralded definitions of teachers' disciplinary knowledge and practical experience as expressed by regulatory bodies. Independent professionalism, in contrast, refers to more individually-oriented notions of professionalism, in particular individual teachers' commitment to careful and critical examination of the assumptions and practices embedded in sponsored collective professionalism with reference to discipline-based knowledge and a readiness to take action to effect change where appropriate. In short, independent professionalism includes the willingness for individual practitioners to be engaged in reflective examination of their own beliefs and actions (Leung, 2009; Richards, 2008).

More recently, discussion of 'Managerial' professionalism has come into the literature. Managerial professionalism sees teachers as "unquestioning supporters and implementers of a competency-based, outcome-oriented pedagogy related to the world of work" (Bourke et al., 2013, p. 403). Richards (2008) sees managerial professionalism as the approach of ministries, teaching organizations and regulatory bodies.

In a 2012 publication, Snoek, one of the most prolific authors in the field of professionalism put forward a list of three contributing elements to teacher professionalism: knowledge, skills and attitudes. As far as 'knowledge' is concerned, Snoek recommends that for teachers to be highly professional they need to have a thorough knowledge of a number of different aspects about their jobs including knowledge of the subject matter they are teaching; knowledge about the teaching and learning process; knowledge about the society in which they teach and knowledge of the policies of their institutions and organizations in education.

The second contributing element of teacher professionalism is 'skills'. According to Snoek, to be professional teachers need to have the skills to be able to communicate and discuss educational issues with a wide audience of educational stakeholders. They also need to be able to be accountable for the quality of their work in the classroom to the outside world. An additional skill mentioned in the Snoek framework was the ability to conduct research within the educational environment. Being able to contribute to collaborative learning processes within their own professional learning communities was also found to be a useful skill for teacher professionals. The final skill relates to the importance and necessity of innovation in the classroom or the school.

Snoek's third contributing element was 'attitudes.' The attitudes that were found to be essential include: a dedication to student learning, a commitment to the profession and to professional colleagues, a willingness to contribute to the collective knowledge of the profession through research and the dissemination of presentations and publications. A willingness to follow and abide by the ethical code of their profession and to be accountable to all stakeholders figured prominently in the attitudes portion of contributing elements. Lastly, a focus on professional development, lifelong learning and innovation in teaching rounded out the list.

2.3 *Empirical Perspectives on Professionalism*

There has been much debate in recent decades about the concept of 'professionalism' as it relates to the teaching profession. This debate has heightened in recent years as governments and educational boards have sought to articulate new concepts of professionalism and to convince teachers of the merits of these new concepts. Less common, however, has been research that investigates how teachers themselves actually define and understand 'professionalism' as it relates to their own work.

One of the most oft-cited studies into this area was a four-year study conducted at the University of Cambridge titled the *Teacher Status Project* (Hargreaves et al., 2007). Commissioned by the Department for Education and Skills, this study explored the impact of government policies on teachers' sense of their own professional status. Two large-scale surveys were conducted with 7500 + primary and secondary school teachers. Major findings included that teachers' thinking about their professionalism may be construed as consisting of an inner core of strong, shared beliefs and commitments; an intermediate set of coherent but contested components of professionalism; and an outer layer of disparate elements which are generally highly disputed and which remain unintegrated into broader ways of thinking (Swann, McIntyre, Pell, Hargreaves & Cunningham, 2009, p. 549).

Research specific to elements of teacher background and practices have found that teaching experience is not necessarily related to professionalism. This means that a teacher with a limited number of years of experience can be deemed as professional as another with 30+ years of experience. Academic qualifications were not found to correlate with teacher professionalism either. Although those with higher academic and professional qualifications were found to have a (perceived) higher degree of professionalism. Another finding was that professional development was found to be an important variable. Teachers who attended more PD rated themselves as more professional than those who did not take advantage of PD opportunities (Keng, Hoong, & Aun, 1994; Burridge, 2014).

Several studies have investigated the characteristics inherent in teaching professionals who have been identified as having high degrees of professionalism. One way to examine English language teacher professionalism is through comparison to classical professions like doctors or lawyers. Using these classical professions as exemplars, typical characteristics have been derived as archetypes of 'true professionals' (Snoek, Swennen, & Van der Klink, 2009). Typical attributes include:

- Professional autonomy
- Control over entry requirements to the profession and to further professional development of individual members
- A strong academic knowledge base, consisting of formal or technical knowledge (Goodson & Hargreaves, 1996)
- An ethical code
- Freedom of establishment where members do not have a job contract but are independent and self-employed.

Based on a review of the literature, Snoek (2012) has provided much of the professional literature on the characteristics inherent in teaching professionals and the contributing elements to teacher professionalism. According to Snoek, the twelve characteristics of teacher professionalism include:

1. Professional autonomy, through control over their own work.
2. Involvement in the entrance to the profession.
3. Control over the central values and good conduct within the profession through the use of ethical codes, connected to sanctions for breaking the code.
4. Membership to professional societies that can take the responsibility for these elements.
5. A focus on integrity and dedication of the professional.
6. Public accountability for outcomes of professional performance.
7. A strong academic and practice-based knowledge base that underlies professional activities.
8. Involvement in the development of that knowledge base through involvement in academic research, action research and self-study.
9. Lifelong professional development of the members of the profession.
10. Collaboration with colleagues and stakeholders.
11. Involvement in the innovation of the profession.
12. Commitment of the teacher to support both the public and the state in their understanding of educational matters.

Further studies on the competencies that teachers need for high levels of professionalism reveal that competencies centered around subject knowledge, pedagogical skills, classroom management, linking theory to practice, cooperation and collaboration, continuous and lifelong learning, leadership and less prominent quality assurance are among the most important skills teachers need to have (Snoek et al., 2009).

3 How This Volume Is Organized

The 36 chapters in this volume represent the scholarly work of English language educators from fourteen countries. The volume is divided into 10 parts. The first part of this volume looks at various aspects of the theoretical foundations of professionalism. The remaining parts are centered around aspects like teacher self-care and wellbeing, organizational and productivity skills, communication skills, technology and professionalism, leadership skills and abilities, the role of individual and collective professional learning, and research and its link to professionalism. The final two parts of this volume center around skills that will help us share our academic work with others and ways that professionals can move forward and onward in the field of ELT.

Part I of the volume, the theoretical and foundational perspectives on professionalism, consists of two chapters. Parra-Guinaldo and Gregersen begin with general definitions of professionalism and their evolving meaning and then consider what it means to be a teaching professional. Building on this background, they advocate for viewing language teacher professionalism through a positive psychology lens, with particular attention emphasis on emotional intelligence and nurturing the teacher-learner relationship. In their chapter, El Sheikh and Yahia argue that, although there is a plethora of language teacher identity (LTI) research, language scholars and practitioners need to engage more critically with and investigate how professional identities are constructed within current dominant discourses such as globalization, superdiversity, transnationalism, multilingualism, among others. Their chapter concludes with implications on and the relationship between LTI and professionalism.

Part II of this volume examines topics related to Teacher Self-Care and Wellbeing. Abu Rmaileh looks at stress and its effects on English language teachers and offers suggestions on how to alleviate stress and avoid burnout. Coombe and Anderson provide an overview of the literature on positive psychology and its relationship to happiness and how it influences many aspects of our personal and professional lives. They then highlight a number of research-based factors that can influence and even increase a teacher's happiness quotient. Coombe, Bouslama, Hiasat, Medina and Manser examine the importance of emotional intelligence skills in teachers. Drawing on a six-dimension model, they provide a variety of intervention strategies to help teachers increase their self-awareness, self-management, social-awareness, relationship management, general mood and adaptability.

Part III provides an overview of how organizational and productivity skills relate to a teacher's professionalism. The three chapters in this part present important aspects of professionalism like how the most productive English language teachers fit it all in (Coombe, Quirke, Shewell and Al-Hamly), work/life balance (Anderson), and the importance of personal and professional strategic planning (Coombe).

The next part of this volume (Part IV) focuses on communication skills and their relationship with teacher professionalism. Three chapters make up this part of the volume. Murphey and Knight examine our abilities to listen, ask, visualize and tell stories which they believe are all crucial productive leadership tools. The next chapter focuses on the level of language proficiency needed by nonnative English speaking teachers (NNESTs) to be effective teachers. Eslami argues that conventional definitions that associate with general English proficiency do not address the type of language that classroom teachers need in order to teach effectively. She concludes her chapter with some suggestions on how NNESTs can enhance their English language proficiency to be more effective teachers. Chapter co-authors, Christison and Murray believe that learning how to manage conflict efficiently, diffuse anger, and facilitate productive communication is an important skill for all ELT professionals, not just for teachers in leadership positions. In their chapter, tools for managing conflict are provided.

The following three chapters which focus on important aspects of the use of technology and its links to professionalism are found in Part V. Kessler provides the reader with information on how to professionalize their use of technology through suggestions for developing foundational skills and abilities that can be adapted across technology-based interventions. Creating an online profile as one strategy to improve teacher professionalism is the topic of Sabieh's chapter. This chapter provides a practical perspective on how to successfully build an online profile through the use of social media platforms. Making the transition from classroom teacher to online educator is the focus of Stephen's chapter. This chapter describes the multiple roles and dimensions of an online educator and provides best practices to help educators fulfill each role in the online learning environment.

Leadership skills and abilities and their relationship to professionalism is the topic under discussion in Part VI of this volume. Stephenson and Hiasat explore different aspects of leadership and their connection to professionalism. More specifically, Stephenson looks at the issues and contextual factors that enhance and impact the growth of leadership capacity in teachers and draws on participative approaches, together with critical inquiry, collaboration, coaching, and teamwork. Hiasat takes the reader on her own leadership journey and her transition from language educator to educational leader. Harold clarifies the difference between mentoring and coaching and identifies key dispositions and actions required for the two important leadership processes. In the last chapter of Part VI, Bailey explores the benefits of giving back to the profession and couches these benefits through a seven-level framework. Her chapter also discusses the value that comes from engaging in leadership activities like mentoring new teachers, sharing our experiences and expertise with colleagues, sharing our expertise through writing, and volunteering with professional associations.

The Role of Individual and Collective Professional Learning is the focus of Part VII of this volume. Reflective practice and professional development and its role in professionalism comprise the topics of the next chapters. Curtis provides a definition of reflective practice and highlights important differences between just thinking about our teaching and systematically reflecting on our professional practices. Diaz Maggioli discusses a principled approach to Continuous Professional Development and offers guidelines on how to combine individual teachers' professional development needs with the development needs of the institution in which they work. Quirke introduces one strategy for the development of a personal professional development and lifelong learning plan, which aims to support how teachers can further their own knowledge, practice and career whilst modeling best learning practice to their students. In her chapter on conference organization skills as a means of professional development, Gobert looks at how organizing conferences and ELT events can offer many opportunities for professional growth and development. Aronson shows the reader how engagement with professional associations can have an impact on a teacher's professionalism and outlines how teachers can leverage their professional associations in order to deepen their content expertise, enhance their leadership skills, network with colleagues, and strengthen their ability to influence policy decisions that affect their professional lives.

Part VIII examines the role of Research in English language teacher professionalism and how the process of doing research can increase a teacher's professionalism levels. Reynolds makes the case for how research engagement supports professionalism in language teaching. Strategies for conceptualizing and planning, conducting and reflecting, and disseminating and receiving feedback are discussed along with various resources that teachers can turn to for support. Professional learning communities (PLCs) are the topic of focus of the next chapter. Smith, Jones and de Oliveira explore a sample PLC that is unique in both its contextual features and its approach to collaborative learning. Drawing from their experiences, successes, and challenges, they propose an optimal PLC that facilitates collaboration within and across institutions to enhance teaching practices and to promote positive student learning outcomes. Shehadeh examines the important concept of contextualization as a way of linking it to the relevant research and to the setting of the study. In doing so, he describes and illustrates the two main ways in which research is contextualized. The last chapter in this section is centered around growing your research impact. Chapter co-authors, Minh and Renandya provide us with useful and relevant information on ways to ensure our research has impact and contributes to building new knowledge. They then share ways teachers can make their research more visible to the academic community using both traditional and non-traditional means.

The following three chapters in Part IX center around the important process of sharing your work with others in the field. Broady demystifies the process of putting together a conference proposal, getting it accepted and presenting scholarly work at an ELT conference. Littlejohn and Reinders look at the topic of getting published and—more broadly—at disseminating published work. In addition to looking at the many reasons why educators publish and reviewing the broad range of publication platforms available, the authors also highlight some of the potential publication pitfalls and strategies for success. Pathare and Pathare share their experiences with writing coursebooks and other pedagogical materials and explore the skills and attitudes required to succeed as authors.

The last few chapters of this volume examine other diverse aspects of professionalism with a view to moving forward and onwards in the ELT profession. Aubrey details an often overlooked part of one's life-long career development, that of the job search. His chapter addresses the complex nature of what's involved in an international ELT job search. England and Schmidt share how they have expanded their geographic and professional horizons through travel to foreign countries and how they have acquired skills and knowledge unavailable without such efforts. In their chapter, the authors seek to provide information on opportunities for expanding cultural horizons beyond familiar geographical locations. The last chapters in the volume provide readers with information that might be needed for mid to late-career level teachers. Wolfersberger presents a three-part framework (teaching, research and service) that institutions typically use to appraise faculty during their promotion and tenure process. In this chapter, the author provides a definition, explains typical evaluation criteria, and presents strategies for documenting one's work in each of these three areas. Algren provides a unique perspective on how important it is to give back to the profession through volunteerism and service. He explores the many varied opportunities that teachers have to give back to their field, and to pay it forward to those who follow and who take over when others exit. In the final chapter of the volume, Reinders and Lewis share their views on the many ways that English language teachers have to retire, how to plan for their retirement and leverage their skills for life outside the classroom and academic environment.

4 Final Thoughts

Educators view themselves as professionals either "because they choose to, regardless of the quality of the culture around them, or because the culture sways them with a desire to do so" (Wiersma, 2011, p. 48). For which ever reason, English language teachers need to consider the long history of 'professionalism' and work on ways to increase their own professionalism levels. It is our hope that this volume will help English language teachers do just that.

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Language Teacher Professionalism: What Would Learners Say (WWLS)?

Víctor Parra-Guinaldo and Tammy Gregersen

Abstract This chapter advocates for going beyond traditional sources and definitions of language teacher professionalism in order to consider the perspectives of the language learner. We attempt to re-direct the evidence on relationship building (e.g., between teacher-teacher, teacher-administrator, and teacher-parent) as a key characteristic of teacher professionalism and apply it to the relationships that language teachers build with their learners. The chapter begins with general definitions of professionalism and their evolving meaning and then considers what it means to be a teaching professional and the stakeholders who are given the authority to make such judgements. Building on this background, we advocate for viewing language teacher professionalism through a positive psychology lens, with particular emphasis on emotional intelligence and nurturing the teacher-learner relationship.

Keywords Language teacher professionalism · Positive psychology · Emotional intelligence · Relationship-building

1 Introduction

Understanding what it means to be a language-teaching professional necessitates wading into murky social contexts and complex cultural perspectives. Although definitions of *professionalism* abound, few would deny that an element of authority and expertise is woven into its semantic denotation. Justified or not, today's generation seems eager to question those in authority. Such demands for accountability of those with authority have resulted in an apparent lack of consensus on respect for it. As a consequence, we have experienced an upsurge in a philosophy of participation wherein individuals are encouraged to assert their rights with respect to claims

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_2

of authority. This is particularly the case with learners' attitudes towards teaching professionals:

> …it is an unwise teacher who believes that all of the children in their class will conduct themselves in a desirable fashion purely because the state invests teachers with formal authority. Authority exists only in so far as subordinates accept its legitimacy and consent to do what is required of them and western societal views about the nature and exercise of authority have changed in recent times (Elliott, 2009, p. 198).

Such a situation makes it all the more untenable that current responses to questions surrounding what it means to be a teaching professional, broadly speaking, are almost completely void of learners' voices. As you read further through the literature review of this chapter, you will discover that although the voices of policy makers, union leaders, school administrators and even teachers themselves are heard loud and clear, little mention–if any–is made of what learners think makes their teacher "professional". Although research has addressed what it means to be a professional and a teaching professional, we know very little about the expectations of the people with most at stake: learners.

The circumstances are even more complex when we talk about language teaching professionals. According to Leung (2012, p. 26):

> Language teachers' positions are, arguably, more complicated than that of other subject areas because their work draws on knowledge and research from a number of academic disciplines related to language teaching and learning. Their professionalism is at least partly shaped by the roles and tasks associated with particular political curriculum requirements and expectations of local, regional and/or national language minority communities, the characteristics of their students, the work processes in their institutions and the prevailing intellectual climate. All of this is further complexified by the fact that language teachers like everyone else in society have their personal views on social and moral issues which can bear on their professional work.

To give language learners a place at the table, we attempt to re-direct the evidence on relationship building (e.g., between teacher-teacher, teacher-administrator, and teacher-parent) as a key characteristic of teacher professionalism and apply it to the relationships that language teachers build with their learners.

2 What is Professionalism in General Then?

Professionalism, as a concept, is not very easy to pin down with a single definition. As Evans (2008) points out, a varied number of definitions of professionalism seem to exist whilst simultaneously lacking consensus about the most apt one. In her own interpretation of professionalism she "liken[s] [it] to a service level agreement" (Evans, 2008, p. 27). And thus as far as agreements go, they must rely on the existence of multiple parties for their fulfillment. This in turn confirms even further the relevance of examining professionalism in education through a psychological perspective because any human interaction inherently implies dealing with the human psyche as well. In the language classroom, the most notable and crucial agreement is made between learners and teachers by way of the development of a working relationship. Coombe and Burridge (2018) also emphasize the human component of teacher professionalism by noting that "it is not simply about having the right teaching qualifications … [but] it [also] involves a commitment to … helping both students and colleagues achieve their goals" (p. 93). Thus, professionalism is one part concerned with the self, the educator, and one part concerned with the other, especially the one who is at the receiving end, namely the student. Echoing the sentiment about the human element of professionalism, Bowman (2013) turns his attention very fixedly upon the 'professionals' themselves in pointing out that "professionalism is less a matter of what professionals do and more a matter of who they are as human beings" (p. 17). He emphasizes the fact that "living up to a set of ideals" and having "an inner commitment that is deeply personal" are some of the essentials required for a successful educational professional (Bowman, 2013, p. 17). In his view, as will be proposed in this chapter, psychology concepts play a vital role in professionalism. And therefore the *self* portion is in fact of great importance when considering the wellbeing of the ultimate benefactor in this agreement or relationship, the student. According to Bowman, "[e]motional intelligence is a key component of professionalism" as it enables its practitioners to gauge their own as well as others' emotions in order to improve interpersonal relations and optimize their own emotions (2013, p. 18). An educator whose professional *self* is optimized by means of positive psychology elements is better equipped to optimize the *other* (person) component of their professionalism, which is the ultimate goal as we hope this chapter will demonstrate.

Returning to Bowman's points regarding what it takes to be a professional in the *self* sense, Demirkasimoğlu writes that the defining features of professionalism for an educator are related to their skills on the job, their maintenance of standards, and their accomplishment of quality (2010, p. 2049). In nurturing such features, the benefits spill over onto the student. Having explained the act of being professional, the second step is to edge closer towards the source of this act, the actual practitioner of professionalism, the *professional*.

2.1 The Evolving Meaning of Professional

Let's begin first with denotative meanings of *professional*, which tend to take a positive slant. According to Dictionary.com, the term can function as an adjective or a noun. As an adjective it refers to "following an occupation as a means of livelihood or for gain" (e.g., professional educator), "relating to, or connected with a profession" (e.g., professional studies); "appropriate to a profession" (e.g., professional opinion). As a noun, it means "a person who belongs to one of the professions, especially one of the learned professions" or as "a person who is expert at his or her work" (e.g., this teacher is a real professional). The Oxford English Dictionary Online likewise includes an entry referring to "a specified occupation or activity for money" and considers the following terms as defining characteristics: "special skill or training", "knowledge, experience, standards, or expertise; competent, efficient", and "high level of competence, commitment".

However, considering various connotations of the word *professional* demonstrates its evolving nature and its acquisition of somewhat pejorative implications. To discover where the definition might be headed, we consulted the *Urban Dictionary*, a crowdsourced website that records new words and their meanings. One of this dictionary's allures is its ability to capture many of the variations of words that emerge over time, as well as register new words and their meanings. Users rely on the site to keep them up to date with slang, common usage and popular culture as it drives linguistic change (Nguyen, McGillivray, & Yasseri, 2018). Although the Urban Dictionary contained definitions similar to the more standard ones found in conventional dictionaries (e.g., Professional: "Somebody who gets paid for what they do–as opposed to an amateur" and "Somebody who works at a job that requires a decent amount of skill and knowledge"), it also registered definitions that took a disapproving tone. For example, "One who is enslaved to the characteristic of professionalism in order to keep their job" and "One who wears fancy clothes that tell nothing of their character or skill, whether good or bad".

2.2 *What Does It Mean to Be a "Professional" and Who Defines This?*

Broadly speaking, there are three interrelated concepts that are central to a traditional notion of what it means to be a professional: knowledge, autonomy and responsibility. That is to say, because professionals often confront complex and capricious conditions, they need to draw on a specialized body of knowledge, commitment and trustworthiness. To apply such knowledge however, they need the autonomy to make their own judgements, which bestows upon the professional a certain degree of power and status. Autonomy though demands the promise to act responsibly (Furlong, Barton, Miles, & Whitty, 2000; Leung, 2012).

Among common characteristics of professionalism are exclusivity in the provision of specialized services for society using valuable skills and practicing them according to standards that are established and maintained by the profession itself yet are also publicly recognized. Professionals are in positions of privilege and responsibility as they exercise personal judgment informed by their recognized training and experience in offering a service to the community. They are tasked with protecting the public by ensuring specific minimum standards of competence and performance and in return are meritoriously recognized with remuneration and status (Lindop, 1982).

So, who is responsible for setting and maintaining these criteria? In general, whether we are talking about teachers, doctors, lawyers, or any other group, the profession is composed of a body of people who uphold shared principles of competence, codes of conduct and service. The self-imposed and self-maintained values are sustained by communal action of the profession as a whole and they include a variety of functions such as limiting access into the profession to those who are qualified by paying attention not only to the degree of qualifications but also to the relevance of said qualifications in performing the services of the profession. Implied in this expectation is that the profession will ascertain that the competence necessary to practice is assessed and updated via professional development and that the profession as a whole will self-regulate and take corrective measures when members of the profession fail to endorse the agreed upon standards of performance and competence (Lindop, 1982). Clarke and Newman (1997: p. 7) suggest that 'Professionalism operates as an occupational strategy, defining entry and negotiating the power and rewards due to expertise, and as an organizational strategy, shaping the patterns of power, place and relationships around which organizations are coordinated'.

2.3 What Does It Mean to Be a TEACHING Professional and Who Defines This?

Our purpose in this section is to aggregate specialized criteria to that already mentioned above to provide an overview of previous literature on what being a "teaching professional" means. Notice the scarcity of any direct references to learners and classroom relationships. Table 1 combines information from various sources and completes the sentence, "A teaching professional…".

As for who defines these criteria, there are several sources, two of which Sachs (2001) identified as coming from both inside and outside the profession itself. She investigated teachers' professional identities as they navigated significant changes in government policy and educational restructuring. She noted two kinds of professionalism: democratic, emerging from the teaching profession itself, and managerial, which was imposed by authorities via policies on teacher professional development that emphasized accountability and effectiveness. These competing publicly circulating discourses resulted in changes in the meaning of teacher professionalism and restricted "what can be said, thought and done with respect to debates and initiatives designed to enhance the political project of teacher professionalism" (Sachs, 2001, p. 151). Dominant discourses in teacher professionalism assert particular realities and priorities; and where people locate themselves in relation to them reflect the socially sanctioned dominance of certain ideologies and subjugation of others (Sinclair, 1996). According to Sachs (2001, p. 150),

> …definitions of 'professionalism', what constitutes a profession and so on have been sites of academic and ideological struggle between union leaders, bureaucrats and academics that are currently being played out in a variety of settings. There is no singular version of what constitutes professionalism or teaching as a profession that is shared by these diverse groups. This is despite the fact that each of these groups claims to be acting in the best interests of teachers individually and collectively.

Tichenor and Tichenor (2005) go straight to the source in their study using focus groups composed of in-service teachers. Their purpose was not to arrive at a lone

Table 1 Characteristics of teaching professionals

A teaching professional..	
possesses subject knowledge exhibits pedagogical skills manages the classroom links theory to practice cooperates and collaborates invests in continuous and lifelong learning demonstrates leadership (Snoek, S. & van der Klink, 2009)	demonstrates the pre-requisites for teacher effectiveness displays teacher-as-person qualities manages the classroom maintains instructional organization utilizes effective instructional practices monitors student progress (Stronge, 2002)
looks the part is punctual uses proper language develops relationships with colleagues (Hurst & Reding, 2000)	is analytic is dutiful is expert is reflective is respected (Cruickshank & Haefele, 2001)
possesses high degree of generalized and systematic knowledge oriented to community-interest and self-interest maintains self-control via codes of ethics perceives rewards system as symbols of achievement exercises autonomy (Barber, 1965)	shows character remains committed to change and continuous improvement possesses subject and pedagogical knowledge meets obligations maintains working relationships beyond the classroom (Sockett, 1993)
is punctual dresses neatly understands learning theories clearly communicates with colleagues, parents, and students (Kramer, 2003)	

inclusive definition of what it means to be a teaching professional but instead to determine behavioral boundaries and features of effectiveness that teachers can nurture. Their objective was to answer the question: "How do practicing teachers define professionalism?" (p. 91). Their findings suggest that teachers maintain rigorous standards, ideals, and expectations for everyone practicing in the profession and that there are teacher qualities that distinguish professional behavior that not all teachers have. Teachers in this study discussed "character" more than any other aspect, which raised the important question as to whether "character" can be taught or whether it is simply a disposition that individuals bring with them to the teaching profession.

Another important finding was the imperativeness of communicating to the external audience beyond the classroom door what it means to be a professional teacher to a wider audience in order to challenge the widespread misnomer that anyone can teach.

The preponderance of discussions on professionalism in the language teaching arena draws on literature from mainstream education, but with several noteworthy exceptions. For example, Leung (2012) distinguishes between managerial language teaching professionalism that tends to be institutionally prescribed, and independent professionalism, which refers to language teachers' personal perspectives of teaching and includes the act of reflecting on their own values, beliefs and practices. It is this second type of professionalism that we will focus on throughout the rest of this chapter. Richards (2008) suggests that independent professionalism goes beyond teachers reflecting upon their knowledge about teaching but also focuses on practical knowledge about how to teach and to facilitate learning in their classrooms. He contrasts two differing kinds of knowledge: knowledge *about* and knowledge *how*. Knowledge about concerns content knowledge. Knowledge how are concepts such as pedagogical content knowledge (the capacity to transform content into accessible and learnable forms) and practical knowledge that necessarily consider the participation of learners. This kind of professionalism necessitates that teachers examine their mental processes and consider the "situated" social nature of learning (Lave & Wenger, 1991)—an important element since language learning transpires in a context and progresses through interaction and participation in that context. Hence, teaching is not about translating knowledge and theories into practice but rather it is the act of constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes—with and for their learners. This perspective of professionalism considers how the social processes of the classroom promote and influence learning. The roles of participants, the dialogs they produce and interact in, tasks they cooperate on and the products and resources utilized are all pivotal to the process as together they shape the nature of learning (Singh & Richards, 2006). Hence, language learning develops within communities of practice via social interaction.

Given that social interaction within communities of practice is fundamental to language learning, the field-specific strategy for building good relationships recommended by Coombe and Burridge (2018) to improve language teacher professionalism gains even more traction. They defend their position by distinguishing four primary relationships that language teachers need to cultivate: teacher-to-teacher, teacher-to-parent, teacher-to-student, and teacher-to-line manager. Although they emphasize the need to be a team player and support fellow teachers as a significant aspect of what it means to be a professional, we would like to take it to the next step and propose several measures that language teachers may want to consider to nurture their relationship with their learners—the one who at the end, according to Nunan (1995), must stay at the center of the process because ultimately it will be them who do the learning.

3 Positive Psychology in the Service of Professionalism

For educators to be capable of practicing one of the most vital elements of their profession, namely professionalism, they need, as individuals, to be at their optimum in both body and mind. With improved inner professionalism of the *self* they will be able to better serve their students (along with all the other stakeholders in the educational process). Hence, positive psychology can play a very crucial role in ensuring that the well-being of educators is optimized.

The key features of professional activity itself have historically undergone an interesting evolution as Latygovskaya, Bukharina, and Chubik (2015) note, from a rather collective and static type of focus on the "preservation of traditional patterns" in the days of pre-industrial society, to the current more personal and dynamic focus on "creativity and motivation to meet individual needs of self-realization" (p. 375). Thus, the involvement of positive psychology as both a perspective and an instrument in relation to professionalism today is very relevant. As Helsby (1999, p. 93) succinctly notes, "There is nothing simple or static about the concept of teacher professionalism…" (as cited in Evans, 2008, p. 22). Helsby (1999, p. 93) further points out that professionalism "is constantly changing and constantly being redefined in different ways at different times to serve different interests". One thing is clear: it is a concept that is here to stay and it makes up a very substantial part of the identity of an educator. Simultaneously as Maslach and Leiter (1999, p. 303) so rightly point out, "the most valuable and costly part of an education system are the people who teach" and they very aptly observe that "[maintaining teachers'] well-being and their contribution to student education should be a primary objective" (as cited in Mercer, Oberdorfer, & Saleem, 2016, p. 215). A novel approach towards improving educator professionalism needs to change with the times, and as we will argue, the use of positive psychology concepts such as emotional intelligence (EI), for example, can serve to better develop educator professionalism by improving teachers' inner well-being, with the end result being an improved educator-student relationship.

4 Nurturing the Teacher-Learner Relationship

Recent research in EI underscores the importance of nurturing emotions through the process of being aware of and managing one's own emotions and understanding those of others. In the words of Bradberry and Greaves (2010) EI is intrinsically connected with one's intrapersonal and interpersonal skills. According to EI theory, the advantage of developing positive strategies in the workplace is that not only is EI a good predictor of effective leadership (Palmer, Gardner, & Stough, 2003), but research also shows that "children with a good sense of self and identity, who score highly in terms of emotional intelligence tests, are less likely to fall behind at school" (Whitehead, 2006, as cited in Shelton & Brownhill, 2008). Teachers tapping into their own EI improve the *self* portion of their professionalism, and in doing so they simultaneously build and improve the relationships with those with whom they come in contact—especially their students.

In practice, for teachers to create an environment conducive to students' well-being, they need to participate with students in psychologically positive and enriching activities. Once accomplished, the foundation between the student and teacher will be laid for the building of a positive relationship–crucial in the development of the teachers' professionalism. For example, Helgesen (2016, 2018) developed a series of language learning activities in which positive psychology was central in their elaboration. These activities cover a variety of topics all conducive to engendering the overall well-being of teachers and their students: elicitation of good memories to promote positive thinking, random acts of kindness, expressions of gratitude, maintenance of the relationship with one's own friends and family, manifestations of forgiveness to secure peace of conscience, regular physical exercise for a healthy life style, awareness and mindfulness of the good things around us, and finally problem solving and stress assuaging. For a detail perusal of these activities, one can visit Helgesen's website: www.eltandhappiness.com.

Another ample repository of useful activities designed to promote positivity in the classroom is found in the Global Happiness Policy Report, which is compiled on a yearly basis by experts from around the world. Its 2018 edition describes the activities of positive education programs in primary and secondary schools from eleven countries. Teachers facilitate student engagement in a variety of activities, which include "remembering what went well today; writing letters of gratitude; learning how to respond constructively; identifying and developing character strengths; and training in meditation, mindfulness, empathy, coping with emotions, decision-making, problem solving, and critical thinking" (p. 15). Although elaborated for student growth and development, we suggest that when teachers engage together with their students in such activities, their professionalism—especially in terms of relationship-building—is also enhanced.

The overall message put forth by these positive education programs is the promotion of mental health and well-being, and this goal is achieved when individuals acquire "compassionate and cooperative values and behavior," and when they understand "their own emotions and those of others," and finally when they develop "the skills to manage those emotions."

A variety of interventions based on this central idea of empathy has proved successful; among them are the following:

- *what went well*—record events that went well during the day and explain why they went well;
- *gratitude visit*—write a thank you letter and read it to the person to whom it was directed;
- *character strengths*—put personal strengths to practice in novel ways;
- *best self*—write about something that elicits self-satisfaction;
- *meditation and mindfulness*—practice meditation techniques;
- *empathy training*—learn about empathy and use it consistently;

- *coping with emotions*—identify, understand, and manage emotions, especially positive ones that lead to effective decision-making and identifying the best course of action;
- *problem solving*—learn to use effective heuristics in order to solve problems;
- *critical thinking*—learn to conceptualize, synthesize, apply, and evaluate information.

(adopted from the Global Happiness Policy Report 2018, p. 54).

The above-mentioned activities and strategies are but a few of the many ways in which teachers can build up students' sense of *self* (and vice versa) in order to later pave the way for the mutual construction of positive relationships. Some of the most important strategies for achieving this are expressing gratitude, focusing on positives, practicing empathy, and modelling critical thinking. In practicing to express gratitude, individuals learn to appreciate others while at the same time recognizing in their own selves the capacity to discern good deeds and characteristics. By applying the 'focusing on positives' strategy, teachers and students show each other that they are valued and have much for which to feel proud, turning their focus towards all that is good in themselves and opening them up towards forging positive relationships based on appreciation and trust. Teachers and students who practice empathy recognize the emotions of others and reflect upon their own in the process, building interpersonal skills and facilitating the strengthening of the teacher-student relationship. Finally, a teacher's modelling of critical thinking shows students the optimal way to approach and resolve problems. Possessing effective problem-solving skills will not only provide students with self-confidence and agency but will also contribute towards their interpersonal abilities of dissolving conflicts and maintaining healthy relations. These strategies demonstrate the power that EI tools have to affect positive change within individuals and thus by extension in their relationships with others, with the outcome being a sturdy and healthy teacher-student bond that serves to assist students in achieving academic success. Such bonds stand as testimony to a teacher's exceptional professionalism as seen through the perspective of their most important beneficiary, the student.

5 Conclusion

This chapter examined what it means to be a language teaching professional by first revisiting traditional definitions of professionalism (which typically include concepts, such as knowledge, commitment, and responsibility, either self-maintained or imposed by an authority) and then by exploring what being a teaching professional means (where character is a recurrent theme). Because individual rights are important, in particular the learners' perception/expectations of professionalism, we redirected our focus to the teacher-learner relationship which directly impacts professional teaching. Effective teaching means reexamining professionalism through a psychological lens, where emotional intelligence facilitates teacher-learner relationships and emphasizes the human component of teacher professionalism. Operationalizing positive psychology tenets by creating an environment conducive to students' well-being translates into students' active participation in psychologically positive and enriching activities. This space is where the foundation between the student and teacher is laid for the building of a positive relationship–crucial in the development of the teachers' professionalism.

6 Discussion Questions

1. What does it mean to be a "professional" and who defines this?
2. What does it mean to be a "teaching professional" and who defines this?
3. What role does positive psychology play in the service of professionalism?
4. Why is it important to nurture the relationship between teacher and learner?

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Language Teacher Professional Identity

Aymen Elsheikh and Elham Yahia

Abstract Language teacher identity (LTI) has received a lot of attention during the last three decades. As the topic of professional identity is broad and multifaceted, the purpose of this chapter is to highlight the major themes that have emerged in the literature to date, namely LTI in professional contexts, the role of socio-political and economic contexts in LTI, the nexus between identity and knowledge, and how LTI relates to professionalism. The chapter argues that, although there is a plethora of LTI research, language scholars and practitioners need to engage more critically with and investigate how professional identities are constructed within current dominant discourses such as globalization, superdiversity, transnationalism, multilingualism, among others. The chapter concludes with overarching research and pedagogical implications in addition to the relationship between LTI and professionalism.

Keywords Identity · Language teacher identify · Knowledge · Teacher knowledge

1 Introduction

Given the unprecedented rate of the process of globalization and the concomitant spread of the English language around the globe, it has become more imperative to examine the socio-cultural and political discourses of education in general and language education in particular. In recent years, this issue has been more complicated due to the neoliberal onslaught and the challenge posed by what scholars have referred to as 'superdiversity' (Vertovec, 2007). While superdiversity refers to how populations have become more increasingly diverse than ever before, neoliberalism has been defined as "the philosophy of economic and social transformation taking place according to the logic of free market doctrines that dictate the way economies

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_3

and societies function" (Barnawi, 2017, p. 1). Since educational institutions are an inextricable part of the economies and societies in which we live and function, investigating the implications of these forces becomes crucial if we are to understand the teaching and learning processes. Central to these processes are the teachers who shoulder both the burden and demanding responsibility of impacting their students' lives positively through their deployment of different instructional practices. Therefore, attending to and examining teachers' professional identity help us understand who the teachers are and how they operate and navigate the different socio-cultural, political and economic discourses that permeate their workplace.

The purpose of this chapter is to contribute to and survey the burgeoning body of literature on English as a foreign/second language (EFL/ESL) teachers' professional identity. It takes the literature on the subject as a point of departure and argues that understanding EFL/ESL teachers' professional identity construction has direct implications for their classroom practices, which will in turn influence their sense of professionalism. As the topic of professional identity is broad and multifaceted, the chapter makes a concerted effort to highlight the themes that have emerged in the literature to date. We then conclude by outlining implications for research, pedagogy, and professionalism.

2 Understanding LTI and Its Origin

In order to pin down language teacher identity, it is imperative to first understand what constitutes identity. There are many conceptualizations of the term, but, since what is at stake here is language teacher identity, it is paramount to understand identity in the context of language. Many language identity scholars draw from poststructural and postmodern theorizations of language as a situated practice in which meaning is negotiated (Norton & Toohey, 2011). This process of negotiation takes place within a discourse and this led some language identity theorists to posit that discourse is a "sort of identity kit which comes complete with the appropriate costume and instructions on how to act, talk and often write so as to take on a particular social role that others will recognize" (Gee, 1996, p. 127). Viewing identity from a discourse vantage point has dominated current research on language teacher identity where more attention has been given to the role of different contexts (socio-cultural, political, economic, etc.) in shaping teacher identity.

The genesis of language teacher identity lies in mainstream teacher education. Interest in identity research emanated from the epistemological and methodological shifts from cognitivist and psychological approaches to those that ground the field of teacher education in critically and socially informed frameworks. These new conceptualizations of teacher education informed and raised scholars' intellectual quest for understanding teachers' personal lives and how they become professionals vis-à-vis the sociocultural contexts in which they learn about teaching. Learning to become a teacher, therefore, has been viewed as identity work par excellence (e.g., Britzman, 1994; Connelly & Clandinin, 1999).

If identity is constructed within discourses and contexts in which teachers work, then teachers' identity could be seen as pre-determined. However, one cannot undermine the agency of teachers, i.e., the ability to author their own identities within the confines of the contexts in which they work (the "I"). This view is represented in Mead's (1962, as cited in Elsheikh, 2012) distinction between the "I" and the "me". While the "I" relates to the response of the individuals to the attitudes and behaviors of the others, the "me" concerns the result of position-taking, or internalizing and assuming the perspective of the other, toward what Mead calls the "the generalized other". This means that other people we come in contact with give to the individual his/her unity of self and this highlights the social aspect of identity when coming into contact with other actors in the social discourse. As mentioned above, therefore, teachers construct their identities through an ongoing process of negotiation, argumentation, and dialogue that involves their personal and professional life stories (Barkhuizen, 2016).

In addition to the realization that teacher identity is both discourse-bound (socially and culturally determined) and individually-authored (the role of agency), one can observe the relational dimension of identity. This is not a totally new realization as philosophers, such as Hegel, Heidegger, and Sartre, among others, have popularized and written extensively about. Heidegger (1962 as cited in Elsheikh, 2012, p. 19), for example, who was influenced by Hegel and influenced Sartre and French post-structural and postmodern intellectuals, maintained:

The formally existential totality of Dasein's ontological structural whole must therefore be grasped in the following structure: the Being of Dasein means ahead-of-itself-Being-already-in (the-world) as Being-alongside (-entities-encountered-within-the-world). This Being fills in the signification of the term 'care'. (Heidegger, 1962, p. 237).

As "care" represents the identity of Dasein, or being in the world after encountering different forces, this suggests that relations in the world are constitutive of human identity. So how does this philosophical identity work relate to teacher identity; the reader may ask? A clear conclusion which can be drawn here is that teacher identity may impact and can be impacted by that of their students' and other community members. While identity is of relevance to all teachers (Evans, 2002), as we have argued previously, it is particularly relevant and indispensable to language teachers because of its intricate relationship with language.

3 Researching LTI

There is now a plethora of research which investigates language learner identity (Norton, 2000; Norton Peirce, 1995), but language teacher identity research, although gaining momentum, has not received as much attention (Cross & Gearson, 2007), especially in light of the challenges which exist outside of the field of (language) teacher education, such as globalization and the concomitant use of English language in international contexts. This adds to the complexity and multifaceted dimension of EFL/ESL teachers' identity and makes researching it timelier than it has ever been.

According to Tsui (2007), L2 teachers' identity research has thus far focused on three major areas: a) the multidimensional or multifaceted nature of professional identities; b) the examination of the relationship between the personal and the social aspects of identity construction. Self-reflection and teachers' personal practical knowledge (Antonek, McCormick & Donato, 1997; Morton & Gray, 2010) constituted the studies which took up the personal dimension of teacher identity. According to some L2 scholars, this line of research did not take into account the role of the professional context, which is situated in the broader sociocultural and political context, in the process of teacher identity construction (Duff & Uchida, 1997; Johnson, 1996); c) the last area concerns the role of agency and structure in teacher identity formation. As previously mentioned, when we discussed the theoretical foundations of teacher identity, some researchers argue for the role of agency and that the choices teachers make constitute their professional identities (Coldron & Smith, 1999), while others foreground the active influence of social structure represented in the institutions in which teachers work and learn (Gee, 2000–2001). Although language teacher identity (LTI) has come a long way in the last decade and a diversity of research methods and theories has been used (Barkhuzien, 2017), the next section of this chapter, due to space limitations and taking the theme of the book into consideration, examines the professional and socio-political contexts which influence LTI.

4 L2 Teachers' Identity Research: Professional Contexts

In this chapter, our discussion of the professional contexts of LTI research will be limited to the microstructure of educational institutions, pre-service teachers in their respective teacher education programs and in-service teachers in their classrooms. Several studies have examined the identity construction of pre-service language teachers, especially in ESL/EFL contexts. For example, Johnson (1996) explored how the experiences of an ESL pre-service teacher during a TESOL practicum shaped her view of herself, of second language teaching, and of the TESOL practicum. Using ethnographic research tools and analytical frameworks, Johnson's findings showed that her participant's (Maja) views of the TESOL practicum involved tensions that affected her practices and understanding of teaching and of the meaning of being a teacher. Interestingly enough, Maja developed her sense of who she was as a teacher during the initial experience of her student teaching program and this shows the importance of studying pre-service teachers' identity formation while they remain in the context of doing their practicum.

The nature of professional knowledge in the teacher education program can shape pre-service teachers' identity in particular ways, especially in EFL contexts where there is tension between local and western modes of learning. This is evident in Clarke's (2008) research which examined the development of teaching identities of

EFL pre-service teachers in the United Arab of Emirates (UAE). Using the tools of discourse analysis, he showed that the student teachers constructed their identities around the dichotomy between their traditional knowledge of teaching and learning and the “progressive” view of language teaching. In other words, the student teachers rejected the traditional approach—the one they were exposed to in their previous schooling—while they accepted the “progressive” approach—the one introduced in their teacher education program—which is based on Western views of teaching and learning.

Similar to Clarke’s study, but in a more fragile context, Elsheikh (2012) examined the identity construction of four Sudanese EFL pre-service teachers. Using a case study approach, his findings showed that a teaching identity was not desirable to two of his participants while the other two embraced it. The two participants who rejected a teaching identity attributed their rejection to purely economic reasons and this finding resonates in many contexts, especially those in the Periphery. It also shows the important role of the larger contexts, which go beyond the educational ones, in the process of LTI construction.

5 L2 Teachers’ Professional Identity: Sociopolitical and Economic Contexts

The sociopolitical and economic contexts of language teaching in general can be divided into micro and macro structures. The language classroom, for example, can be considered as a sociopolitical and cultural context because it is a microcosm of the larger society. Students from different backgrounds constitute the community of the classroom and the presence of a teacher adds a political dimension as teachers have power over their students. Classrooms also exist in different contexts and, for example, there are teachers who prefer to work in countries with better economic conditions. These teachers have traditionally been known as expatriate teachers. The vexing question then is: how does LTI look like in such diverse contexts?

Johnston (1997) investigated the life history of 17 Polish and expatriate EFL teachers in Poland. Using Mikhail Bakhtin’s concept of language as *heteroglossic*—consisting of several competing discourses that are in ongoing dynamic dialogue with one another—his analysis showed that “teachers’ stories reflect dynamic and nonunitary identities that interact discursively in complex ways with a range of other discourses from the social, economic, and political context” (p. 681). Similar to Elsheikh’s (2012) finding, Johnston found that teachers in Poland did not consider EFL as a lucrative form of employment. For Johnston’s participants, it was an easy profession to get into and out of should better job opportunities arise. Implications from such research remind us of the marginal status of EFL teachers based on socio-economic factors.

Pennycook (2001) contends that the binary oppositions of West and East, identity and practice, and the like are not productive and are, instead, deterministic in nature. However, Brutt-Griffler and Samimy (1999) remind us that non-native English speaker teachers (NNESTs) not only lack status and power but also struggle to obtain legitimacy in the field of L2 education vis-à-vis the native speaker fallacy, unless they undergo a process of empowerment. Relating the studies of NNESTs to identity formation, Brutt-Griffler and Samimy examine the notion of nativeness among 17 NNESTs enrolled in a graduate seminar in a TESOL program. The authors aim to empower the participants by problematizing the construct of the native speaker (NS). To achieve this end, the authors ground their study in the Freirian notion of *critical praxis* to enable the participants to critically reflect on their personal experiences and self-representation. The data collected (autobiographies and interviews) aim at examining the students' self-perceptions of their linguistic and pedagogical competence as well as their perceptions and beliefs regarding the NES-NNES teachers' dichotomy. The results showed that the NNESTs view themselves differently from their NEST counterparts in their linguistic and pedagogical knowledge. The participants also acknowledge the lack of representing varying issues of EFL/ESL in the professional literature. Thus, the researchers argue that "further research is needed to articulate the differences between EFL and ESL contexts in the eyes of international EFL professionals" (p. 428). We have now come a long way in scholarship relating to NNEST where there is a plethora of research and volumes dedicated to this topic (Swan, Holliday, & Aboshiha, 2015) but discriminatory practices against NNESTs still exist, especially in employment in regions such as the Middle East and South East Asia.

NNEST research has been influential because it takes the sociopolitical context of ELT into consideration through its problematization of the inequality invoked by the dichotomous terms NNES/NES teachers. However, some scholars see postcolonial dichotomies of 'Self'/ 'Other', West/East, NES/NNES teachers as inadequate and failing to account for the multiple, dynamic, and changing aspect of identity formation (e.g., Beaverstock, 2002; Holliday, 2005; Phan, 2008). In line with the views of critical postcolonial theorists (e.g., Beaverstock, 2002) on identity formation, L2 and bilingual scholars (e.g., Elsheikh, 2015; Holliday, 2005; McKay, 2018;) see the need to teach English as an International Language (EIL) to educate a new and dynamic group of teachers. However, the identity construction of these teachers, as well as how to teach EIL, remains under-studied.

For example, Phan's (2008) longitudinal study examined the identity formation of 16 (12 male and four female) Western-trained Vietnamese EFL/EIL teachers. Additionally, she investigated whether Holliday's (2005) notion of *native-speakerism* plays any role in teachers' identity formation.[1] Following the tradition of case studies, Phan's data sources included in-depth interviews and reflective writing while her participants were enrolled in a TESOL Master's program in Australia as well as follow-up e-mail correspondence and phone conversations after they returned to Vietnam. She grounded the study in multiple theoretical frameworks, including

[1] According to Holliday (2005), "native-speakerism" is an ideology in the English language teaching (ELT) tradition that the native speaker teacher is representative of Western culture and her model is the ideal one for English language and its teaching.

postcolonial theory, critical postcolonial theory, Western-oriented perceptions of identity, Vietnamese-oriented perceptions of identity, and EIL. The findings of her study showed that the EFL/EIL teachers' identities changed through a process of maintaining and negotiating their core identities: Vietnamese teacher/student and Vietnamese national/cultural identity. This is reflected in the following extract:

The Western-trained EIL Vietnamese teachers experienced changes in their identities as a result of their exposure to a new context with different cultural and pedagogical practices, but they seemed to negotiate their identities on the basis of 'dominant' identities (p. 181).

Phan's (2008) findings support the notion that the teachers constructed their identities in relation to their differences and similarities to others through employing certain cultural lenses. Thus, these findings indicate the rejection of the static notion of identity construction as Self vs. Other. Instead, while her participants kept their core identities, "they constructed their identities by moving fluidly and dynamically alongside [other] identities" (p. 189). Phan highlights the hybrid nature of constructing identities. Further, she found that the EIL teachers have not been affected by *native-speakerism* because English in Vietnam is mostly taught by locals. Finally, the participants appropriated and resisted certain Western values and cultures when teaching EIL in Vietnam.

A growing body of research has started to investigate the role of unequal power relations between global (dominating) and local (powerless) cultures in identity formation within TESOL's discourse (e.g., Canagarajah, 1993; Motha, 2006; Norton, 2000). This research, however, has focused on the identity formation of learners in ESL contexts (Norton, 2000; Norton Peirce, 1995), EFL contexts (Canagarajah, 1993; Torres-Rocha, 2019), or practicing ESL teachers (Motha, 2006). It is evident that pre-service EFL teachers' identity remains invisible in the nascent body of literature on L2 teacher identity. Additionally, since "teachers' thinking, knowing and doing, and identity formation, are enacted in classroom contexts, yet remain disconnected in the literature" (Golombek, 2009, p. 159), it becomes crucial to investigate the ways in which teachers' knowledge and identity shape one another. Understanding the nexus between L2 teachers' knowledge and identity helps us to better understand these teachers' needs, concerns, and practices.

6 LTI and Knowledge

The importance of linking L2 teachers' knowledge and identity has been called for by some scholars in the field (e.g., Golombek, 2009; Johnston, 1999). Johnston (1999) synthesized the literature on L2 teacher knowledge and identity to argue that they are intimately related. He reviewed theoretical literature on teacher knowledge in general education and language education (Freeman & Johnson, 1998; Shulman, 1987) as well as empirical studies (Borg, 1998). From this review, Johnston presented teacher knowledge as complex, process-oriented, and rooted in narrative experience. He then discussed his own research and that of others on the identity of NNESTs in

EFL contexts (e.g., Johnston, 1997) to argue that teacher identity, in the view of these studies, transcends personal matters and is seen as deeply rooted in social, political, and cultural contexts. Thus, it is not possible to disregard teacher identity in teacher education and development.

Johnston suggests that teachers' knowledge is constitutive of their identity, or, in his words, "we are what we know". One way of demonstrating this, is that, for Johnston, "wherever teachers systematically reject an identity as a teacher, they are devaluing their professional knowledge" (p. 18). This argument reflects the sociopolitical context in which knowledge is rooted and impacts the profession. Another way of linking teacher knowledge and identity is via the narrative and personal dimensions of teacher knowledge. In this sense, teacher knowledge is built and developed throughout the academic and professional experiences of teachers. Therefore, teachers may come to think of themselves in terms of what they come to know in these two sites of identity construction (academic and professional). Or, in other words, "the teacher is in a very real sense what she knows" (p. 19).

While Johnston's arguments offer us rich insights into why we need to link teacher knowledge and teacher identity, we should also conceive of the link as relating not only to what teachers know but also to their actions since their knowledge is grounded in the contexts in which they live and work. His comments also provide us with a glimpse into how to examine this phenomenon in pre-service (teacher education) and in-service (teacher development) settings.

A small body of research has started to make explicit the relationship between teachers' knowledge and identity. Morton and Gray (2010) examined 12 student teachers' personal practical knowledge (PPK) and identity construction in lesson planning conferences in the early stages of a pre-service TESOL Certificate course. The conferences were based on a discussion of the student teachers' lesson plans with their teacher educators. They were expected to discuss how they would teach their lessons and to give rationales for the different activities outlined in their plans. Through analyzing the discursive acts of the student teachers, such as "producing directives, proposing actions, evaluating, articulating teaching principles, and imagining classroom events", the authors found that the conferences served as a site for the discursive construction of the student teachers' personal practical knowledge and professional identities (p. 297).

Another study in which there was an emphasis on the relationship between teachers' knowledge, beliefs, and identities comes from the Japanese context. Nagamato (2012) examined the professional identity construction of four female Japanese university teachers of English language. Upon analyzing the interviews and classroom observations using Wenger's (1998) and Gee's (2000–2001) theories of identity, Nagamato found that the teachers' identity construction was influenced by many factors. For example, the teachers in the study constructed their identity in accordance with their knowledge of the subject matter. However, they felt that they lacked knowledge of how to teach or pedagogical knowledge. Nagamato also found that while they did not necessarily teach the way they were taught, they were highly influenced by their previous learning experiences represented in their beliefs and knowledge about language learning.

Elsheikh's (2012) dissertation on the knowledge and identity construction of pre-service EFL teachers as well as Yazdanpanah's (2014) chapter on the interaction between English language teacher knowledge and identity can be seen as a direct response to the call for examining teachers' identity by taking into consideration their professional knowledge. In recent years more studies and literature investigating the connection between teacher knowledge and identity have come to the fore. Although the focus might not be directly on the interplay between knowledge and identity, this literature contributes to our understanding of language teachers' professional identity construction. Examples of this recent literature include but are not limited to studies which take into account the different personal, contextual, and professional factors (Pennington & Richards, 2016), social interaction and English language teacher identity (Gray & Morton, 2018), and conceptual studies which seek to integrate and examine the interrelationship between teacher learning, teacher cognition, teachers' participation in communities of practice, contextual factors, teacher biographies, and teacher emotions (Yazan, 2018).

7 Conclusion

To conclude this chapter, we would like to start where we began and remind the reader of the important role which globalization and the spread of English as an international language plays in the process of teaching and learning. While research on language teacher identity has responded to issues emanating from within the field and that of general education, such as linguistic identity, NESTs vs. NNESTs issues, the professional contexts of teaching (classrooms, schools, teacher education programs, etc.), teachers knowledge, biographies, emotions, etc., more research (empirical and theoretical) needs to be conducted on the relationship between language teachers professional identity and the challenging issues raised by the process of globalization. One example of this area of research is a focus on how language teachers are responding and adapting to neoliberal discourses manifested in the different forms of transnational education. In addition, as language teaching influences and is influenced by different disciplines, research which examines and uses transdisciplinarity approaches will offer valuable insights into the work and professional identity of language teachers (De Costa & Norton, 2017). Of equal importance is the inquiry into how teachers' professional identity is enacted and constructed in multilingual and superdiverse contexts. This identity work has direct pedagogical implications both in teacher education programs as well as language classrooms. These include but are not limited to the use of translanguaging practices, teaching English as an international language, the role and inclusion of the global and local (glocal) in teaching, issues of classroom and learning management, and learner and teacher motivation. In short, as Morgan and Clarke (2011), put it, research on LTI can be viewed as "a potential site of pedagogical intervention and an area of explicit focus in teacher preparation" (p. 825).

Finally, LTI has a direct relationship with professionalism. Any profession must have a set of skills and knowledge and language teaching, as a profession, is no exception. Although early research on EFL has expressed doubts in its status as a profession (Johnston, 1997) due to the ease of entering and leaving it, it has been established that teaching and language teaching in particular come with a certain knowledge-base (Freeman & Johnson, 1998; Shulman, 1987). Previous schooling, teacher education programs, and in-service or professional development programs are among the sources of teachers' knowledge-base. Language teachers must have knowledge of the self, subject-matter, content, pedagogy, curriculum, students, and schools in addition to knowledge of the larger socio-political discourses discussed previously, such as globalization, transnational education, multilingualism, etc. It is this knowledge that constitutes who the teacher is and therefore examining LTI gives teachers a sense of their professionalism.

8 Discussion Questions

1. How is teachers' professional identity influenced by (or influences) learners' identity?
2. What are some ways that enable teachers to develop more effective professional identities?
3. How is teachers' identity related to and impacted by the status of the profession?

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Teacher Stress, Its Effects and Management

Sufian Abu-Rmaileh

Abstract Stress is present in our lives wherever we go. Work-related stress, in general and teacher stress in particular, play a significant role in challenging teachers in their everyday activities. If stress is gone un-noticed and mismanaged over a prolonged period of time, it can seriously damage one's life or career ultimately leading to burnout or even worse. Causes of teachers' stress can come from the fact that teachers teach the unmotivated, they don't have a say in the teaching process, or lack resources. Symptoms of stress can be physical, psychological or behavioral that can lead the person to some serious and detrimental actions. Teachers need to be able to manage stress with the support of their family members, colleagues and school administrators. They need to set SMART goals, be positive, accept what cannot be changed and be willing to be flexible enough to accept help from others around them.

Keywords Teacher stress · Stress management · Burnout

1 Introduction

Everyone faces pressure in the workplace due to the demands of the job in which they are engaged. Work-related stress has been seen as being a significant concern within today's professions. This pressure may be deemed acceptable and manageable by one person, keeping them on their toes, challenging them to improve, create, and think outside the box. However, it can wreak havoc in the life of another who cannot keep up with the challenges of those demands. Stress is perceived as one of the most significant factors in human behavior that affects the livelihood, physical and mental health of the individual (Yang et al., 2009).

Compared to other professions, teaching has been seen to have one of the highest levels of stress. It is estimated that between a fifth and a quarter of teachers go through frequent stress (Earp, 2010). A research report done by the Health and

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_4

Safety Executive confirmed that 41% of teachers reported high levels of job-related stress (Smith et al., 2000).

Increased levels of work-related stress for teachers, over prolonged periods of time can lead to teacher burnout (Kokkinos, 2007). Burnout has been associated with overly physical, emotional and mental exhaustion due to the continuous strain and stress (Blasé, 1982; Geving, 2007). Teacher burnout affects teacher performance and the quality of teaching they provide. It can also affect teacher retention and turnover (Ingersoll, 2001; Skaalvik & Skaalvik, 2015).

2 Definition of Teacher Stress

Stress is the body's reaction to or response when there are changes happening in the life of any individual. For Argyle (1964) an individual's understanding of matters occurring around them, which cause them to experience stress, may vary greatly from one person to the next.

Stress has been identified as a response to prolonged and amplified pressures that cannot be skillfully controlled by the person's coping mechanisms (Kyriacou, 1987). According to Travers and Cooper (1996), a stressor is thought to be something found in the environment of the person that can act as a stimulus. This can be physical, psychological/emotional, or behavioral in nature.

McGrath (1970) suggests that stress can take place when there is an apparent added environmental burden over and beyond an individual's coping capabilities to meet those demands. Kyriacou (2001) further defined teacher stress as:

> the experience by teachers of unpleasant, negative emotions, such as anger, anxiety, tension, frustration, depression, resulting from some aspect of their work as a teacher (p. 28).

From these definitions, it is obvious that stress comes from the demands placed on the individual which prevent them from performing their duties.

3 Causes of Teacher Stress

Teaching has one of the highest stress levels than any other profession (Travers & Cooper, 1996). Dunham (1992) and Upton and Varma (1996) argued that the main sources of teacher stress vary from one teaching subgroup to the other. This is due to the fact that certain subgroups of teachers deal with unique and unrealistic demands that apply to that particular subgroup; private schools vs. public schools, regular schools vs. special needs schools, teaching lower grades vs. higher grades, etc. New technologies, new work procedures and requirements also affect workers' stress levels and their abilities to cope with that stress. Students' behavior and motivation also play a pivotal role in adding to teacher stress (Borg, 1990). Moreover, Jarvis

(2002) reported that teaching is considered hard, poorly compensated and at the same time, thought of as having low public respect, and regard.

Some other matters that cause teacher stress include the following:

3.1 Teaching the Unmotivated

Teachers sometimes teach uninterested and unmotivated students. Teachers do their best to encourage, motivate and persuade students to be active members in class. However, there are groups of students who are uncooperative and unwilling to do anything in class. They don't bring their books or complete assignments, wasting their time, the teachers' time and other students' time. Moreover, these students lack the discipline needed for teachers to perform their jobs (Sutton, 1984; Hakanen et al., 2006). The constant effort by teachers to be alert makes them unable to relax or even think. If teachers aren't attentive even for a second, these students may take the opportunity to have verbal and/or physical confrontations with other students which could lead to serious incidents. Teaching these unwilling and unmotivated students makes teachers feel frustrated and exhausted (Kyriacou, 2000). This emotional, physical and mental exhaustion and drain cause teachers a great deal of stress.

3.2 Lack of Communication and Input

Communication is a key aspect in every work environment. Teachers want to know what is going on around them in their department, school or district. Lack of communication or poorly communicated policies and procedures, or expectations affect teacher level of stress (Blasé, 1986; Travers & Cooper, 1996). With little or no communication taking place, teachers tend to get upset and over time, this turns to anger, and anger turns into rage and rage turns into frustration and stress (Brown & Ralph, 1992). Furthermore, lack of input in matters that concern teachers and their students, can make life difficult for teachers. Teachers know the best ways to teach their students, what suits their abilities and what helps them do well. Teachers become stressed out when they aren't consulted about their students' welfare and the ways they can help them.

3.3 Lack of Clarity and Objectives

Teachers need clarity about expectations, extracurricular activities, feedback and evaluations. They need to have direction and logic behind expectations. Once their road is clear ahead of them, goals have been set with their input, teachers accept them. When the mission and the objectives are laid out for them, they have a road map of things to do.

However, lack of clarity means that anyone can come in and dictate things last minute. When this happens, teachers who are inundated and overwhelmed with work may not be able to handle last minute changes to schedules, teaching load, assignments, etc., adding to the already overworked teachers, causing them increased and unwarranted stress.

3.4 Lack of Resources

Teachers require a great deal of resources. They need teaching materials, supplies and technical gadgets; hardware and software. These tools have significant effect on the work satisfaction of teachers. Teachers cannot work, or their work is hindered without such resources (Yang et al., 2009; Aldrup et al., 2017). In order for teachers to have what they need for their classes, they often use their own money for much needed supplies. This burdens teachers whose salaries are not that great in the first place. This adds to the many problems teachers face, leading them to feel pressure that can mount to unmanageable stress.

3.5 Lack of Training/Professional Development

Teachers need to better themselves through continuous training and development because of the rapid advances in technologies and teaching practices. Teachers need to network with other same minded individuals who can help them find resources, tools and ideas to help manage the pressure of work (Aldrup et al., 2017). They require training on how to deal with troubled or unmotivated students, and on how to work with special needs students. If teachers lack such training, they feel that they cannot compete in their fields, feeling lost and unable to keep up with practices and developments that their students need. This leads to teacher frustration and lack of contrast, ultimately leading to stress.

3.6 Lack of Compensation

Teachers do a lot of extra work marking papers, preparing lessons and answering emails or WhatsApps from their students, fellow teachers, parents and administrators. They participate in extracurricular activities, hold parent-teacher conferences and attend department meetings as part of their work. Teachers are poorly paid compared to what they do in the process of helping educate generations of students (Popa, Laurian & Fitzgerald, 2015). If teachers are not compensated for at least some of the extra things they do, teachers feel resentment and apathy which can ultimately turn into intolerable stress.

3.7 Promotional Feedback and Evaluation

Teachers are evaluated and monitored constantly by their school administrators, colleagues and parents. At times, teachers' formative or summative performance evaluations take place without giving teachers any feedback. Reports are written, evaluations and promotions are made behind closed doors without consultations with the teacher. The teacher is surprised with the results and has no say in the final outcome, with remarks being placed in their permanent record. Moreover, improper feedback is given without regards to the circumstances behind the teachers' performance. This frustrates teachers, making them feel unappreciated and undermined, leading to stress and anxiety.

3.8 Lack of Decision Making

Teachers know their subject matter very well, know what suits their students and how to deliver the subject matter in a way that is most conducive to learning. However, with all that knowledge, teachers are not permitted to make decisions about their classes. When there is lack of decision making, stress levels increase in teachers (Travers & Cooper, 1996). Because teachers are told what to do and when, without being involved, and are unable to make vital decisions about what is happening in class, they become extremely agitated and stressed out.

4 Symptoms of Stress

The above sources of stress cause teachers to exhibit symptoms that indicate they are stressed out. Some of these symptoms are either *physical, psychological/emotional or behavioral/attitudinal*. According to Kyriacou and Pratt (1985), different teachers have different responses and reactions to stress and how they deal with it. Many teachers get stressed out, but this goes unnoticed until the symptoms become too obvious to ignore. Teachers may not even notice these symptoms until someone like a colleague, a school administrator or a family member points it out. Some of these symptoms of stress are as follows.

1. *Physical*

Some of the physical symptoms of stress include exhaustion or fatigue. Teachers feel tired because they are overworked. Teachers cannot sleep well because of the constant worrying about outcomes. Insomnia sets in, and over time, leads to medical problems. Teachers start experiencing headaches or migraines and over time these medical issues linger and lead teachers to depression (Sandilos et al., 2018), leading to gastrointestinal problems and ulcers and other health issues (Wiley, 2000; Sorenson, 2007). Guglielmi and Tatrow (1998) point out that having an elevated stress level may cause the person to eat unhealthily, causing them to either lose or gain weight. Unscheduled meals in the middle of the night because of lack of sleep or loss of appetite because of the worries about what tomorrow will bring cause fluctuations in weight. Hypertension, high blood pressure and heart problems start surfacing, making teachers more prone and easily susceptible to high risk chronic diseases.

2. *Psychological/emotional*

When teachers are not being heard or consulted, they feel underestimated and unappreciated, so they start not caring about what is going on around them. Loss of concern and apathy sink in and turn the teacher into someone who has no feelings toward their students, turning them into being negative, pessimistic and cynical (Srivastava & Adams, 2011).

Moreover, teachers would feel a sense of futility and low morale, making them feel that nothing will work no matter what they do. They become irritable and easily angered, by being bitter and impatient with everything at work and in their own personal lives.

Finally, teachers feel that they are failures, making them feel guilty for the lack of achievement. This feeling of failure creates paranoia, making them suspicious of every person around them, creating and spreading gossip so as they can explain their feelings of failure and loss. These can ultimately cause them to become emotionally detached from everything and everyone around them.

3. *Behavioral/attitudinal*

When teachers are frustrated, they become angry at any and everything. If they are asked to perform a duty, they criticize and create problems instead of being part of the solution. They become angry at those making demands whether it be the students, colleagues or administrators. This criticism is also self-directed. Angry teachers criticize themselves for putting up with everything. They become easily explosive at any minor or inconsequential issue.

Moreover, stressed out teachers start taking risks by procrastinating. They start being late in writing reports, inputting attendance, and meeting with parents or administrators, lacking the focus needed for the job, lacking purpose and the assignment of priorities. Their absenteeism rate increases (either due to lack of sleep, indifference or apathy), reducing their involvement and commitment to their work (Klassen et al., 2012). They start losing enthusiasm because nothing is enticing anymore. All of these could also lead to a major decrease in communication and withdrawal from their work community.

Finally, excessive reactions to occupational stress may lead teachers to drug use. This starts with legal drugs to help with headaches and migraines, insomnia and gastrointestinal problems to using illegal drugs, which could lead to addiction, and using drugs at home, in the streets or even at work.

5 Preventing and Treating Stress

Teachers need to be aware of their environments by knowing what is realistic and what is not. They know what they are capable of doing well, and what they are trained for. For those reasons, teachers need to accept challenges and changes in their lives. If teachers follow certain steps, they can reduce stress and cope with matters arising which were not planned for. The following suggestions can help teachers alleviate some of the stress they experience.

5.1 Set Realistic Goals

Teachers need to set goals which can help them organize their daily, weekly, monthly and annual work. They need to set realistic goals that they can achieve at or before the deadlines. Teachers should also set priorities as to what has the highest importance and what has the least by making lists of tasks to be accomplished first and which can wait to a later time. Teachers can use the time management matrix introduced by Stephen Covey to plan and prioritize their time effectively. This allows them to recognize what is urgent/important, urgent/not important, not urgent/important and not urgent/not important (Mueller, 2019). Moreover, good planning and ample preparation assists teachers in being a step ahead, allowing them to deal with the most arduous tasks that need more immediate and urgent attention. Good planning also gives teachers more time and energy to deal with emergencies arising.

5.2 Ask for Help When It is Needed

An Arab expression says “one hand doesn’t clap. You need two.” This means that people depend on each other for support. It is not a shame to ask for help when needed. It is a sign of strength of character. Teachers should develop a personal and an academic support system where they can ask others for assistance when needed or by delegating tasks to other more capable teachers. If there is something that a teacher cannot perform, he/she can ask someone else to help them, either by showing them how to do it, or by having others do it for them (Kyriacou, 2000). Finally, when you believe that you have limitations in task performance, you feel that it is not a sign of failure. Once we recognize that, we can easily say “I really don’t know how to do it. Perhaps someone else has the ability to do it.”

5.3 Maintain an Active Social and Personal Life Outside of Work

Teachers should have each other's backs. Outside work, teachers should maintain active social lives where they can mingle with others from other walks of life. This would take the teachers' minds off teaching and allow them to diversify their experiences. It would help them enjoy the world around them away from work. This helps keep their sanity and makes them feel that they are part of the community and part of something that is less stressful. One can go away for the weekend to a healthy environment to help them forget the troubles of the job. A well-balanced individual can feel secure and more able to deal with various situations more easily.

5.4 Maintain a Regimen of Proper Nutrition

When teachers maintain proper nutrition and food intake, weight fluctuation is controlled. The right food eaten at the right time, and a suitable physical exercise program should be followed. Exercising regularly keeps the body and mind healthy, reducing the stress of a long day's work. Finally, consulting with the school nutritionist about healthy eating and what healthy food to eat helps build a healthy individual. Avoiding eating fast food or eating on the run can also help keep one fit and healthy.

5.5 Accentuate the Positive

If you accentuate the negative, negative thoughts and ideas dominate your mind. There are some things that cannot be changed. Once you accept that, you will recognize that some things are out of your control and there's nothing you can do about them. Don't overreact to things! Find the support you need from the people around you to achieve your goals. Being positive allows you to efficiently and creatively deal with issues you encounter. Boekaerts (1993) describes it as the individual's ability to move from the "coping mode" to the "mastery mode." By controlling their emotions, teachers can become better at mastering the way they can handle stress. It isn't coping only, but also being masters at lowering their stress levels.

5.6 Avoid Confrontations

Butting heads with people around you, students, colleagues, and administrators, is not a good way to solve problems. Teachers need to think creatively and outside the box for solutions to help them avoid confrontations. When you confront people directly, they become resentful and may make things more difficult. Try to discuss matters with them in a civilized manner. If you have to, write your feelings down so that you can feel better about what you are doing. Moreover, try to communicate better with others by choosing your words carefully. Using clear directions while communicating with everyone around you can help in avoiding ambiguities and misunderstandings. Generalities open doors to varied interpretations based on the person's perspective and perceptions. Clear language use eliminates all that confusion and misunderstandings.

6 Implications for Administrators

Administrators are responsible for taking care of their teachers by keeping things together to help make everyone happy and productive. The role of administrators is to facilitate the flow of work in the smoothest way possible. Administrators are the glue that holds teachers, students, parents and the community together, running things with the least amount of stress and problems.

Administrators are supposed to take steps that help reduce teachers' stress. Some of the things administrators can do are.

6.1 Provide Teachers with Professional/Personal Development Opportunities

Teachers require continuous and lifelong learning opportunities so that they learn new things in order to implement the best educational methods and practices (Mizell, 2010). They want to network with others in the same teaching field so that they can compare notes on how to develop materials and teaching techniques to improve learning. Providing teachers with workshops and professional training, helps teachers perform better in the classroom. Furthermore, administrators need to provide personal development opportunities to teachers (Neves de Jesus et al., 2014; Sandilos et al., 2018). Workshops on personal financial planning, relaxation training, time management workshops, nutrition, exercise and coping skills training help teachers improve their mental, physical and behavioral abilities. When teachers are balanced personally, they become balanced professionally.

6.2 Improve Work Conditions

Teachers have great work demands. When possible, administrators should improve the working conditions of teachers by hiring extra staff or use volunteers to supervise school activities or extracurricular activities. By doing this, teachers would have more time to dedicate to teaching. Administrators could reduce the workload, support teachers in dealing with behavior problem students, provide proper resources and have clear job assignments. Administrators can also provide a better communication system to avoid confusion, misunderstandings and misinterpretation of teacher assignments. Finally, administrators can assign mentors and coaches to help novice teachers learn the ins and outs of the school, helping them understand processes, policies and procedures. They can help them with matters related to entering grades, attendance, writing reports, KPIs, etc. Mentors can help their mentees implement the best teaching practices, how to deal with discipline issues and how to motivate students.

6.3 Involve Teachers in Decision-Making

One of the top issues that cause teachers' stress is their inability to participate in the decision-making process when it comes to their classrooms and school. When teachers are kept in the dark, and when they think that their opinions don't matter, teachers become indifferent and uninvolved in the teaching process. However, when teachers are involved in the decision-making process, they feel their worth and feel they have a say in what is going on around them. They feel that someone cares to hear what they are thinking, becoming happy that someone is listening to them. Administrators feel that their teachers are more contented and less resistant to the decisions made.

6.4 Deal with Compensation Matters

Teachers' salaries are not that high, and when they pay out of their own pockets for supplies or attend conferences at their own expense, they feel the crunch. Administrators should compensate and reimburse teachers who work extra hours, use their own money to pay for supplies or attend conferences. If teachers don't have to worry about the burden of money, this would be one less thing they don't have to worry about. They wouldn't worry about getting another job or moonlighting to get more money. They would have more time to dedicate to their students, schools and to themselves. Stress would be tremendously reduced and the pressures of life would be more tolerable.

6.5 Reward and Recognize Teacher Efforts

Teachers do many things beyond the call of duty and their job descriptions. Teachers ought to get the recognition and acknowledgement they deserve. Too often times, when teachers do good things, they are not mentioned or appreciated. However, when they slip once, it is written in their permanent record. Teachers' efforts and achievements should be highlighted and appreciated. The whole school community and the general public should be involved in such efforts. Recognition could be done during school announcements, teacher meetings, parent-teacher conferences, school assemblies and in newsletters. This can be as simple as mentions in meetings, thank you notes, certificates, plaques, small gifts or any other symbolic gesture. Giving teachers what they deserve greatly and positively affects the teachers' attitudes, performance and achievements.

6.6 Be Fair to All Teachers

Administrators should be fair to all teachers, treating them equally. All teachers contribute to the education process. Some do more than others for one reason or another. As long as administrators account for that, and teachers are aware of it, then there are no speculations about one person being treated differently from the other.

Equity among teachers regardless of gender, race, age or status allows teachers to see that everyone is on the same par with others. By having school wide policies that apply to all helps teachers feel they are part of the team and that no one is better than the other.

Teacher evaluation and feedback should follow suit by judging all according to the same criteria. Equity in terms of workload, extracurricular activities, committee assignments, conference attendance, overtime pay and others should be followed.

7 Conclusion

Stress can be positive for some, but highly chaotic to others. Teachers face many challenges when dealing with unmotivated, disinterested and students with behavior problems. They have to deal with students, parents, colleagues and school administrators. They have to work with school and district policies that can be favorable or policies with a lot of red tape.

Teachers like to see transparent communication with clear objectives and clear mission declared. They need to have fair and unbiased feedback and evaluations. They also want training and career and personal development so that they can improve their skills. Teachers want to have proper compensation for what they do beyond their job assignments. Unfortunately, some teachers feel that they are mistreated, undermined and unsupported. All of the above, if not taken care of, can result in stress taking over and many physical, psychological or emotional and behavioral problems can occur.

Finally, school administrators can alleviate some of the stress factors that affect teachers by being available for them anytime they require support. They can improve working conditions, by providing personal and professional development opportunities, recognizing teachers' efforts and by treating everyone equally.

8 Discussion Questions

1. What are the top 5 stressors in your life?
2. What are 5 things (not mentioned in this chapter) that administrators can do to reduce your stress level?

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Increasing Your Happiness Quotient

Christine Coombe and Neil J Anderson

Abstract With the quick pace of our modern life, the ever increasing demands of our jobs and the pressure to be better, have more and work harder, English language teaching professionals often forget how important our wellbeing is and how desired it is to be happy in life and at work. In this chapter, the development of the positive psychology movement which emphasizes people's strengths and talents instead of focusing on their weaknesses is described. In doing so, we provide an overview of the literature on positive psychology and its relationship to happiness and how it influences many aspects of our personal and professional lives. We then highlight 10 research-based factors that can influence and even increase our happiness quotient. Five practical suggestions that ELT professionals can put into practice to increase their levels of happiness both at home and on the job are also provided.

Keywords Positive psychology · Happiness quotient · Well-being

1 Introduction

As TESOL professionals we occupy our time each day with lesson planning, assessing learning, correcting assignments, and a multitude of other teaching-related tasks. In the midst of all of the work we need to pause and remind ourselves why we chose to become TESOL professionals. As the authors of this chapter, when we each pause to remember why we chose to enter this profession, smiles easily come to our faces. That simple act of smiling also brings to our remembrances hundreds of memories of TESOL professionals we have met and worked with in many contexts and countries around the world. We each agree that the people we have met and worked with, the colleagues we have taught with, as well as the many students we

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_5

have taught, allows us to feel great happiness for having chosen to be a TESOL professional. The simple act of remembering our colleagues and students around the world increases our happiness quotient. There are many additional things that we do each day that increase our happiness quotient.

In this chapter we will describe the development of positive psychology, provide an overview of the literature on positive psychology and happiness and how it influences performance in our lives. We will highlight 10 factors that can influence our happiness quotient. We will also provide five practical suggestions for increasing our happiness quotient.

2 The Development of Positive Psychology

Gable and Haidt (2005) provide the following definition of positive psychology: "Positive psychology is the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups and institutions" (p. 104). Seligman and Csikszentmihalyi (2000) emphasize that "the aim of positive psychology is to begin to catalyze a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities" (p. 5).

Up to the mid-1990s authors of many psychology journal articles focused on what the population in general was focusing on: the challenges that we face every day and how those challenges can lead to negative thoughts, depression, and/or a multitude of other physical and mental disorders. Lino (2019, October 18) highlights that "between 1887 and 2001, only 1 of every 21 studies related to a healthy aspect of living; the rest were geared towards understanding disorders" (Web blog post). There was a distinct shift as researchers moved into the positive psychology movement in the early 2000s.

In 2000, Seligman and Csikszentmihalyi were the guest editors of volume 55, number 1 of *American Psychologist*. In that issue they published 15 articles on positive psychology that addressed a wide range of perspectives with a goal of directing attention to the positive aspects of human nature. Seligman and Csikszentmihalyi (2000) point out that.

> A science of positive subjective experience, positive individual traits, and positive institutions promises to improve quality of life and prevent the pathologies that arise when life is barren and meaningless. The exclusive focus on pathology that has dominated so much of our discipline results in a model of the human being lacking the positive features that make life worth living. Hope, wisdom, creativity, future mindedness, courage, spirituality, responsibility, and perseverance are ignored or explained as transformations of more authentic negative impulses. (p. 5).

In 2006 the *Journal of Positive Psychology* published its first volume, with four issues. In 2009 the popularity of the journal resulted in an increase of two additional issues per year. A random selection of topics from the 15 most recently published articles online of this journal focus on topics of positive functioning (Vaziri, Tay, Keith, & Pawelski, 2019), hope and its relationship between loneliness and unhappiness (Chang et al., 2019), the benefits of organized races for recreational runners (Cypryańska & Nezlek, 2019), gratitude (Baumsteiger, Mangan, Cotton Bronk, & Bono, 2019; Starkey, Mohr, Cadiz, & Sinclair, 2019), and measuring encouragement (Wong, Cheng, McDermott, Deng, & McCullough, 2019). The amount of information available to us today from publications like this can increase our awareness of and approaches to happiness.

In 2012, the United Nations Sustainable Development Solutions Network published the first World Happiness Report. The report points out that "the quality of people's lives can be coherently, reliably, and validly assessed by a variety of subjective well-being measures" (Helliwell, Layard, & Sachs, 2019, p. 4). Respondents rate their current happiness levels on six different key indicators of happiness: income, freedom, trust, healthy life expectancy, social support, and generosity. The 7th World Happiness Report was published in 2019 (Helliwell, Layard, & Sachs, 2019) providing data from 156 countries. The report lists Finland, Denmark, Norway, Iceland, Netherlands, Switzerland, Sweden, New Zealand, Canada, and Austria as the top 10 happiest countries (Helliwell, Layard, & Sachs, 2019, p. 24). The 2019 World Happiness Report focuses on happiness in our communities, specifically identifying ways that happiness has changed over the years and the role that technology plays in our happiness. The report also highlights how government policies and world conflicts impact our views of happiness.

In 2013, the United Nations also established March 20th as the International Day of Happiness. The theme for 20 March 2020 is *happier together.* The goal for that day is to emphasize things that peoples around the world have in common rather than what divides us.

Macintyre, Gregersen, & Mercer (2019) contributed to the knowledge base of positive psychology and second language acquisition by emphasizing the connections between teaching and learning languages with happiness.

The last 20 years have seen an increase in awareness, professional conferences, and publications on happiness and what we can do as human beings to cultivate more positive interactions with each other and our environments. There is much to be learned about happiness in the literature at this time.

3 What Does the Literature Say About Happiness?

Research on happiness is clearly in vogue. It is beneficial for all of us to be familiar with indicators of happiness and the literature on positive psychology. The goal "to be happy" is an almost universal underlying goal in life. We are not aware of any individual who does not want to be happy.

Boniwell (2012) points out that there are three levels of positive psychology that should be considered. The first is the subjective level. She indicates that this "includes the study of positive experiences such as joy, well-being, satisfaction, contentment, happiness, optimism and flow. This level is about *feeling* good, rather than *doing* good or *being* a good person" (p. 3). The second level of positive psychology is the individual level. Boniwell stresses that this level focuses on identifying the personal characteristics associated with being a good person. At this level the research focuses on "studying human strengths and virtues, future-mindedness, capacity for love, courage, perseverance, forgiveness, originality, wisdom, interpersonal skills and giftedness" (p. 3). The final level of positive psychology focuses on the group or community. This level allows the focus to go beyond an individual to an entire community in order to identify ways to build and strengthen groups of people rather than single individuals.

Three factors have been found to contribute to our level of happiness. First, research indicates that genetics determine 50% of a person's level of happiness (Lykken & Tellegan, 1996; Sosis, 2014). We each have a predetermined "happiness set point." We can lift our set point if we work at it or live at the peak of our range of happiness. Next, our life circumstances contribute approximately 10–20% to our happiness levels. Those circumstances include factors like age, gender, ethnicity, marital status, income, health, occupation, and religious affiliation. Finally, how a person thinks or acts accounts for 30–40% of our happiness levels. Lyubomirsky (2007) calls this the 40% solution because we have control over what we think and over our actions. Therefore, we need to take advantage of the 40% solution and clearly identify ways that we can increase our happiness quotient. The remainder of this chapter will focus on ways that we can increase our own happiness levels.

4 Ten Factors that Influence Our Happiness Quotient

We want to issue a caution! If we have control over the 40% solution, what is it that we think will actually make us happy? Does happiness come from a life of leisure, from our status, from our material possessions, our physical attractiveness, financial security, or power? Here is the caution: *what we think will make us happier, only in reality has a small effect.* We often overlook the true sources of happiness.

Many individuals have the false idea that success will bring happiness. But actually, the opposite is true; *happiness brings success.* We need to change our paradigm of thinking when it comes to what brings happiness. Here we highlight 10 factors on which we can focus time and energy that bring happiness and will lead to success: relationships, life purpose, personal practices, personal characteristics, volunteerism, material possessions, leisure, sleep, professional practices, and flow.

4.1 Relationships

Seligman (2011, 2012, 2018) proposed four core elements of well-being which he labeled as PERMA: Positive Engagement, Relationships, Meaning, and Accomplishment. The second of Seligman's core elements is relationships. Close relationships are among the most meaningful factors in happiness Niven (2006). points out that in order to compensate for not having friends, we would have to make an extra 50,000 GBPs a year.

Building close relationships is one factor that we should focus on in order to increase our happiness quotient. Building close relationships requires an investment of time and energy. Each of us should have individuals with whom we have a close relationship so that we can share our successes and challenges. These relationships could be formed among our work colleagues or among individuals who do not share our passion for being TESOL professionals. The key is to have individuals with whom we can form a close relationship and then use that relationship to strengthen them and us. This will lead to higher levels of overall happiness.

4.2 Life Purpose

Lepper (1996) suggests that one of the best predictors of happiness is whether a person considers his/her life to have purpose. This is especially true for older individuals. In a study conducted by Lepper, it was found that those with a clearly defined purpose in life (7 out of 10) felt satisfied with their lives. In his book, Niven (2006) identifies *The 100 Simple Secrets of Happy People: What Scientists Have Learned and How You Can Use It*. Secret #1 is ‘Your Life has Purpose and Meaning’ (p. 1). Both of these authors highlight how important it is that we identify a purpose in life and live by that purpose.

As TESOL professionals, one of our life purposes could be to improve ourselves as English language educators so that what we do in the classroom can have a direct impact on the life purposes of our students. As we help our students see the role that English can play in their individual lives, we will help them to make progress toward their purposes for learning English.

4.3 Personal Practices

Never stop learning and adapting and being open to new ideas. As individuals and professionals we can develop routines at home and at work that will result in increased performance and happiness. Examples from the literature of personal practices that can have an impact on our happiness quotient may include (Barnes, 2016; Niven, 2006):

• Engaging in daily exercise	• Practicing a hobby
• Sharing ourselves and our talents with others	• Surrounding ourselves with pleasant aromas
• Keeping busy	• Laughing

(continued)

(continued)

• Eating healthy foods like fruit every day	• Decluttering
• Having a pet	• Just saying no
• Listening to music	• Making a list

4.4 Personal Characteristics

It is important to remember family heritage and celebrate your ethnicity. Believing in yourself and following up on what you say you are going to do are important for maintaining your happiness levels. Having the right attitude and being grateful for what you have is of critical importance. Many experts in the field recommend that you not look back on your life and think……*what if?* You should live in the present, enjoy what you have and be mindful. Focusing on what really matters to you is another recommendation for being happy in life and at work. It is important to note that complete satisfaction does not exist. So, be happy with what you have now and live in the present. Another oft-cited recommendation is to be grateful for what you have (Emmons, 2008). In positive psychology research, gratitude is strongly and consistently associated with greater happiness. Why? Gratitude helps people feel more positive emotions, enjoy good experiences, improve their health, deal with problems and adversity, and build strong relationships. These are but a few personal characteristics related to increased happiness levels. When you highlight your own personal characteristics and view them as strengths, you open up wider vistas of happiness and thus increase your happiness quotient.

4.5 Volunteerism

"You can get anything you want in life if you help enough other people get what they want" (Zig Ziglar). Individuals who volunteer share similar high levels of happiness. These individuals often feel good about themselves, have a sense of purpose, feel appreciated, and are less likely to be bored in life (1996). Note the connection between volunteerism and having a sense of purpose mentioned earlier. We often volunteer for causes and for organizations that are closely connected to our life purpose.

Williams, Haber, Weaver and Freeman (1998) encourage us to help others. Their research indicates that life satisfaction improves by 24% with the level of altruistic activity associated with volunteerism.

For TESOL professionals, this should be an easy task. Volunteer to serve in your local TESOL affiliate. Volunteer to serve in the TESOL International Association or IATEFL. Find other appropriate professional organizations (American Association of Applied Linguistics [AAAL], Language Testing Research Colloquium [LTRC], NAFSA: Association of International Educators) that align with your life purpose and ask to get involved.

4.6 Use of Our Material Possessions

Money can't buy happiness. Kahneman and Kreuger's (2006) research indicates that the standard of living has increased dramatically for individuals and families across the world, but levels of happiness have not increased at all. Being richer is not making us happier. We all need to make enough money to meet our basic needs (food, shelter and clothing). But, beyond that, money does not buy us happiness.

We can make use of some of the discretionary funds available to us to reach out and help others who may not yet be able to meet their basic needs. We can share what we have with others. In doing so, we can incrementally increase our own happiness quotient.

4.7 Leisure

The general rule of thumb with regard to leisure time activities and their relationship to happiness is to have a hobby but do not let it take over your life. One hobby that has received almost universal approval is walking. There is power in simply going outdoors for a walk. Friedrich Nietzsche (n.d.) is credited with saying that "all truly great thoughts are conceived while walking." So, get outdoors and go for a walk. During your walking time reflect on aspects of your life and work and generate great thoughts and ideas. Other hobbies that have been found to correlate to higher happiness quotients are reading, listening to music, watching TV, and photography (Niven, 2006). It is recommended that you read regularly and widely, spend time listening to music that you like, get involved watching some of the great TV programs that are airing and take lots of photos and share them on social media. Your leisure time then becomes a source of happiness to rejuvenate you while you are in your classroom teaching.

4.8 Sleep

For every hour of sleep sacrificed under 8 hours results in an 8% less positive feeling about the day (Pilcher & Ott, 1998). Think about only one subject as you go to sleep as letting many thoughts flood your mind results in difficulty in sleeping and lowers your sleep quality. Research shows that better sleepers are 31% more satisfied with their lives than average or poor sleepers (Abdel Khalek et al., 1995). Getting one extra hour of sleep would do more for a person's happiness than getting a 30,000 GBP raise in salary (Pilcher & Ott, 1998).

Getting more sleep may require careful planning on your part to make sure that you get to bed at an hour that will allow you to be asleep for eight continuous hours. This extra planning on your part to get the sleep you need will ultimately result in higher levels of productivity and happiness during your waking hours.

4.9 Professional Practices

Our choice of profession can have a tremendous impact on our happiness levels. The popular quotation "Choose a job you love and you will never have to work a day in your life" (Unknown Quotes) pretty much says it all. As such, it is important to find happiness in the job you have NOW! Choose to be happy today in your present teaching context. If you truly are unhappy with your current teaching assignment, take action and find another position. Do not sit around complaining and being miserable and making others around you miserable. Engage in professional practices that allow you to contribute all your energy and efforts in assisting your current students achieve their academic goals in learning English.

4.10 Flow

Life satisfaction occurs most when people are engaged in absorbing activities that cause them to forget themselves, lose track of time and stop worrying. This is known as flow. This term was coined by Csikszentmihalyi (2014). Flow can consist of many different types of activities but should focus on a person's signature strengths. Flow stretches someone but not beyond their capacity, but to their fullest capacity. Being in a state of flow means that we are so completely focused on our current activities that our sense of time and space completely escape us. Being in a state of flow is an indication of true happiness. One of our goals as individuals and as TESOL professionals is to be able to spend the majority of our time engaging in flow-type activities.

5 Practical Suggestions for Increasing Your Happiness Quotient: Taking Advantage of the 40% Solution

We have five suggestions for taking advantage of the 40% solution and thus increasing our happiness quotient. First, live life with gratitude. Research consistently shows that those who are grateful are happier (Emmons, 2008). One specific suggestion for increasing your happiness quotient is to keep a daily ‘gratitude’ journal. Each day before you go to sleep identify three things that occurred during the day for which you are grateful. As you keep a gratitude journal your awareness of things that you are grateful for will increase and you will have many things to write about every evening.

Second, live life thinking of others. Who could benefit from a text message from you? Who could benefit from a quick call? Who could benefit from a thank you card from you? Each day identify one person that you can reach out to and compliment. Given our access to text messages and email, that individual does not need to physically live near you. As you live a life thinking of others, each day you can help increase the happiness quotient of someone else by reaching out to them. Doing so will result in an increase in your happiness quotient as well.

Next, live life intentionally. Be a doer and not an observer. Take initiative. Stretch yourself physically, mentally, and geographically. Be intentional about what you do each day. Do not let life just pass you by. Take control and be intentional about what you are going to do and how you will direct your own purpose and path in life.

Fourth, live life drawing upon happiness resources. One resource that has proven to be valuable for each of us as authors and seekers of happiness is happify.com. You can sign up to receive daily uplifting messages and information. The daily email reminder is a resource that facilitates a conscious awareness that happiness is a goal to pursue.

Finally, live life in the present. As we live in the present, we need to avoid what Holden (n.d.) has identified as the “destination addiction.” He emphasizes that “Destination Addiction is a preoccupation with the idea that happiness is somewhere else. We suffer, literally, from the pursuit of happiness. We are always on the run, on the move, and on the go. Our goal is not to enjoy the day, it is to get through the day.”

We fall into this addiction when we say or think things like, “I’ll be happy when I graduate from the university.” “I’ll be happy when I have paid off my credit card debt.” “I will be happy when I don’t have to go to work anymore.” “I’ll be happy when I complete this school term and I have a new group of students.”

The trap of thinking “I’ll be happy when...” distracts us from the present. It distracts us from the happiness we could be experiencing right now. We invite you to avoid falling into the destination addiction trap. Live in the present and be happy now. Do not think that happiness will magically come to you at some distant point in your future.

6 Final Thoughts

In this chapter we have described the development of positive psychology, provided an overview of the literature on positive psychology about happiness and how it influences performance in our lives. We have highlighted 10 factors that influence our happiness quotient. We also provided five practical suggestions for increasing our happiness quotient.

The question of whether we can use our knowledge of what makes us happy to lift our own levels of happiness is hotly debated by psychologists. But the literature in the field of positive psychology has an ever increasing base of evidence that we can take charge of our happiness. We can choose to be happy and thus impact the happiness of others around us and in our lives.

We invite you today to take charge of your happiness. Be happy and help others be happy too!

7 Discussion Questions

1. In preparation for the next international day of happiness (celebrated 20 March each year), what could you do to celebrate in your workplace?
2. Which of the 10 elements that influence our happiness quotient can you focus on that will result in an increase in your happiness quotient?
3. Which of the five practical suggestions will you experiment with in the next week in order to increase your happiness quotient?

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The Importance of Emotional Intelligence Skills for Language Teachers

Christine Coombe, Faouzi Bouslama, Lana Hiasat, Carmen Medina, and Rose Manser

Abstract Emotional intelligence (EI) is the ability to manage and identify one's emotions and the emotions of others. We measure how well we understand our emotions through emotional intelligence. It is crucially important to know how to interpret our emotions in order to effectively communicate with our colleagues. Emotional intelligence is especially important for teachers as it helps them face certain stressful situations in which their actions can impact their students' learning and well-being. Also, it helps teachers deal with the new challenges that come with problematic groups of students, crowded classrooms, or a lack of motivation. With the established relationship of Emotional Intelligence (EI) skills and new research evidence linking EI to enhanced instructional performance and as a factor in teacher retention, teachers at all levels could benefit from learning and using EI skills for both personal and professional development. In this chapter, we present a six-dimension model of EI and provide teachers with tried and true intervention strategies to help them increase their EI skills.

Keywords Emotional intelligence · Teacher efficacy · Teacher competencies

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_6

1 Introduction

Emotional Intelligence (EI) is a developing concept in the field of education and has become one of the essential features of self-efficacy and of being a teacher. The emotional relationships that teachers have with their students and with other stakeholders in the educational process is now deemed of critical importance to academic and professional success.

2 What is Emotional Intelligence?

Emotional Intelligence (EI) is defined by Goleman (1998,) as "the capacity for recognizing our own feelings and those of others for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 317). Goleman discussed five key components of EI (Gkonou & Mercer, 2017, p. 5):

(1) Self-awareness, which means that individuals constantly endeavor to know themselves better by engaging in self-appraisals and critical reflection on their strengths and weaknesses, verbalizing their emotions, welcoming feedback from others and treating failure as an impetus to self-improvement;
(2) Self-regulation, which refers to the ability of individuals to manage their own emotions and behave in ways that are conducive to their own goal attainment;
(3) Motivation which encompasses a range of positive aspects such as hope, optimism and strong incentive to perform a task or participate in an activity;
(4) Empathy which reflects one's ability to share someone else's feelings by 'being in their shoes'; and
(5) Social skills which are indicative of people's willingness to take part in social interactions and their ability to handle interpersonal relationships.

3 History of Emotional Intelligence

Emotional Intelligence or EI originated from the concept of social intelligence. Thorndike, in 1920, viewed EI through the lens of social intelligence which he suggested was the ability to empathize with others and succeed in human relationships (Goleman, 1995 as cited in Ghanizadeh & Moafian, 2010, p. 424). Thorndike's views were not taken seriously until the mid-1980s when his views were revamped by Gardner (1983) introduced eight different types of intelligence, one of which was termed 'personal intelligence' and this intelligence gave rise to the development of EI. In the early 90s, Salovey and Mayer (1990), basing themselves on earlier work by Gardner, introduced their model of EI, defining it as a "form of social intelligence which included the ability to perceive, understand and manage one's own emotions and those of others" (Ghanizadeh & Moafian, 2010, p. 424). Solovey and Mayer's

EI findings were popularized in Daniel Goleman's books, *Emotional Intelligence: Why it Can Matter More than IQ* and *Working with Emotional Intelligences* in 1995 and 1998 respectively.

Mayer, DiPaolo and Salovey (1990) were the originators of the term 'EI' and defined it as "the ability to recognize one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Kocoglu, 2011, p. 472).

Bar-On (1997) coined the term 'emotional quotient' and defined EQ as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 16). He identified five major scales and 15 subscales which contribute to the emotional energy and self-motivation required in coping with daily environmental demands and difficulties as follows:

1. Intrapersonal (self-regard, emotional self-awareness, assertiveness, independence and self-actualization)
2. Interpersonal (empathy, social responsibility and interpersonal relationships)
3. Stress management (stress tolerance and impulse control)
4. Adaptability (reality testing, flexibility and problem solving)
5. General mood (optimism and happiness).

Since its popularization by Goleman in 1995, EI has attracted the attention of many educationalists and several studies have been carried out in this area.

4 Why is EI Important for Teachers?

EI refers to the capacities to recognize and regulate emotions in ourselves and in others. EI can be as powerful, and at times, more powerful than IQ in predicting success in various life challenges (Goleman, 1995). According to Goleman (1995, p. 34), "in distinguishing successful people within a job category or profession, EI emerges as a stronger predictor than IQ of who, for instance, will become a star, salesperson, team head, or a top rank leader." Goleman further states that EI can sort people before they even start a career as it determines which fields or professions they can hold. EI is increasingly relevant to the organization's development of people, because the principles of EI provide a new way to understand people's behaviors, management styles, attitudes, interpersonal skills and potentials.

5 Models of Emotional Intelligence

There are different models of EI in the literature. The most well-known are the models developed by Goleman (1995) and Cartwright and Solloway (2009). In his model, Goleman describes individual competencies and motivation as a general

Table 1 Goleman's (1995) four dimensions of emotional intelligence

Self-awareness • Self-awareness • Accurate self-awareness • Self-confidence	**Social Awareness** • Empathy • Organizational awareness • Service
Self-management • Self-control • Transparency • Adaptability • Achievement • Initiative • Optimism	**Relationship Management** • Inspiration • Influence • Developing others • Change catalyst • Conflict management • Teamwork and collaboration

factor that applies to all four emotional intelligences styles. Both Goleman (1995) and Cartwright and Solloway (2009) use the four quadrants of self-awareness, self-management, social awareness and relationship management to define the skills and behaviors for emotional intelligence (see Table 1 and Fig. 1).

After a comprehensive review of the literature and consideration of both the Goleman (1995) and Cartwright and Solloway (2009) models, the authors expanded the scope and developed a localized six -dimension model of Emotional Intelligence which features Self-awareness at the center of the model. Two additional dimensions, Adaptability and General Mood, were added to the previous models and localization was included to take into consideration the local needs and cultural aspects particular

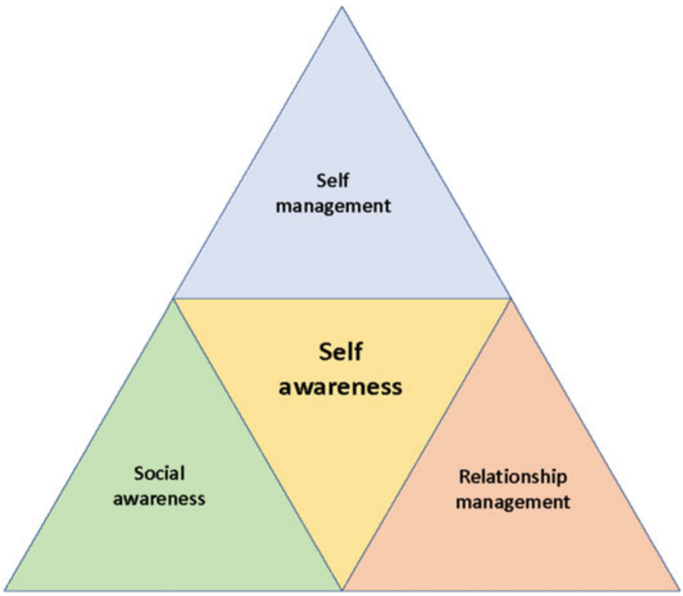

Fig. 1 Cartwright and Solloway's (2009) emotional intelligence model

Fig. 2 Expanded localized six dimension model (Bouslama et al., 2015)

to the Gulf region where most of the authors are based. Our six-dimension model of EI (Bouslama et al., 2015) is pictured in Fig. 2.

6 Research on EI and ELT

A growing body of interdisciplinary research has clearly connected the relationship of emotional intelligence to overall achievement, productivity, leadership and personal health in most all walks of life (Goleman, 1995, 1998; Gardner, 1993; Low, 2000; Nelson & Low, 1999, 2003, 2005).

Research has demonstrated that EI more than IQ accounts for success in life and education (Goleman, 1995; Salovey & Mayer, 1990). Research findings also suggest that EI is important for work settings like classrooms (Petrides, Frederickson, & Furnham, 2004) and enhances performance in cognitive tasks (Moafian & Ghanizadeh, 2009). Empirical evidence indicates that those with a higher EI suffer from less stress, better health and better overall well-being (Ciarrochi, Deane, & Anderson, 2002; Donaldson-Fielder & Bond, 2004; Tsaousis & Nikolaou, 2005).

A review of the literature on teachers' EI and its role in shaping attitudes and beliefs, in particular, a teacher's level of self-efficacy, reveals that teachers can benefit from EI training (Goad, 2005; Justice, 2005).

These research studies and others like them have identified the need to provide emotional intelligence instruction to improve the academic and career success of teachers and to increase levels of teacher professionalism (Mohebbi, Coombe, & Kirkpatrick, 2017).

7 Strategies for Developing EI Skills

Findings from research in a range of areas have consistently shown that people can improve their emotional competences through systematic training (Brackett & Kutulak, 2006; Nelis et al., 2009). This has led us to conclude that EI can be developed in teachers through focused intervention strategies. Therefore, in this next section, we share activities based on our EI model (Bouslama et al., 2015) that we believe can help language teachers develop and/or increase their EI skills.

7.1 Self-Awareness

An individual who is self-aware is someone who has a clear awareness of his/her behavior or disposition including strengths, weaknesses, thoughts, beliefs, incentives, and emotions. In simpler words, self-awareness means having a thoughtful understanding of someone's values, strengths and weaknesses, habits and more importantly their purpose in life. In fact, people who are able to understand their purpose in life are more capable of pursuing things that give them contentment and serenity. In education, self-awareness plays a major role as it helps teachers and thereby students understand their strengths and weaknesses and helps them develop strategies to become better focused on what they need to learn. Students learn how to become more self-confident, self-reliant, and therefore more productive and thoughtful.

A strategy that we have found useful to set the context of the dimension is a short introductory video. YouTube boasts many videos on this dimension. Samples of recommended videos include the one by Casel.org produced in partnership with MCESC https://www.youtube.com/watch?v=dZL2eZBe4Ew, and the animated video by TalentSprout https://www.youtube.com/watch?v=HIhEMk7CZ-A. For those in the Arab world, we recommend an animated video entitled "مراجعة كرتونية لكتاب دانيال جولمان - الذكاء العاطفى" which is a summary of Daniel Goleman's book on Emotional Intelligence https://www.youtube.com/watch?v=_HOYcyniFQA.

Another strategy that will help increase self-awareness is to take a look at yourself objectively and identify things you are good at, things you need to improve, things that you are proud of or things that you cherish from your childhood. A common technique that draws on this skill is one that comes to us from business, the SWOT Analysis, which asks participants to critically examine and reflect on their **S**trengths,

Table 2 Positive change intervention: thoughts and actions

Thoughts and actions
I Can See It!—On Screen or I Can See It!—In Real Life To give you practice in being aware of people's emotions, watch a YouTube clip, a movie of two or more people having a conversation, or watch two or more people have a real-life conversation. Pick out five different emotions that you can see in their facial expressions and/or the words that they use. Write down what the face did to express this emotion, what was that person's behavior (body language, tone of voice), what you think they were thinking at the time, what caused this emotion, and what was the impact this emotion had on this person's situation
I Am Aware Stop yourself two times a day for five days to become aware of your emotions. Pick times when you feel your emotions have shifted due to a thought, feeling, and/or situation that has arisen. Write down what you are feeling, what your thoughts are as to why you are feeling this way, how are you behaving, who is your behavior impacting (yourself, others, both). Also, if you could shift to any emotion at that moment, what would it be and why?
During my experiment, what happened?
As a result of what happened, what did I learn or relearn?
Will you now incorporate this into your life? Why? Why not?

Weaknesses, **O**pportunities and **T**hreats. Through this exercise, a participant examines both internal (SW) and external influences (OT). More information on this activity can be found in the chapter on Personal and Professional Strategic Planning (Coombe, this volume).

Another useful self-awareness strategy is to have participants experience a positive change in their life. More specifically, this intervention calls for a change of habit and the opportunity to do something new for a week (Downing, 2005).

Positive Change Intervention: From the actions in Table 2, **pick ONE new thought or action and experiment for a week** seeing if the new choice, thought or action creates more positive outcomes and experiences in your life. After seven days, assess your results. If your outcomes and experiences improve, you now have a tool that will help you move in a positive direction on your life's journey.

Many believe that motivation is the key to self-awareness. The following scale/activity can help us understand what motivates people (see Table 3) (Langton et al, 2010, p. 161).

Circle the number that most closely agrees with how you feel. Consider your answers in the context of your current job or a past work experience.

7.2 Self-management

Self-management refers to someone who uses self-coaching techniques that help them handle stress, manage their emotions and personal change in their life. Someone with high self-management has high self-esteem and can confidently show motivation to achieve personal and professional goals. They practice positive thinking and exhibit

Table 3 What motivates people?

Behaviours	Strongly disagree			Strongly agree	
1. I try very hard to improve on my past performance at work	1	2	3	4	5
2. I enjoy competition and winning	1	2	3	4	5
3. I often find myself talking to those around me about non-work matters	1	2	3	4	5
4. I enjoy a difficult challenge	1	2	3	4	5
5. I enjoy being in charge	1	2	3	4	5
6. I want to be liked by others	1	2	3	4	5
7. I want to know how I am progressing as I complete tasks	1	2	3	4	5
8. I confront people who do things I disagree with	1	2	3	4	5
9. I tend to build close relationships with co-workers	1	2	3	4	5
10. I enjoy setting and achieving realistic goals	1	2	3	4	5
11. I enjoy influencing other people to get my way	1	2	3	4	5
12. I enjoy belonging to groups and organizations	1	2	3	4	5
13. I enjoy the satisfaction of completing a difficult task	1	2	3	4	5
14. I often work to gain more control over the events around me	1	2	3	4	5
15. I enjoy working with others more than working alone	1	2	3	4	5

Scoring Key

To determine your dominant needs—and what motivates you—place the number 1 through 5 that represents your score for each statement next to the number for that statement

	Achievement	Power	Affiliation
	1. _____	2. _____	3. _____
	4. _____	5. _____	6. _____
	7. _____	8. _____	9. _____
	10. _____	11. _____	12. _____
	13. _____	14. _____	15. _____
Totals:	_____	_____	_____

Add up the total of each column. The sum of the numbers in each column will be between 5 and 25 points. The column with the highest score tells you your dominant need and increases your self-awareness positive self-talk to help them create the life they want and believe in their abilities. A teacher with good self-management trusts their intuition to effectively problem-solve a variety of situations, as well as manage themselves and their perception of others.

Teachers with good self-management can create a calm and supportive environment within the classroom. One popular stress management strategy is meditation which helps teachers decrease perceived stress and other negative emotional states that could cause health issues. Chu (2010) discovered that in comparison to a control group, those with mindfulness meditation training showed significant improvements in EI skills.

Guided meditation has been found to decrease stress levels and help with focus. An activity put forward by Childre and Rozman (2005) is called Freeze-Frame. The steps are as follows:

1. Before the guided meditation, choose to think of any issue that causes you stress. Describe how you think, feel and behave with regards to that issue. Record on a piece of paper a number on a scale of 1–10 with 10 being high stress the level you are presently at thinking about this issue.
2. Take time out from these feelings, thoughts, and reactions by taking deep breaths.
3. Focus attention to breathing in and out through the heart.
4. Activate positive feelings by thinking of a person, place or thing that makes you happy or that are grateful for. This act decreases your stress levels and heart rate.
5. Ask yourself what you can do to help release the stress of this issue.
6. After a few more breaths, open your eyes and write down your stress level from 1–10.

Classroom experience shows that the majority of those who actively engage in this activity experience decreased stress levels, increased concentration, and positivity in the classroom and at work (Childre & Rozman, 2005).

Another activity that shows the importance of self-management is the video, *Let's talk self-management: Marshmallows, stop signs, squeezy balls, and teaching.* (https://www.youtube.com/watch?v=Bd8fQGHR4B8). Watch the video which is appropriate for both students and teachers and then reflect on possible answers to the following questions:

1. What did you find interesting about the self-management skill examples in the video?
2. Based on the video, what can teachers do to help develop their own self-management skills and those of their students?
3. When you have trouble focusing on your work, what are some strategies that you can use to shift your attention towards the task you need to work on instead of being distracted?

Other self-management methods that can help teachers can be found in a book by Aguilar (2018) *Onward: Cultivating Emotional Resilience in Educators.* Aguilar discusses habits that teachers can learn to improve their emotional resilience. Some of them include understanding values, likes, dislikes, and what you believe your purpose is in life. Another strategy involves looking at a situation that happened, creating space between you and the incident by objectively looking at how we respond to the situation, how we interpret what happened, and how we could improve on our reactions the next time a similar incident occurs. Due to our brains having a negative bias where we focus on what's wrong in a situation, another strategy is to focus on the "bright spots" like students that are paying attention, instead of worrying only about students who are not engaged. It is advisable to focus on what is going right in your life which is more empowering than wallowing in the negative in your life.

7.3 Social Awareness

Social awareness is the ability to understand and interact appropriately with others. This broad concept encompasses being aware of our environment as well as being able to interpret the emotions (feelings and perspectives) of the people we interact with. Social awareness includes having empathy for others and being able to discern how and why people act and react the way they do. This is a crucial dimension in an educational setting as the teacher is often scrutinized as a role model.

A socially aware teacher will take an active interest in their students' concerns. They will be attentive to emotional cues and know how to listen. They will be prepared to help by understanding students' needs and feelings. A socially aware teacher will be able to sense their students' needs in order to develop and boost their abilities. They will be ready to acknowledge and reward their students' strengths, accomplishments and development. They will offer useful feedback and identify their areas for development. A socially aware teacher is also a culturally aware teacher because they respect and relate well to people from varied backgrounds. They are able to understand worldviews and are sensitive to group and individual differences. They view diversity as an opportunity and are able to create an environment where all students thrive.

The Transforming Education Team (https://www.transformingeducation.org/about/) believe that including social awareness activities in the classroom will enhance classroom management which will reduce stress on the teacher while at the same time contribute to a positive classroom climate, improve relationships (student–student, student–teacher, teacher-teacher, student-environment, teacher-environment). They have developed a free toolkit which features self-awareness assessments and resources that can be used by both teachers and students.

Many activities can be undertaken to improve a teacher's social awareness. A good introduction to the topic of self-awareness is a video by the Collaborative for Academic, Social, and Emotional Learning (CASEL) which can be found at https://www.youtube.com/watch?v=0IflFLzG_Jc&list=PLqSvevVI2ir-MthHDHyBhgEvWVsjgqbzO&index=7&t=2s

Teachers watch the video and then discuss answers to questions similar to the following:

1. What characteristics will help you navigate the world?

2. What is social awareness?
3. What abilities will being socially aware help you develop?
4. What examples of being socially aware do the people in the video give?

In the multicultural context of the UAE, people are often already socially aware, but precisely due to that social variety, they may need a boost in empathizing and relating to people from varied backgrounds. So, a second activity which works well is related to service to the community because service is a meaningful way of helping teachers connect to the world. By helping others, a class or institution-wide service project can help both teachers and students alike. Book, clothing, food, recycling or litter clean-up drives are frequent at institutions across the UAE, especially during Ramadan. Asking teachers to organize and participate in a drive with their students not just by bringing an item, but by participating in the whole process from the decision to hold a drive, to collecting the items and then delivering them to those in need will enhance teachers' and students' awareness of the real-life problems that surround them.

A way to practice empathy is via experiential learning where skill demonstration occurs in a two-way conversation. FELT (Manser, 2008) is an acronym to help people remember how to be empathetic towards others. The technique helps someone state back to a person how they think the person "felt" with regards to a situation that they have shared with you. It includes the person's interpretation of what the other person is saying and the feelings they are expressing to the listener through their verbal/non-verbal behaviours. F means to "face" the person in order to fully see the non-verbal behaviours including reading their facial expressions. E is looking at their "eyes" at least 60% of the time. L is to "listen" to the other person's situation, their non-verbal behaviour including body language and tone of voice. T stands for "telling" them or reflecting the emotion you think the person is feeling and the reasons you think they are feeling them. To learn this skill, it works best if the teacher demonstrates FELT with someone at the front of the class during a two-way conversation. The students then practice in pairs with one asking a question, then be empathetic to the other's response using the FELT process during the conversation.

Another useful strategy is to provide a conflict and discuss how teachers would feel in that situation, thus developing their ability to view a situation from different perspectives. The Transforming Education Team recommend the constructive controversy learning techniques, a methodology created by Johnson and Johnson (2007, 2009) that allow for the discussion of conflicts. This technique provides a safe environment where people can give their opinion without the fear of being judged while at the same time developing critical thinking, lateral thinking and reasoning skills. Conflicts can evolve from easy to complex, thus increasing the capacity to identify and cope with a situation, for instance:

- You are all coming out of class. One of your peers, trips and falls down the stairs while everyone is watching. Most people laugh. How does your peer feel? How do you react? Does anyone help him/her? Why? Why not?

7.4 Relationship Management

Relationship management is acknowledging the emotions of others as well as one's own in order to conduct constructive interactions with a desired aim or result. If in the former dimensions, teachers have been learning about themselves and others, the focus of relationship management lies in interaction. We manage relationships successfully when we use information about feelings to engage effectively with others. As teachers, we have a myriad of opportunities to interact with other colleagues, students, parents, non-teaching staff, the community and so on. In this mesh of relationships, we no doubt find that we get along with some individuals better than with others. We have often heard expressions such as, "We are on the same page.", or, on the contrary, "We don't see eye to eye." It is under relationship management that we deal with how to constructively negotiate conflict by learning to communicate clearly and to cooperate.

A teacher who manages relationships effectively will need to notice and manage the affect his/her students and colleagues have on them and more importantly, why they feel that way. Only after that analysis will they be able to discern how to interact with them in order to achieve the desired goal.

A closer look at Goleman's (1995) competencies in managing relationships allows us to cultivate and undertake strategies to improve this dimension.

- Developing others allows us to give meaningful feedback in addition to helping students build skills and knowledge.
- Inspirational leadership entails coming up with a vision that motivates others.
- Change catalyst means acknowledging the need for change and contributing to the process.
- Influence entails wooing others in order to win their support and build consensus.
- Conflict management requires mediating skills so that we can effectively deal with disputes, differences of opinion and misunderstanding.
- Teamwork and collaboration requires building and consolidating successful cooperative and collaborative teams.

A great number of activities can be found to help teachers hone their relationship management skills. Watching short videos from YouTube is often an effective way to set the context for the dimension. The introductory video by CASEL entitled 'Relationship Skills' (2017) and following it up with some discussion questions (for the teacher audience) and/or a think-pair-share activity (for student groups) can be an engaging way to get people reflecting on this dimension.

1. What features will help you on your way to future success?
2. What questions do you ask yourself when you want to be a productive member of a group?
3. What do you do in Project or Problem-based learning?
4. Why are positive relationship skills critically important?

An activity geared towards 'Developing others' is the creation of a rubric for a project or a class that teachers are collaborating on. The purpose is to get people to evaluate each other's work. To do so, have teachers create a rubric together to evaluate the work carried out during the project and/or class. Then ask them to think about the following:

- What criteria should appear in the rubric?
- How many sections should the rubric have?
- What descriptions should appear in the rubric?
- Why do you have to be careful with how you word the descriptions?

Once the rubric has been created, reflect on and discuss the following:

- Are you satisfied with the resulting rubric? Why? Why not?
- Have you included a section for those who do not carry their own weight in the project and/or class? Why? Why not?

Change in anything is often difficult to embrace and is an integral part in this dimension. An activity that deals with change and serves as a change catalyst is to have teachers simply cross their arms. Then ask them how they feel. Ask them to cross their arms in the opposite way. Have them sit/stand that way for 5 to 7 min. How did that feel? Did it feel natural or did they have to think about it? Was it uncomfortable for them? How uncomfortable/unnatural did it feel? Did they feel that the longer they stayed in that position the less uncomfortable it became? Then ask teachers to relate that discomfort to a change they felt in their lives (transitioning from high school to college, moving from one city to another or from one house to another). How did they deal with that change? Could they have dealt with that change differently, more positively?

An interesting activity that focuses on a variety of skills comes to us from the National Center on Safe Supportive Learning Environments in the form of a checklist that teachers can adapt to fit their respective contexts. Through this checklist they can keep track of how they are covering the salient skill of relationship management (see Table 4).

7.5 General Mood and Adaptability

The last two dimensions of Emotional Intelligence in our model are General Mood and Adaptability. We define these two dimensions respectively as the ability to stay positive and in a good mood (general mood) and the ability to be flexible and realistic and solve a range of problems as they arise (adaptability). General mood has two main scales: optimism and happiness. Adaptability is generally measured by three scales: reality testing, flexibility and problem solving.

As always to get participants orientated to these dimensions we recommend they watch some short videos on the topic. YouTube boasts thousands of videos on these two dimensions. Our recommendation is to select one or two localized videos that take both the cultural context and the language spoken particularly if literacy levels

Table 4 Relationship management behaviours/skills checklist

Yes ()	Behaviours/skills
	Provide opportunities for students to practice communication skills (e.g., verbalizing your message, listening to others)
	Provide opportunities for students to work together in groups and with partners, alternating leadership roles
	Develop mediating skills which will help students understand, deal with, resolve or communicate conflicts and problems
	Provide opportunities for students to reflect on positive and negative choices in relationships and the consequences of each choice
	Work to foster an environment that supports relationship building among students, between students and faculty, between students and staff, among the educational community
	Model positive and respectful relationships with students, families, and colleagues
	Offer students multiple options for communicating with the teacher

are low. In our own context in the UAE, we selected an 8-min animated video in Arabic which was an introduction to Daniel Goleman's book on EI.

Another activity that we found useful that incorporated both dimensions was our 'Scenario Discussions'. These short scenarios were intended to get teachers thinking about an important and relevant aspect of their real lives (i.e., university and home/family life) and getting them to examine their feelings and reactions to specific scenarios. An example of a scenario is as follows:

Academic

You are part of a group working on a big project for your school. Two of your colleagues do not submit their parts on time. Your project is due tomorrow.

How does this make you feel?

What do you do?

Home/Family Life

You are driving somewhere and another car cuts you off at a fast speed on the road.

How does this make you feel?

How do you react?

'Changing Seats' is an EI intervention strategy that has worked well for many. In this activity, seated participants are asked to stand up and stretch and choose any seat they would like. They cannot sit in the seat that they had previously occupied. The point made through this activity relates to a person's innate resistance to change. The facilitator can observe participants' behaviors and discuss feelings about this change of seating.

The Happy Day Equation (Pasricha, 2016) activity is an enjoyable activity which focuses participants on happiness and positivity and therefore helps teachers examine their General Mood. Teachers (or students) are invited to write an equation of what constitutes a happy day for them.

Example Lana's Good Day = (doing what you enjoy × what you believe in × being with people you like and respect) – wasting the day with useless administrative busy work

For more ideas about how to infuse happiness in your day, see the chapter on Increasing Your Happiness Quotient by Coombe and Anderson (this volume).

A culminating activity could be a gamified one which incorporates many aspects of General Mood and Adaptability. A software we have used to great success is called SEPPO. The SEPPO main page is available at: https://seppo.io/en/

To complete this game, participants work individually and do a variety of activities or challenges related to these dimensions. The facilitator is able to track students' progress remotely.

On our SEPPO we asked participants to complete the following challenges:

- *Mood pictures*: take or search for three pictures that put you in different moods
- *Good day equation*: participants write an equation about what makes a good day for them
- *Stressful day equation*: participants write an equation about what makes a stressful day for them
- An example of a stressful day equation used in this exercise is the following:
- (8:00 am start + useless meetings + no time for lunch) × lots of students absent = Christine's stressful day
- *Coffee shop*: Participants go to a coffee shop and order a beverage that they don't normally get and reflect (through text or audio file) on how they feel about trying something new
- *Find someone who*: participants are asked to find someone who always orders the same things at a restaurant or coffee shop and then interview them about why they do this and then submit an audio or video of the interview
- *Find someone who*: participants are asked to find someone who had recently had a big change in their life like marriage, loss in the family, job change etc. and then interview them about how they felt about this recent change and how they dealt with it; then participants audio reflect on what they learned from their interview (no names or recordings of interviewees are shared)
- *Advice*: participants discuss a time when they needed advice for a life decision, they submit an audio response with the following information: who they asked for the advice, what advice did they receive and whether or not they followed it.

Positive feedback: find someone who is stressed about something in their life and interview them about the causes of this stress. Offer some positive feedback or advice. Reflect on the advice you gave them and submit an audio reflection on the experience (Fig. 3).

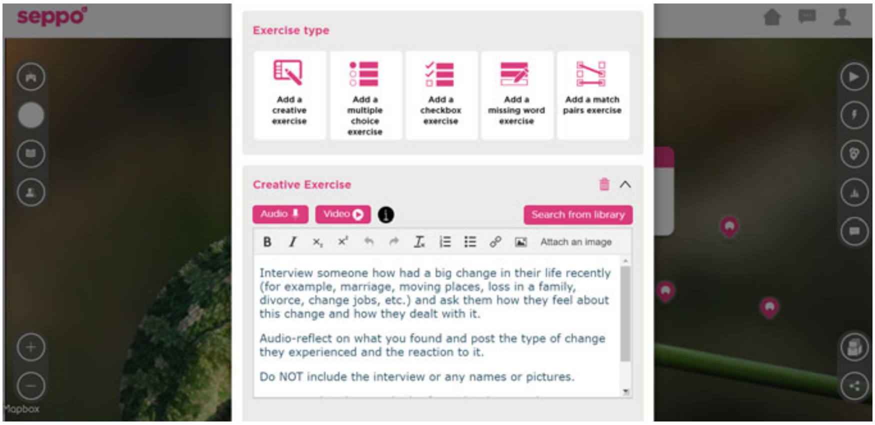

Fig. 3 Sample SEPPO challenge

8 Conclusion

In conclusion, as discussed above, EI is a strong predictor of success throughout work and life challenges (Goleman, 1995). The skills of self-management, social awareness, general mood, adaptability, relationship management, and especially self-awareness can help both our students and ourselves towards success in our work, school and personal areas in life. As language teachers, we need to continue to develop our own emotional intelligence skills to become a useful role model for our students to help them with success in these critical developmental areas. The chapter describes tools and strategies to help with this development to enhance educational classrooms towards a higher emotional intelligence level for all.

9 Discussion Questions

1. From the EI Dimensions model in Fig. 2, what one dimension of emotional intelligence is your strongest? What dimension shows one of your weaknesses? Suggest how you can overcome that weakness.
2. How have you helped your students develop their emotional intelligence in either a classroom exercise or one-on-one?
3. Where in your classrooms can you add teaching emotional intelligence strategies to your students?
4. How do you resolve stressful situations at work? Are there any strategies above that would help you resolve the stressful situation?
5. Write an equation of what makes a stressful day for you similar to the SEPPO activities mentioned in this chapter. Then write another equation of what makes a happy day at work for you.

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How the Most Productive TESOLers Fit it all in: Strategies for Productivity and Efficiency

Christine Coombe, Phil Quirke, Justin Shewell, and Mashael Al-Hamly

Abstract It doesn't matter what you do or where you work, everyone is looking for ways to be more productive on the job and in life. In a general review of the literature and one specific to teaching professionals, the characteristics of highly productive people are discussed, and the authors then share strategies for improving personal and professional productivity and attaining better work life balance.

Keywords Productivity · Teacher efficacy · Teacher productivity · Teacher efficiency

1 Introduction

Ever feel like you're just not getting enough done? If so, you're like many TESOLers around the world. Research shows that on average people are only productive 3 days a week (Microsoft, 2005). This chapter explores how the most productive TESOLers 'fit it all in' and attain the ever-elusive work-life balance.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_7

2 Literature Review

There are many views from the generalist literature on the traits of highly productive people. Many of these traits apply equally to English language teaching professionals. In an article entitled ‘Secrets of the Most Productive People I know’ in Inc. Magazine, Heffernan (2013) reveals four characteristics that she has observed in consistently productive people throughout her career. The author recommends that work life balance or what she terms as ‘having a life’ is the real ‘secret’ of productive people contrary to the belief that total focus on the job is what is required. Taking more breaks is another strategy on Heffernan’s list so as to keep energy and creativity levels high. This recommendation is supported in the neuroscience literature as well. Studies show that working without breaks is counterproductive in that it leads to fatigue and tunnel vision, both of which decrease performance and productivity. Experience working in other industries is Heffernan’s (2013) third trait. According to her, contrary to some theories that recommend never changing industries or professions, “highly productive people often bring more to the workplace table when they’ve earned experience in different, possibly unrelated industries” (p. 1). The last trait on Heffernan’s list concerns the importance of collaboration and finding outstanding mentors to work with. Through the expansion of your thinking, knowledge and personal networks, this will serve to recharge your professional batteries leading to higher productivity, more creativity and innovation.

The topic of productivity and efficiency is a popular one. According to Blair (2019), 2.6% of all apps in the Apple App Store are productivity-related and close to 5,000 book titles were released on the topic of productivity from 2010 to 2013 (Baer, 2013).

One of the biggest studies on productivity was conducted by Microsoft. The Microsoft Office Personal Productivity Challenge (PPC), which drew responses from more than 38,000 people in 200 countries, rated workers’ individual productivity based on their responses to 18 statements about work-related practices. Worldwide, survey participants revealed some interesting conclusions about the nature of productivity in their workplace, including these findings (Microsoft, 2005):

- People work an average of 45 h a week; they consider about 17 of those hours to be unproductive; Regarding teachers specifically, Strauss (2012) reported that teachers work, on average, 10 h and 40 min per day, or 53 h per week.
- People spend 5.6 h each week in meetings; 69% feel meetings aren’t productive.
- Only 34% said they are using proven scheduling tools and techniques to help them gain more free time and life balance. Likewise, 60% said they don’t have work-life balance, and being unproductive contributes to this feeling.
- The most common productivity pitfalls are unclear objectives, lack of team communication and ineffective meetings—chosen by 32% of respondents overall.

3 Defining Productivity

Productivity is generally defined as the state or quality of being productive or more simply the ability to get more done. However, this economic driven term is more difficult to pin down when dealing with both education and individuals. What is the productive measure for a school or a teacher? Is it simply the student results? Or is it the whole experience that a student has at school and in the classroom? How do we measure the productivity of a teacher and capture everything that the role, job and profession entails? A simple economic measure is not one that can do that.

A definition of productivity for teachers must capture the impact of teaching, the ability to complete the multitude of other tasks required in any educational setting, the quality of research undertaken and the commitment to the profession. How each of these elements are measured could cover numerous volumes and is the place of other publications, but each of the four elements should be addressed and the authors would add to these four the essential feature of maintaining a healthy life-work balance.

So, for the purposes of this chapter we define a productive TESOLer as one who has a recognised position, including one that is self-employed, is engaged in teaching, does research and evidences this research through conference presentations and publications, is committed to the profession, professional development and life-long learning and maintains throughout a good work-life balance.

3.1 How Teachers Define a Productive Day

So, what characterizes a productive day for most teachers? To address this question, the chapter authors describe what characterises a productive day for themselves:

- *Christine*—done my job well, an email inbox with under 100 messages, gone to the gym and/or gotten some exercise, had a bit of enjoyment and worked on one of the personal priorities from my strategic plan.
- *Phil*—covered all my appointments, completed all tasks on my calendar, cleared my emails and managed to smile through it all.
- *Justin*—created a to-do list and accomplished the tasks, depending on which projects I'm working on, my list might be long or short, and might include things like "write first two pages of … book" or "finish preparing for …". Making sure I haven't missed any important emails is also key, as well as spending time with my family.
- *Mashael*—taught my classes, replied to all emails, completed my administrative duties, worked on future plans for the MA program I'm directing and read the MA theses of my supervisees.

A study of 40 + TESOL colleagues who were characterized as 'highly productive' (Coombe & Quirke, 2016) listed the following characteristics as the top five activities that defined their productivity:

Get done what I planned to do,
Engage in some sort of creative, academic or professional writing,
Do something with the family,
Limit time and energy on unproductive tasks, and
Plan for the future (e.g., go to the gym, engage in work related to a key institutional role).

In order to be a productive TESOLer, there are several key strategies that need to be undertaken though the prioritisation of your goals, the creation of time for additional responsibilities and a focus on work-life balance. The sections below unpack these key strategies but first we must highlight what needs to be avoided.

4 Productivity Pitfalls: What to Avoid

In a review of the general literature on productivity, experts recommend that a number of things be avoided in the quest for productivity and work-life balance.

4.1 Productivity Pitfall 1: Energy Vampires

Energy vampires are people who—whether intentionally or unintentionally—drain your emotional energy. They feed on your willingness to listen and care for them, leaving you exhausted and overwhelmed (DiGiullo, 2018). Energy vampires can be anywhere and anyone. They can zap your energy and seriously effect your productivity levels.

4.2 Productivity Pitfall 2: Multi-tasking

Multi-tasking or the practice of dealing with more than one task at a time is something that was once looked on favourably. However, research shows that our brains are not designed to focus on more than one thing at a time. One study, which monitored workers' IQs throughout the day, noticed a drop of 10 IQ points when workers were involved in multitasking—that's the same as losing a whole night's sleep and more than double the four IQ points lost after taking illegal drugs (CNN, 2005). People who multitask are less efficient because they have less brainpower to devote to each task.

More recently, research has found that multitasking actually makes you less productive (Neidlinger, 2018). In fact, multitasking isn't even the right term, instead what really happens when you multitask is task-switching, and it takes more time to switch tasks than stick with them until you finish. Studies have found that multitasking can reduce your productivity by as much as 40% (Neidlinger, 2018).

4.3 Productivity Pitfall 3: Distractions

Several studies have demonstrated that not only are people distracted at work, but these distractions can negatively impact their productivity. A recent study conducted by the Poly Company (2019) found that 99% of employees say they are distracted from their tasks sometime during their workday. When the survey asked how these distractions impacted their work, 48% of respondents said that office distractions made it difficult for them to focus. Another interesting finding about office distractions is that how they impact workers' performance varies by generation. For example, the Poly study found that 52% of Gen Z respondents are most productive when working in a noisy space or chatting with coworkers. However, 60% of baby boomers say they need a quiet office to be more productive. While some office distractions are things we can't do anything about (i.e., loud coworkers, outside traffic, colleagues that have urgent questions), often, our distractions are caused by us.

4.4 Productivity Pitfall 4: Unproductive and Unnecessary Meetings

According to Lifford (2019), there doesn't seem to be any specific research available which looks at the amount of time teachers attend meetings or look at their impact on institutional outcomes. According to a survey quoted in *The Independent* (Hall, 2018), the average employee spends a total of 187 h in meetings, with results claiming that 56% of those meetings are generally unproductive. Similarly, the Microsoft study in 2005 found that people spend 5.6 h each week in meetings and 69% feel that those meetings aren't productive.

4.5 Productivity Pitfall 5: Being Available All the Time

With increased technological advancements and social media applications, we have become a world of interconnected people. Since 2004, Facebook has grown from a small platform to a "worldwide behemoth with over two billion monthly active users" (Smith, 2018, p. 1). It has been followed by Twitter, Snapchat, and Instagram. Message apps, apps for sharing pictures, and apps for selling and buying things have skyrocketed in popularity. So much so that it has become harder and harder to disconnect from the world. We are becoming locked in, signed in, tuned in, connected, interlinked, and on the grid twenty-four hours per day (Smith, 2018).

There are certainly many advantages to these advancements but there are also disadvantages to always being online or available all the time. Much research (Smith, 2018) has shown that sitting around glued to our cellphones is bad for our health and wastes a lot of our time, thereby decreasing our productivity. It could also lead to a decreased interest in other healthier activities as well as a lack of sleep. Some studies have also shown that increased use of online resources such as social media may actually result in less happiness, not more, by undermining one's sense of wellbeing. For example, comparing our life to someone else's online, whether positively or negatively, may result in depression and/or jealousy.

5 Strategies for Increasing Your Productivity

Now that we have covered the pitfalls that can potentially prevent us from being productive, we would like to present several strategies that have been shown to increase productivity. These strategies have worked for the authors and have been explored in the literature.

5.1 Take Control of Your Time (Especially Your Mornings)

According to time management expert Laura Vanderkam, mornings hold the key to taking control of our schedules. If we use them wisely, we can build habits that will allow us to lead happier, more productive lives. Vanderkam (2012) in her book entitled *What the Most Successful People Do Before Breakfast* cites many instances of people who use their mornings to accomplish things while the rest of us are still in bed fast asleep.

Research has shown that those who want to be successful and more productive actively embrace this philosophy (Vanderkam, 2012; Goudreau, 2015). They set aside their first hours of the day to invest in their top-priority activities before other people's priorities come rushing in and interrupt them. From Vanderkam's study (2012) of morning rituals and research cited in Goudreau (2015), we outline the things that the most successful people do before breakfast. While they might not do all of these things every morning, each has been found to be an effective way to start the day.

- They wake up early (some as early as 4:30 am).
- They drink water instead of coffee as this helps them feel more alert, rehydrates the body, and kickstarts the metabolism (Batayneh, 2013).

- They tick off exercise from their to-do list so as not to risk skipping it. The top morning activity of the rich and powerful seems to be exercise, be it lifting weights at home or going to the gym (Vanderkam, 2012).
- They work on a top-priority work project or a project that they are personally passionate about.
- They spend quality time with their spouses/partners and family.
- They make their beds. According to Duhigg (2014), author of *The Power of Habit*, this one-minute habit can make you both happier and more productive all day long. Making your bed doesn't necessarily *cause* you to get more done at work, but it's a "keystone habit" that can spark "chain reactions that help other good habits take hold" (Duhigg, 2014 as cited in Goudreau, 2015).
- They network over coffee. For those who like to make it home for dinner with their families, mornings are a great time to network over coffee and/or breakfast. Vanderkam (2012) notes that morning meetings are less disruptive to the workday than lunches and more work-focused than late night drinks or dinner meetings.
- They meditate, do yoga and/or a digital detox to clear their minds and reduce their stress levels.
- They write down things they're grateful for. Tim Ferriss, author of *The 4-h Workweek,* spends a few minutes each day writing down what he is grateful for and what he is looking forward to. He notes that this practice allows him to get more done during the day and feel better throughout (Ferriss, 2009).
- They plan and strategize while they're fresh as using the mornings to do big-picture thinking helps people prioritize and set the direction for the day (Goudreau, 2015).
- They check their email. While many time-management experts suggest putting off email for as long as possible, many successful people start the day with email either to quickly scan their inboxes for urgent messages that need an immediate response or draft a few important emails that they can better focus on while their minds are fresh.
- They read the news. Whether at home on the porch or in a café, most successful people get caught up on the latest headlines as a pre-breakfast ritual so that by the time they reach the office, they have a good idea of what's going on in the world.

Obviously, this list is not comprehensive, and there are other activities that may lead to increased productivity when regularly done in the morning, but these activities are a great place to start.

5.2 Take Care of Yourself

The busy workload and increased expectations of being a teacher often lead us to giving too much of ourselves and not taking time to take care of ourselves, which can then lead to decreased motivation and productivity and teacher burnout.

Self-care is all about taking care of your health and making sure that you have everything you need to thrive as a teacher. Teacher self-care is important as without taking care of yourself, you won't have the energy to help your students. Another reason self-care is important is to enable teachers to be effective in their classrooms. If teachers are tired, either emotionally or physically, they cannot do their jobs well. Finally and possibly most importantly, self-care is important so teachers can model good life balance and healthy boundaries to their students and colleagues.

Taking steps towards improved self-care can work wonders for your personal and professional development and for increased productivity. A few self-care areas you can prioritize and start implementing right now are activities like engaging in physical exercise, getting more (or better) sleep, seeking calm or more relaxed environments, eating more healthily, engaging in mindful activities like yoga and meditation and setting boundaries. This latter activity is crucial for teacher self-care. Many teachers think more hours at work make them more productive and better able to support their students, but this practice actually leads to burnout. In order to do their job to the best of their ability, teachers must be well-rested and achieve a work-life balance that is fulfilling both personally and professionally (Pearce, 2001).

5.3 *Create Systems and Routines*

What can we learn from the most productive people in any field? The one fact they most had in common was almost all had personal routines that worked for them. These routines can be formal and scientific or personal and idiosyncratic, but whatever routines you use, productive people have routines and systems in place to help them be more productive and succeed at their chosen career. These systems work because they make things automatic, and don't drain your sometimes limited supplies of discipline and willpower.

Many routines that have been recommended by highly productive people include those that take place at the end of the workday or right before bed. Some think about whether what they are doing has meaning, or if they have positively contributed to the lives of their students or to the world in general. Others think about whether they have achieved goals that are in line with their overall vision. Some productive people take the time before bed to write down or journal about their thoughts, feelings and ideas.

Another common pre-bedtime routine is to set priorities for the next morning. Take this time to review your schedule for the next day by prioritizing your three to five most important tasks to complete. This is critical to success because every minute spent in planning saves 10 min in the execution of that plan (Tracy, 2020).

5.4 *Build Good Relationships*

Relationship building is another important strategy for those who want to increase their levels of teacher professionalism and be more productive. In educational environments, there are four principal relationships that teachers generally need to nurture: teacher to teacher, teacher to parent, teacher to student and teacher to immediate supervisor and beyond.

According to Hurst and Reding (2006, p. 40), "working in a school is like working in a community. You will encounter people you admire and respect and you will find people who are difficult and perhaps even obnoxious. Making the decision to develop good working relationships with the people with whom you work will be one of your first tests of professionalism."

Being a team player and supporting your fellow teachers is a significant aspect of what it means to be a professional. Encourage those you work with to new heights, support those in need and avoid cliques whenever possible. Professionals work together and they understand the concept that "it takes a whole village to raise a child" (Hurst & Reding, 2006, p. 42).

5.5 Use Technology and Technology Tools to Increase Teacher Productivity

A number of technology tools and apps can be used to increase general and teaching productivity. As we try to become more effective, productive and concentrate on the things that really matter in our lives, we must look at how we spend our time, and find ways we can improve and make the time we have really count. To this end, we can turn to technology for help. Of course, technology can be a virtual double-edged sword; while there are many ways technology helps us use our time better, achieve our goals and become more effective, technology also offers many distractions that waste time and detract from our effectiveness. So, it is important, then, that we carefully analyze the way we currently use technology, and evaluate how well it is helping us be effective, or alternatively, distracting us from what is really important (Coombe, Shewell, & Al-Hamly, 2019).

Keeping in line with the *Seven Habits of Highly Effective People*, by Covey (2004), Coombe, Shewell and Al-Hamly (2019) have put forth seven ways we can use technology to become more effective time managers, as well as ways we can avoid the technological distractions that so often infiltrate our lives.

#1: Use Technology to Organize Important Information

In 2006, the Boston Globe printed an article that outlined the hazards of being disorganized. This article stated that "43% of Americans categorize themselves as disorganized, and 21% have missed vital work deadlines. Nearly half say disorganization causes them to work late at least 2 or 3 times each week" (Von Bergen, 2006). A year later, *Accenture* reported that, according to a recent survey of middle managers in large companies in the U.S. and U.K., 59% routinely miss important information because they don't know how to find it (Hatter & Trapasso, 2007). If you are like these managers, and so many other people, organizing important information you use every day will go a long way to helping you become more productive.

Technology offers us many ways to efficiently and securely organize our information, some more advanced than others. Simply typing up important information in a text-editing program like Windows Notepad, or Microsoft Word, and then storing those files in a specific folder is an effective yet simple way to keep information accessible and reduce the amount of paper we keep around the office or home. Of course, there are many programs that offer more attractive options to organize information, including postal addresses, email addresses, and phone numbers. There are also programs that will help us organize important calendar events and appointments. By keeping everything in an easily accessible location, and in an easy to use format, we spend less time looking for important information, and more time using that information to help us achieve our goals.

#2: Use Technology to Remind Ourselves of Important Events and Tasks

We can also use the computer to remind us of important events in our lives. Calendar programs, such as Microsoft Outlook, or Mozilla's Sunbird, allow us to keep important events in the forefront of our minds by giving us reminders before our next important meeting, or important birthdays, for example. One program we use, called Rainlendar displays calendar information, including important events and tasks, right on our desktops, so that it is always visible when needed. It also displays reminders at preset intervals, so we don't forget anything.

#3: Use Technology to Keep Track of How We Spend Our Time

In much of the time-management literature, it is recommended that in order to increase your efficiency you must first examine your relationship with time. One of the most common techniques to do this is through what is known as the "time log" (Time-Management-Guide.com, 2002; Coombe, Shewell & Al Hamly, 2019). This time log is simply a list of how we spend our time each day. Once we have kept a time log for a sufficient number of days or weeks, we can review the log to see how we typically spend our time and then decide if we are using our time wisely. Once we have established our relationship with time, it is then necessary to categorize our time spent into either "productive" or "wasteful". Those who keep a time log usually learn one of two things about themselves. Hopefully, they will come to the understanding that they are already using their time pretty well. Unfortunately, some learn that they are wasting a lot more time than they had previously thought (Coombe, Shewell & Al-Hamly, 2019).

#4: Use Technology to Organize our 'To-Do Lists'

We have mentioned tasks several times already in this chapter. Creating a list of things to do is a very important way to manage our time, and help us become more productive and effective. Of course, simply writing out a list of tasks, and then attempting to accomplish them in sequential order is often NOT the most effective way to go.

Covey et al. (1994) talk about categorizing the items on our to-do list into four different categories or quadrants:

	Urgent	Not urgent
Important	I • Crisis • Medical emergencies • Pressing problems • Deadline-driven projects • Last-minute preparations for scheduled activities	II • Preparation/Planning • Prevention • Values clarification • Exercise • Relationship-building • True recreation/relaxation
Not important	III • Interruptions, some phone calls • Some mail & reports • Some meetings • Many "pressing" matters • Many popular activities	IV • Trivia, busywork • Junk mail • Some phone messages/email • Time wasters • Escape activities • Viewing mindless TV shows

Time Matrix (*Covey et al.,* 1994*, p. 205*)

- Things that are *urgent and important* help us achieve our goals (important) and need immediate attention (urgent). An example of something in this category might be preparing for a class that starts in 15 min, or finishing up an article that is due the next day.
- Things that are *important, but not urgent* help us achieve our goals (important), but do not require immediate attention. Examples of things in this category might include getting regular physical exercise, or planning an activity to do together with your child later in the week.
- Things that are *urgent, but not important* need our immediate attention, but do not help us achieve our goals. An example of something in this category might be interruptions from colleagues.
- Things that are *not urgent and not important* neither help us achieve our goals, or need immediate attention. In short, everything that doesn't fit into the three previously mentioned categories. Examples of things in this category include junk mail, escape activities, and many kinds of TV shows.

Of course, there are many books available that provide advice on managing to-do lists, but here are a few pointers that will help make your to-do lists more effective and manageable (Coombe, Shewell, & Al-Hamly, 2019; Pearce, 2001):

- Include a realistic estimate of how much time you think will be needed to complete each task. Oftentimes we sabotage ourselves by not setting realistic time estimates for tasks we need to accomplish.

- Don't make the list too long. Make a real list, not a 'wish' list of all the things you 'hope' to get done.
- Don't rank everything as urgent and important. This makes the prioritizing unrealistic and ineffective.
- Be creative in scheduling. Alternate difficult tasks with easier ones, long tasks with short ones, etc. Schedule tasks that require a lot of mental awareness for times when you are the most alert and least likely to be disturbed, which may be in the middle of the night for some of us.
- Break 'boulders' into 'pebbles'. In other words, break up larger, more significant tasks, into smaller, more manageable ones. This helps us avoid the time bandit of procrastination.
- Don't be discouraged if you don't accomplish every task on your list. Nobody is perfect and there will be times when you get distracted and don't get everything done. Just try to get yourself back on track as quickly as possible.
- Evaluate the tasks on your list. If you notice that there are one or two tasks that you keep moving from one day to the next without accomplishing them, perhaps they are too large and could be broken down into smaller tasks (see above), or perhaps they are not really important in achieving your goals.
- Always be ready to abandon the list. Don't become so organized that you don't allow yourself to take part in life. Sometimes the most important things cannot be scheduled. Be alert to life's possibilities.

As we schedule in time to complete each task on our list, it's important to schedule breaks and time to rest and recharge our mental and physical batteries so to speak. Many people overlook this important point, and then feel the system is not working for them because they are always tired and worn out. We should schedule time for rest when it will be most effective, such as during a lunch break, or after the children are asleep.

Another important thing to remember in using a to-do list is that is must be easily accessible and preferably visible most of the time for it to be effective. It doesn't do any good to make a to-do list, and then never look at it again.

At this point, you may be thinking, "all this stuff about to-do lists is great, but what has technology got to do with it?" All of the above tips do not require technology, per se, but technology can help us in many ways to keep our to-do lists from becoming 'wish-we-would-have-done' lists.

So, let's take a look at a few websites and technology-based solutions to help us manage our to-do lists.

Of course, Microsoft Outlook has a calendar and 'task list' feature, and is readily available in many academic institutions. There are also several websites that help manage to-do lists. One is called "Todoist.com" (no, that is not a typo), at https://www.todoist.com. One excellent feature of this free website is that it allows you to create task sublists. For example, you could create a list of major tasks for a specific project, and then break each task on that list into smaller tasks.

Another website, based in Australia, is called 'Remember the Milk' at https://rememberthemilk.com. This website has a free option, but also offers a premium option, with more features, for a monthly fee. One nice feature of this site is that it will send reminders of tasks to your email inbox.

Another website that combines calendar features and to-do list features is called 'HiTask' at https://www.hitask.com. This website allows users to create teams, and calendars and to-do lists can be shared among team members. This is a useful feature if you often work on group projects and need to update other team members of your progress.

#5: Use Technology to Get the Latest News and Information

Having the latest news and information can be invaluable in any job. By joining a newsgroup or email list, you can receive announcements in your email inbox of current news and events happening in your field or geographical area. One example of this is the TESOL web list, which often sends out announcements of TESOL and TESOL affiliate events and other information.

#6: Use Email Effectively

How much time do you spend on email each day at work? Do you often feel that it is too much? You are not alone. Tom Pisello, of ITBusinessEdge.com, reported that "organizations lose around $1,250 per user in annual productivity because of time spent dealing with SPAM, $1,800 in unnecessary emails from co-workers, and $2,100–$4,100 due to poorly written communications" (All, 2008). In another study, done in Britain, it was reported that 45% of emails received at the office had no relevance to actual work (totalsuccess.co.uk, n.d.).

While email may be one of the most popular ways to communicate in this technology age in academia, it is also one of the most misused. Knowing how to effectively and efficiently handle email will help us save a lot of time and be more productive. Here a few tips to remember when dealing with email:

- Ask yourself if email is the right method of communication for that specific situation. If you are having a hard time writing the email, it might mean that a different method of communication is more appropriate, e.g., a phone call or face-to-face meeting (totalsuccess.co.uk, n.d.).
- Learn to use the subject line effectively, and ask others to do the same. It saves a lot of time when you can look at the subject line of an email and know immediately if it needs your attention or not. Subject lines such as "Here you go…" or "Please respond immediately…" are not helpful if you want to know something about the content of the email before you open it. Also, many people will save emails for future reference, and it is difficult to find the specific email you are looking for if it has a generic subject line, or no subject line at all.
- Learn to leave emails unopened if you deem them unimportant. For example, you might move emails with no subject line, or from people you don't know to a special folder where you can deal with them when you have time, if ever at all.
- Use the *Reply All* feature sparingly, if ever. Decide if the message you are sending really needs to go to every recipient of the original email, or just to the original sender.

#7: Avoid Technology Time-Wasters

As much as technology has improved our lives, and helped us to be more productive, technology also offers some very tempting distractions that can rob us of valuable time, and prevent us from achieving our goals. Here are few examples of technology time-wasters:

- *Having the latest gadget*: The newest technology is not always the best. New technology often has problems that haven't been discovered or worked out yet. It may often be unstable, and unreliable, and you may spend more time getting it to work properly than it actually saves.
- *Internet surfing*: the Internet is such a vast resource that it is very easy to start out looking for something specific, and then end up spending hours looking at something completely different. Setting a time limit for your Internet searches forces you to stay focused on the task at hand. Remember, get in, get what you need, and get out!
- *Information overload*: One study reported that 71% of employees feel stressed about the amount of information they must process and act on while doing business; 60% feel overwhelmed (Doherty, 2008). Learn to limit yourself to relevant information only, especially when subscribing to mailing lists and news groups.
- *Forgetting passwords*: many of us have spent a significant amount of time trying to remember a password, or else have created a new account on a specific website because of not being able to remember the original password. As much as possible, try to use a password that is easy to remember, but hard for others to guess. Don't use personal information such as birthdays, names, etc. as these are easier for hackers to guess. Also change your password frequently. One method is to use a password manager, which stores all your passwords securely and allows you to create random, hard-to-guess passwords for each site you access. With a password manager, you only need to remember the "master" password for the password manager and not the individual passwords created for each site. An example of a popular password manager is "LastPass" (https://lastpass.com).

6 Conclusion

Given that there are only a fixed number of hours in a teacher's day to accomplish all that you must do, you'll receive important benefits from being more productive. Being productive will help you get more work done on a daily basis, which will increase your value to your employer and will serve to accelerate your career. This chapter shared the characteristics, habits and traits of consistently productive teachers and provided readers with strategies to elevate their productivity and efficiency levels.

7 Discussion Questions

1. What is one area of your job or life that you'd like to be more productive in? Why?
2. Being self-reliant is a characteristic of being a productive person. What is one area that you are completely self-reliant in? How did you manage to develop this self reliance?
3. What is one area that you would like to be self-reliant in? Using some of the strategies mentioned in this chapter, how can you go about developing your self reliance in this area?
4. What is one strategy that you use to increase your productivity? Where did you learn this strategy?

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A Paradigm Shift in Balancing Your Professional and Non-professional Life

Neil J Anderson

Abstract Balancing roles and responsibilities in life can be a challenge for professionals in any discipline. Striving for excellence can often lead to an unbalanced life because we might put focus on a single responsibility or role in life and neglect other responsibilities and roles. This chapter provides a new view of balancing life's roles and responsibilities through the example of a magic square. The magic square is accompanied with the phrase *what e're thou art, act well thy part*. As we each *act well our part,* we can be focused on achieving balance in the many roles and responsibilities we have in life.

Keywords Balance · Roles · Responsibilities · Goals · Life audit

1 Introduction

Balancing roles and responsibilities in life can be a challenge for professionals in any discipline. Many professionals are overwhelmed by the number of tasks that need to be completed in order to achieve excellence. Striving for excellence can often lead to an unbalanced life because we might put focus on a single responsibility or role in life and neglect other responsibilities and roles. I propose a new paradigm for achieving and maintaining balance in life by identifying roles and responsibilities. A balanced life can lead to higher levels of satisfaction and happiness overall (See the chapter in this volume by Coombe and Anderson on the Happiness Quotient).

In this chapter I draw significantly upon a chapter that I wrote in 2014, *Learning the Principle of Balance in Life and Leadership Development* (Anderson, 2014). With permission from the editor of the book, Christine Coombe, I share my perspectives on balancing the demands of life and our professions.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_8

Fig. 1 A traditional view of balance

1.1 A Traditional View of Balance

When you think of balance, what image comes to mind? If you are like me, the image of a balance scale comes to mind. Figure 1 illustrates this traditional view of balance.

What this image suggests is that there are only two things to balance at a time. When we consider balancing the professional and non-professional aspects of our lives, we may believe that there are just two things to balance. But, when we actually subdivide each of these two into smaller segments, we see why balance can be difficult to maintain.

When I take a careful look at my life, I recognize that there are multiple roles that I have in life and each of those roles leads to multiple goals. For example, in terms of my professional roles I am a teacher educator, a language teacher, a faculty coach, a TESOL professional, and a researcher. In my personal roles, I am an individual who loves to run, read, think, and write. I am also a family member: a husband, a father, a grandfather, a son, and a brother. I am also a friend. There is also an additional role that I cannot neglect. I am a member of a community. There are various communities to which I choose to contribute. I am a member of the community where I live in Hawaii. I am a member of the religious community where I contribute my skills and talents and where I am encouraged and taught by others. I am a member of TESOL International Association professional community.

For each of these professional and personal roles that I have listed, I have multiple goals that I want to accomplish. The traditional view of balance as a scale as shown in Fig. 1 does not represent the type of balance that I desire to seek and achieve.

2 The Paradigm Shift: Magic Squares

Allow me to suggest an alternative view of balance. This alternative view is based on a stone carved by a Scottish architect by the name of John Allan (1847–1922). Mr. Allan was the architect of the Albany Crescent in Edinburgh, Scotland. Albany Crescent was built near Stirling Castle. On the front of the building he had a stone carving inlayed above the door that read, *What e'er thou art, act well thy part* (Stirling Archives, 2016). Below the inscription was a 3 × 3 magic square. Figure 2 shows the inscription and the magic square.

I would like to consider Mr. Allan's carving from two perspectives—first, from the perspective of the inscription and then second, from the perspective of the magic square. The inscription, *what e're thou art, act well thy part,* provides a powerful message for TESOL professionals. In whatever activities we are involved, we should act well our part. We should be focused on the present moment and do our part well. If we were to use this as a guiding principle, we would always be focused on the current task at hand. We would not be thinking about other tasks that we need to accomplish, but rather we would dedicate all of our thoughts and energy on doing the very best at that moment in time on the specific task that we are involved with.

For example, when I am in the classroom working as a teacher educator training the next generation of TESOL professionals, I should act well my part and focus on accomplishing the learning outcomes for the course. I should not be focused on other tasks that I need to accomplish when class is over. My full attention should be on the present moment and to meeting the needs of my students.

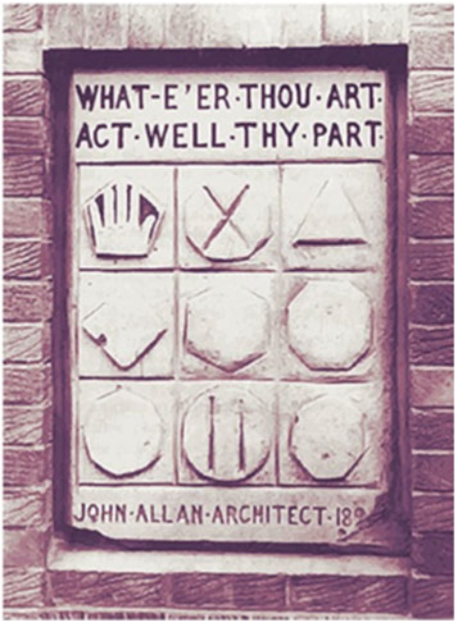

Fig. 2 What E'er Thou Art magic square

Another example may help. I am a runner. I have set a goal to qualify for the Boston marathon every five years. I need to maintain a consistent schedule of running. My training will vary depending on how close I am to running a marathon. I do not always have to be running 40–50 miles a week. I can maintain a base of 25–30 miles a week during most times of a year. When I am on a run, I want to stay focused on the purpose of that run. I could be running for distance or for time. I could be running short speed repeats. When I am training, I want to keep my focus on the goal for training that particular day and I do not want to be distracted by thinking about the lesson plan I will teach that day or on other roles and responsibilities that I have. My focus will be on my run. I will act well my part for that specific time during my day that I am running.

Let the phrase, *what e're thou art, act well thy part*, become a guiding phrase for you in your various roles in life. Allow this phrase to assist you in achieving excellence and balance and stay in the present moment.

Now, let us examine the magic squares portion of Mr. Allan's work. Magic squares have their origin in mathematics and have been identified in Chinese, Japanese, Arab, Persian, and Indian cultures dating back to as early as 587 BC ("Magic Square," n.d.). Magic squares are 3 × 3, 4 × 4, 5 × 5, 6 × 6, etc., tables that are perfectly balanced. Notice in Fig. 2 how Mr. Allan's magic square contains a 3 × 3 table. Each square on the stone represents a different numerical value. The numerical values are superimposed on Mr. Allan's stone in Fig. 3. The first row of the magic square includes the images to represent the numbers 5, 10, and 3. The second row 4, 6, and 8 and the third row contains the numbers 9, 2, and 7. What makes it a magic square is that each row, column, and diagonal sums to 18.

We cannot rearrange the numbers without having a negative impact on the balance of the magic square. For example, if we were to exchange the 5 and the 7 on the diagonal, the balance is lost. Figure 4 illustrates the result of switching these two numbers and the impact on the balance.

You will note in Fig. 4 how the *magic* is broken when two numbers are switched because all rows, columns, and the diagonals no longer sum to exactly the same number. Balance is lost and therefore the squares are no longer magic. A very important concept to understand about the magic squares is that each square has a different numerical value. Each square is not equal to the other squares. The balance is achieved across rows, columns, and diagonals. The magic square provides us a new view of balancing responsibilities in life. Not everything that we try to balance in life is equal in value to everything else. Different roles and responsibilities that we have can receive a different value and thus receive more or less attention, focus, and time.

What do magic squares have to do with professionalism? As I have described above, we have various roles in life. Each role can be represented by one of the squares in the 3 × 3 magic square. For example, let me map out nine roles described above that I have in my life: a teacher educator, a language teacher, a faculty coach, a TESOL professional, a researcher, an individual, a family member, a friend, and a community member. Each of these roles requires time, energy, and active involvement on my part. There are tasks and responsibilities that I have with each of these roles

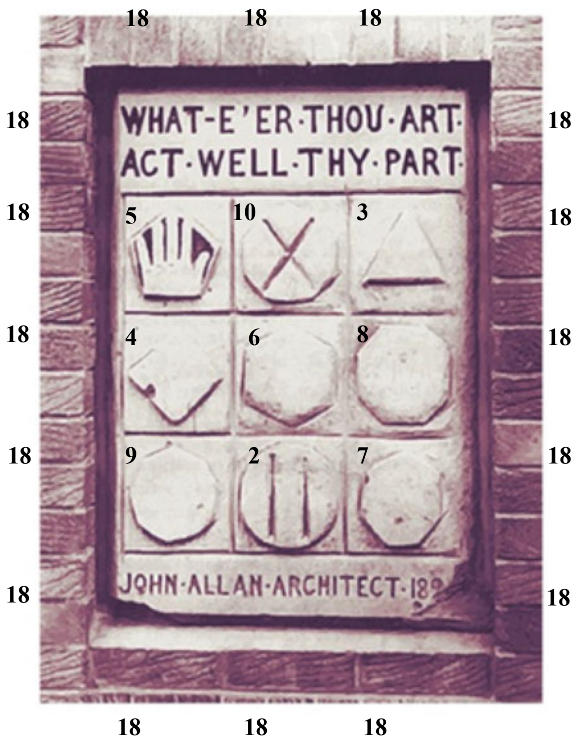

Fig. 3 The numerical values of the magic square

Fig. 4 A *Broken* magic square

18	20	18	16	18
20	7	10	3	20
18	4	6	8	18
16	9	2	5	16
18	20	18	16	18

Fig. 5 Life roles and the magic square

18	18	18	18	18
18	5 Family Member	10 Teacher Educator	3 Community Member	18
18	4 Individual	6 TESOL Professional	8 Faculty Coach	18
18	9 Researcher	2 Friend	7 Language Teacher	18
18	18	18	18	18

that require me to make decisions in order to maintain balance in my life. Figure 5 illustrates these nine roles.

Notice in Fig. 5 that not all of the individual squares are the same value. Over the course of a week I have to give different amounts of focus, time, and energy to these different roles. For example, the role of teacher educator has a rating of 10 in Fig. 5. In assigning a 10 to this role at a given point in time suggests that this is a role that needs to receive greater attention and focus than my role as a friend, which I assigned a numerical value of 2. I do not need to exert equal amounts of time, energy, and focus to each role. I can adjust the focus on my roles given the demands that each may need at a particular point in time.

An additional way to look at achieving balance and goal setting is to identify nine areas of responsibility in which you set specific goals and track tasks that you have to complete. Figure 6 outlines nine possible areas of responsibility. Figure 6 illustrates that the area of responsibility that I rate as needing the greatest focus is Teacher Development (rated a 10) and the area of responsibility needing the least focus, at

Fig. 6 Areas of responsibility and the magic square

18	18	18	18	18
18	5 Financial	10 Teacher Development	3 Community Involvement	18
18	4 Social	6 Spiritual	8 Faculty Coach	18
18	9 Professional Development	2 Emotional	7 Family	18
18	18	18	18	18

this moment in time, is Emotional (rated a 2). Notice the difference between these nine areas of responsibility (Fig. 6) and the nine roles (Fig. 5). Being able to achieve balance in life might be easier for you by viewing things through one of these two approaches.

Let me, again, emphasize that given the perspective of balance provided from the magic square, I do not have to treat each of these roles equally. Given different stages in life and even given different days of the week or times of a year, there could be a shift in the value that any given area of responsibility will receive.

Keep in mind that in order for this alternative view of achieving balance among the various roles that you have in life to function appropriately; you must be willing to break out of the mindset of thinking that everything is of equal importance. From my personal experience of adjusting to this new paradigm of balance, it requires a major shift to go from thinking about balance between two roles or responsibilities to looking at the big picture and keeping all roles and responsibilities balanced.

3 Suggestions for Seeking Balance in Life's Roles and Responsibilities

Allow me to share three suggestions for learning how to make a shift in the paradigm of balance in life and professionalism within TESOL. First, choose one day a week on which you will specifically set aside 30 min for a personal planning session. I find that it works best for the planning session to fall at the end of a workweek. The purpose of this planning session is to review your work from the previous week and determine how well you were able to balance each of your roles and responsibilities. The planning session also provides an opportunity to preview the upcoming week and to identify how you are going to balance your roles and areas of responsibilities. During the planning session, determine what major tasks need to receive time during the upcoming week. Then rank order those tasks. Make sure that you are not forgetting a role or an area of responsibility. By ignoring a role or a responsibility for the week you will ultimately end up losing the overall balance in life that you are striving to achieve.

In my weekly planning meetings I have a "What E're Thou Art" planning grid in front of me that lists the nine areas of responsibility that I have identified, like what you see in Fig. 6. I then make an assessment for the coming week to determine the area of responsibility that needs to receive a greater use of my time (i.e., the value of 10 in the magic square) and which area of responsibility needs less time for the coming week (i.e., the value of 2 in the magic square). By taking the time to carefully review each of the areas of responsibility and the tasks that need to be completed in the area for the upcoming week, I have a plan for achieving balance. I am not going to let fate determine how I will use my time, but I make an explicit decision, based on my self-identified areas of responsibility, how I will choose to achieve balance.

Allow me to share another example. You will note from Fig. 6 that Teacher Development has a rating of 10. One of my current responsibilities at Brigham Young University–Hawaii is as an Associate Director of the Edward D. Smith Center for Learning and Teaching. Along with three other colleagues, we have a structured approach to faculty development on our campus. We specifically work with faculty during the first four years of their academic appointment on campus to help them acclimatize to the work environment at BYUH, focus on improving the learning of the students in their classes, prepare for the tenure requirements of the university, and develop research agendas that will help inform them of ways that their teaching impacts learning in the classroom. All of these activities currently have a high priority among my various responsibilities in life. Thus, this area of responsibility currently carries high significance.

You will also note in Fig. 6 that *professional development* was rated a 9. I knew that during this time period I would be writing this chapter and evaluating manuscripts being submitted by contributors to this book. I am also in the early stages of preparing a submission for on the principles of lesson planning. This area of responsibility is receiving the second highest level of importance in my planning. My weekly personal planning sessions have been an effective way for me to begin shifting my balance paradigm. They have allowed me to make adjustments in priorities on a weekly basis in order for me to more realistically achieve balance among my various roles and responsibilities.

My second suggestion for learning how to make a shift in the paradigm of balance in life and professionalism is to learn to say no. That's right, it is okay to say no to a request. You are the only person in the world that knows exactly all of the things that you are currently balancing. Therefore, you need to feel empowered to say no on some occasions to new invitations that are extended to you. This has been a particularly difficult principle for me to implement in my life, but it has also been a liberating principle to follow.

As I have received requests to review professional manuscripts, to speak at professional conferences, or to go to lunch with friends, I return to my planning outline for the week. I weigh a new request given the progress that I have made on existing tasks. I can then make an informed decision about what new invitations to accept.

I have learned three things from applying the principle of saying no to new invitations if they will cause me to lose my balance. First, I have learned that as I turn down an invitation and explain why I am turning it down that I am not losing out on opportunities for growth and development. I indicate that I have carefully balanced the tasks that I have to complete for the various roles and responsibilities that I have in life and that at this particular point in time I am not able to accept new responsibilities. Those to whom I say no often comment that they understand my decision and want to support me in achieving my goals and balance in life.

Another thing I have learned by applying the principle of saying no is that I am modeling for others the concept of balance. I see this as living the *act well thy part* portion of John Allan's magic square. Friends, family, and colleagues see me as an individual who is committed to being the best person I can be and to giving my best effort in whatever activities I have committed to accomplishing. By applying the principle of saying no, I find that I am more balanced. I determine ahead of time what my priorities are and then I stick to the priorities.

The third thing that I have learned is that sometimes I have to deviate from my plan. I have to be flexible and be somewhat spontaneous at times. We cannot predict with exactness everything that is going to happen to us on a given day. Learning to be a bit flexible and spontaneous can lead to adjustments in my use of time and the accomplishment of my tasks.

The third suggestion for learning how to make a shift in the paradigm of balance in life and professionalism is to take advantage of some interesting tools available to assist us in staying focused on our tasks and to avoid being distracted. For example, I have learned that I need to turn off my email when I am engaged in a professional writing task. I have not disciplined myself completely to not look at a message when I receive an alert. Therefore, it is best for me to turn off email and then after using my time effectively on a writing task, I can check my email messages.

I have also learned that it works best for me to work for 25 min and then to take a break. I set a timer and then promise myself that for the next 25 min I am going to focus like a laser on the task at hand. I am going to *act well my part*. For a 25-min period of time I am going to engage in the task before me and not be distracted by other things. In some cases this means that I am not going to answer the telephone. I have voicemail and know that if the phone call is very important that the caller will leave a message and I will get back to him/her within 25–30 min. After staying focused for 25 min, I take a 5 min break. Depending on the amount of total time I have allocated to a task on a given day, I will then return to another round of 25 min of focused use of time.

To assist me in staying focused and not being disturbed at the office by colleagues or students, I have a sign that I often post on my office door that reads, "Writing in progress. Please do not disturb." This sign also sends a message to my colleagues and students that at that moment in time I am focused on a writing task. I am acting well my current part. At some point during the day, there will be time to interact with colleagues and students.

4 The Life Audit

Most of us would agree that time is one of the major factors that impacts our pursuits for achieving greater balance in life. We all have the same amount of time available to us; 24 h daily, 168 h weekly, and 8760 h yearly. Learning how to appropriately use our time can significantly help us in achieving the balance we desire.

One approach to achieving greater balance in life is to engage in a life audit. Righton (2004) outlines a three-stage process for conducting a life audit. The first stage invites us to take a very close look at how we spend our time. Through a set of forms and probing questions, Righton asks us to take a deep look into our current lifestyle. Every aspect of life is carefully reviewed and charted. The forms and charts she provides are a great resource for tracking time on tasks. We are to get into the details of what we are doing, where are we doing it, when we are doing it, and with whom. This careful time analysis gives us an honest assessment of how we spend the time we have each day to accomplish tasks and ultimately, identify ways that we can eliminate unnecessary tasks so that we can achieve greater balance in life across all of our roles and responsibilities. Righton provides charts to take stock of our health, relationships, home, image, money, work, leisure, citizenship, soul, and mortality. She provides very probing questions that we can ask in each of these areas as we consider all aspects of our life in preparation for stages 2 and 3 of the life audit process.

In stage 2 of the life audit, Righton (2004) challenges us to begin prioritizing our roles and responsibilities and eliminate the distractions that waste our time. In this portion of the life audit she asks us to analyze the breakeven points in life; the points where we are spending the right amount of time and not wasting any of the precious resource. We may be spending too much time on one role or responsibility in life that then leads to an imbalance. In stage 2, we have the opportunity to identify ways of preserving and shifting time responsibilities in our pursuit of balance.

In the third and final stage of the life audit, Righton (2004) guides us through a process of identifying the investment opportunities we have in ourselves and our lives. We now have the opportunity of making informed choices about how we wish to spend our time each day in accomplishing our goals and the balance that we desire.

My challenge to you is to do a life audit following the principles outlined above from Righton (2004). The life audit can provide insights into your personal priorities and thus allow you to outline ways to achieve true balance among your various roles and responsibilities in life.

5 Conclusion

Achieving balance in life requires that we take a full and complete look at our lives. We need to identify the various roles that we choose to have in life and determine our responsibilities for each role. Each role and responsibility does not need to receive the same level of importance during the day or during the week. We can make adjustments in our daily planning to shift priorities to roles that require greater attention and focus for that particular day. We then can set specific, measurable goals for each role. We can align our goals with the ways we use our time. As roles and responsibilities change, we can make adjustments in our overall planning process by shifting attention to things that require more time and energy. By doing all of this, we can achieve true balance across all or our roles and responsibilities. Achieving balance will lead to greater satisfaction and joy in all aspects of life.

6 Discussion Questions

1. What roles and responsibilities do you have in your life? List nine of them so that you can create a 3×3 magic square.
2. What are some things that you could say no to that would ultimately allow you to achieve greater balance in your life?
3. How can you apply the principles of *The Life Audit* (Righton, 2004)?

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Developing a Personal and Professional Strategic Plan

Christine Coombe

Abstract Work life balance in all parts of a person's life is often difficult to achieve, particularly for language teaching professionals. One of the main benefits of personal and professional strategic planning is to achieve balance in life. This chapter takes the reader through the process of developing a personal and professional strategic plan and helps the reader identify inequities in life and take measures on achieving more balance. A six step process of personal and professional strategic planning is presented with activities that the reader can use to help make the process easier. Strategies to facilitate the process are also shared, including rule and goal setting.

Keywords Personal strategic planning · Professional strategic planning · Teacher effectiveness; teacher efficacy

1 Introduction

> One day Alice came to a fork in the road and saw a Cheshire cat in a tree.
>
> "Which road do I take?" she asked.
>
> His response was a question.
>
> "Where do you want to go?".
>
> "I don't know," Alice answered.
>
> "Then" said the cat, "it doesn't matter."
>
> Excerpt from '*Alice in Wonderland*'.

The above-mentioned excerpt from Charles Lutwidge Dodgson's *Alice in Wonderland* provides the perfect rationale for the importance of personal strategic planning because if you don't know where you're going, that's probably where you'll wind up—nowhere!

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_9

2 What is Personal Strategic Planning?

> Personal strategic planning is a disciplined thought process, which produces fundamental decisions and actions that shape and guide who you are, where you are going, what you do, and how, when and why you do it. All of this is done with a focus on the future. (Blair, 2011).

Personal strategic planning is a method of planning and organization that is used to ensure that you are utilizing your time and resources in a way that will return the greatest amount of energy or life experience. A good way to think of personal strategic planning is to imagine that your life is a business. Your time and energy (mental, emotional and physical) are your personal equity. The goal of course is the greatest return on your investment.

A personal and professional strategic plan (PSP) is said to be the most powerful exercise in the leadership of your own life. It is a document that will allow you to create a roadmap of action that will provide a basis for your decision making in life and encourage you to set standards by which to live. Maintaining a balance in life is difficult for most busy working professionals but especially so for teachers where the job can often intrude on one's personal life.

3 Why Do We Need a PSP?

As mentioned previously, balance in all parts of a person's life is often difficult to achieve so a principle reason for personal strategic planning is to achieve balance in life. There is always one area of your life that is not up to par with the others or one area that lags behind. Oftentimes when the job or career is going well, the social life suffers or vice versa. Developing a PSP will help us identify these inequities in life and take measures on achieving more balance. Another reason for engaging in personal strategic planning is to help clarify our fundamental philosophy and personal values and define our direction and purpose in life. The process of strategic planning is also said to help an individual best prioritize time and talents. Perhaps the best reason for personal strategic planning is that it will help us be more effective in all the roles that we are currently engaged in including teacher, son/daughter, spouse, parent, friend, colleague and community member.

Adsit (2013, p. xiii) recognizes other purposes of a personal strategic plan. They are to help an individual:

- provide direction, meaning and purpose to life;
- make decisions that positively affect the future;
- focus their energies on what is important;
- achieve the greatest results in the shortest period of time;
- significantly increase their levels of performance;
- enjoy more time, money, balance and freedom;
- eliminate uncertainty, anxiety, doubt and fear;

- leverage their skills more effectively;
- enhance their overall quality of life and peace of mind;
- be more, do more and ultimately have more from life.

4 Basic Processes of a Personal Strategic Plan

The primary purpose of developing a PSP is to find balance between your career and your life and to plan for continuous improvement in all the major areas of your life. According to Coombe (2014), the basic planning process involves the following six key steps.

4.1 Step One: Getting Ready

Once you have made the decision to create a personal/professional strategic plan, you will need to spend some time reflecting on areas that are important to you and aspects you'd like to change about yourself or your habits. The most effective way to do this is to schedule your own PSP retreat. Retreats are professional development events that are held in places designed to expose participants to a relaxing atmosphere as well as create an environment conducive to thinking and reflection. Oftentimes retreats are held in the mountains or at the beach in places far from the hustle and bustle of the city. Your own PSP retreat doesn't have to take place in a five-star hotel, a luxurious beach resort or at a mountain retreat. Try to find a place that you enjoy where you can be creative and have fun. Your 'retreat' should be somewhere you can relax and think and not be interrupted. For good reflection to occur, you will also need to free yourself from stress and worry. Don't forget to switch off all your electronic devices so you can concentrate on yourself and your PSP. Better yet leave them all at home. During my summer vacation, I usually take my family on a cruise. Cruises are a wonderful way to relax, but the one disadvantage of cruising is the high cost and often poor quality of internet access. Rather than pay the exorbitant amounts asked for I lock up all my mobile devices in the safe and go internet-free for an entire week. And you know the world survives without me being on email and social media! It will also survive if you unplug for a couple of days or hours too.

Another way to prepare yourself for developing and carrying out your strategic plan is to read on areas that can make you more effective in life in general. Before I started serious strategic planning I did a lot of reading in areas like effective time management strategies and organizational skills. One book made a tremendous impact on me entitled *The Life Audit* (Righton, 2005) by Caroline Righton. This book is the ultimate reference book for living a streamlined life as it offers specific advice for how to make every aspect of your life run more smoothly. In fact, reading this book and going through the many exercises included therein was the deciding factor for me to move from just a professional strategic plan to one that included personal aspects of my life.

4.2 Step Two: Identify Core Values and Purposes

The next step in the development of a PSP is to identify your core values and purposes in life. This can be done in a variety of ways but I've found a simple two-part procedure to be the most effective. Personal core values are the few powerful guiding principles that have a profound impact on how you think and who you are. Responses to questions like the following will help you identify your personal core values:

- What am I trying to achieve?
- Why do I want to achieve this?
- What drives me?
- What do I stand for?
- What matters most to me?

The next step is to decide on what the literature (Blair, 2011) calls the critical areas of your life. These critical areas will constitute the main parts of your PSP. There are a number of sample lists that you can utilize or adapt to fit your own purposes.

4.2.1 Sample Lists

Selecting the critical areas of your life is for some a daunting process but it is a crucial one. There are a number of ways that an individual can go about choosing their critical areas. When starting your PSP you can either compile your own list of critical areas or select from one of the following sample lists discussed in this section.

Blair (2011) has identified 10 critical areas of life which include personal, health, recreation, family, friends, community, career, financial, household and spiritual.

Adsit (2013) advocates the use of 13 major areas of your life. They include: spiritual, family, physical, mental, social/emotional, career/vocational/professional, educational/intellectual, recreational, financial, health, housing, transportation and parenting. In a *Harvard Business Review* piece, Sinoway (2012) identifies seven dimensions of life. They include:

- Family (partner or spouse, children, parents, siblings, in-laws, etc.)
- Social and community (friendships and community engagements)
- Spiritual (religion, philosophy)
- Physical (health and fitness)
- Material (physical environment and possessions)
- Avocational (hobbies and non-professional activities)
- Career

Cimenelli and May (2008) recommend a much simpler list of areas to consider. They recommend that a good first start would be to focus on just four elements: me, family, profession and community.

Before strategic planning can occur you will need to decide on the critical areas or essential elements of your life that you want to include in your plan. After much reflection on what matters most to me, my PSP includes goals in eight different areas: *personal (which includes family and friends), career, travel, health, recreation, community/volunteer outreach, financial and household.* Most recently I added a 9th critical area to my PSP, that of BAGS (Big Audacious Goals). BAGs are goals that often take years and some times even decades to achieve.

4.3 Step Three: Identify Who You Are

Self-knowledge is the beginning of self-improvement.

(Spanish Proverb).

One of the most quoted sayings applied to leadership appears as an ancient inscription on the Temple of Delphi in Greece: *Know Thyself*. Indeed, many experts say that self-knowledge and awareness is the key to modern leadership development and strategic planning.

In addition to these oft cited proverbs and quotations, the importance of self-awareness and personal development is strongly backed up by empirical evidence. In a study by Mumford et al. (2007) with CEOs from the US and the UK, the following skills and attributes of those in top level positions were identified. They are:

- Self-knowledge and self-awareness.
- Interpersonal skills (especially working with teams).
- Problem solving abilities.
- A desire to win.
- Willingness to work long hours and 'do whatever it takes'.
- Emotional intelligence.
- Ability to manage stress.
- Ability to take care of your health.
- A love of change.
- A broad range of personal interests.
- Readiness to seize opportunities, rather than make rigid personal plans.

Note that self-knowledge and self-awareness topped this list. So how does one go about 'knowing' oneself? In this section, we will look at three strategies that can help us increase our self-awareness: SWOT Analysis, Myers-Briggs Personality Inventory and the Johari Window.

Table 1 SWOT analysis template

Internal *Strengths*	Internal *Weaknesses*
External *Opportunities*	External *Threats*

4.3.1 Conduct a SWOT Analysis

One strategy that is recommended in many walks of life and in many professions is the SWOT Analysis. A SWOT analysis is a self-analysis that is undertaken to examine the internal and external forces that affect a person's life. The internal forces of a SWOT are the Strengths (S) and the Weaknesses (W) whereas the external forces refer to Opportunities (O) and Threats (T). To conduct a SWOT analysis you can use a matrix like the one in Table 1.

In the *Strengths* quadrant, mention things that you do well or excel in. Areas that you are recognized in should also be included in this quadrant. Your *strengths* are the specific characteristics that give you an advantage over others.

In the *Weaknesses* quadrant, include areas that you struggle with or things you want to improve about yourself. Your *weaknesses* can also be defined as the characteristics that place you at a disadvantage in relation to others.

In the *Opportunities (*O) quadrant, you should include elements in your life that you can exploit to your advantage.

Your *Threats* (T) are external elements in the environment that could cause trouble for you.

4.3.2 Take the Myers-Briggs Personality Inventory

The Myers-Briggs Type Indicator (MBTI) assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. These preferences were proposed by Carl Gustav Jung and first published in his 1921 book *Psychological Types* (English edition, 1923). Jung theorized that there are four principal psychological functions by which we experience the world: sensation, intuition, feeling, and thinking. One of these four functions is dominant most of the time.

By taking the MBTI you will learn a lot about your personality including your strengths and weaknesses and potential leadership challenges.

4.3.3 Create Your Own 'Johari Window'

The Johari Window was invented by Joseph Luft and Harrington Ingham in the 1950s as a model for mapping personality awareness. By describing yourself through the selection from a fixed list of adjectives, then asking your friends and colleagues to describe you from the same list, a grid of overlap and difference can be built up.

To get started on your own Johari Window, pick the five or six words that you feel describe you best from the list here:

• Able	• Extroverted	• Mature	• Self-assertive
• Accepting	• Friendly	• Modest	• Self-conscious
• Adaptable	• Giving	• Nervous	• Sensible
• Bold	• Happy	• Observant	• Sentimental
• Brave	• Helpful	• Organized	• Shy
• Calm	• Idealistic	• Patient	• Silly
• Caring	• Independent	• Powerful	• Smart
• Cheerful	• Ingenious	• Proud	• Spontaneous
• Clever	• Intelligent	• Quiet	• Sympathetic
• Complex	• Introverted	• Reflective	• Tense
• Confident	• Kind	• Relaxed	• Trustworthy
• Dependable	• Knowledgeable	• Religious	• Warm
Dignified	• Logical	• Responsive	• Wise
Energetic	• Loving	Searching	• Witty

Once adjectives have been selected they can be plotted in a diagram called a Johari House with four rooms (Table 2).

Room 1 or the *Open* quadrant (window) is the part of ourselves that we see and others see. Adjectives that are selected by both the participant and his or her peers are placed into the *Open* quadrant. This quadrant represents traits that both they and their peers are aware of.
Room 2 or the *Blind* quadrant (window) should contain the aspects about ourselves that others see but we are not aware of. Adjectives that are not selected by you but only by your peers are placed into the *Blind Spot* quadrant. These represent information that you are not aware of about yourself, but others are.
Room 3 or the *Hidden* quadrant (window) is the most mysterious room in that it represents the unconscious or subconscious part of us and is seen by ourselves but not others.
Room 4 or the *Unknown* quadrant (window) is our private space, unknown to ourselves and to others.

Table 2 Rooms in the Johari window

1. Open Known to self and to others	1. Blind Not known to self but known to others
2. Hidden Known to self but not to others	2. Unknown Not known to self or others

Table 3 Sample rules from Christine's PSP

Critical area of life	Goal	Rule
Personal	Be a better all-around person (daughter, sister, friend, teacher, colleague, leader)	Have at least 3 "Pollyanna" days per week *Pollyanna refers to a heroine in novels by Eleanor Porter (1868–1920). Pollyanna is known as an indefatigable optimist; she always finds something to be glad about, no matter what the circumstances. So a Pollyanna day is one where I don't let negativity in and one where I try to be extra nice to those around me no matter what happens*
Community/volunteer outreach	Service over self	Do at least 45 days of volunteer work per year *For me a day of volunteer work constitutes a day when I work more than 5 hours without payment*

4.4 Step Four: Design Rules and Goals for Improvement and to Meet Desired Results

4.4.1 Designing Rules

Some experts advise those individuals interested in personal strategic planning set some behavioral rules to follow to increase their effectiveness. I have used rules to great effect in my own PSP. Here are some of the 'rules' I have set for myself in various parts of my PSP (Table 3).

4.4.2 Setting Goals

Setting your goals or objectives should be done after your SWOT analysis and other self-awareness exercises have been performed. This will help you set achievable goals or objectives. The first step in writing goals is to ask yourself where you want to be. Once you have ascertained that, start to develop goals that will help you get there. According to Locey and Hill (2009), goals serve as your beacons guiding the actions you take every day. So go to the critical areas of your life that you decided on earlier and select one critical area.

Use the SMARTER goal analogy whereby goals should meet the following criteria:

Table 4 Sample goal from Christine's PSP

Critical area of life	Community/outreach
Goal	Serve others (related to my *Service Over Self* mantra)
Refined to	Develop and Implement an annual plan that permits me to serve others by engaging in at minimum of 30 days (recommended ideal 45 days) of volunteer work in various aspects of my life by year's end
Strategies to accomplish this goal	1. Take on various volunteer leadership positions • TESOL Past President • Past Division F Governor, Toastmasters • Co-chair, TESOL Arabia Conference Committee • Editor, Brief Reports Section of Asia TEFL Journal 2. Use my free time and a % of my vacation time to engage in volunteer work and/or teacher training 3. Deliver online courses or webinars in my field to teachers worldwide 4. Apply for grants to help defray volunteer work expenses (US DOS, ETS, ILTA) 5. Track time spent on volunteer endeavors whereby more than 5 hours a day equates to one day of volunteer service

- S Specific
- MMeasureable
- AAchievable
- RRelevant or realistic
- TTimely
- EExtending
- RRewarding.

All your goals must be clearly defined and they should be something *you* want to achieve. The ER in the SMARTER goal analogy means that all goals that you set for yourself must extend and/or push you in some way and they must be something that you find rewarding. In most life situations, being selfish is largely viewed as being a negative characteristic. However, in goal setting for your PSP, it's ok to be selfish. So don't include goals that others want you to achieve. If you do, it will draw your focus away from what you really want for yourself (Table 4).

4.5 Step Five: Get Buy-In and Engagement from Those Involved in Your PSP

In order for a PSP to work, you must get buy-in from all involved. Setting and achieving goals is not just about the person setting them. A number of individuals in our lives can have an effect (either positive or negative) on our success. As you set your goals, think clearly about who other than yourself might have an impact on their success or failure. Once you know what your goals are, meet with people who can help you achieve them and get their support.

4.6 Step Six: Celebrate and Revise

Once you have put together a PSP you can then start working towards achieving your goals. My own PSP is a simple Word document where I denote in Red the goals I have achieved, in blue the goals that are in progress and in green the goals I have either decided not to pursue or ones in which I have failed to achieve. Since my PSP is on an annual basis, as I write this chapter (in early November) I can see visually just how successful at least by my definition my year has been. At this time, it's important to recognize your successes and reward yourself for a job well done. More importantly it's a time for acknowledging those who have helped you get here by investing in lots of 'thank yous'. Use this year's plan to help you revise for next year. If you see that you are often achieving a yearly goal too easily or too early on in the year then maybe you should consider revising that goal to make it more challenging.

5 Considerations When Developing a PSP

A number of factors need to be taken into consideration when engaging in the process of strategic planning. They are age, directionality of your PSP and events in your future.

The age when a person begins to plan their life and career strategically can have a profound impact on how they develop a strategic plan. Ideally people should start the process when they are young adults so that they can set forth a clear direction for their education and future life. However, more and more people including myself take up the process of strategic planning later in life. For me the catalyst was my election in 2010 as President-elect of the TESOL International Association which is to date my greatest career achievement. Prior to winning the election, I had been strategically planning my career since 2007, a process that I am convinced helped me get elected to this important position. Upon learning of my election I took a long, hard look at my then professional and life situation and realized some important changes were needed if I were to survive a three-year term as President of the TESOL International Association. Several sources in the self-development literature stressed the importance of personal strategic planning. For me the rest is history! By continually drafting and revising my PSP I was able to survive this challenging three-year voluntary commitment as well as hold down a demanding full-time job and continue to engage in all the requisite professional pursuits of my field including publishing, organizing and presenting at conferences and providing service and outreach to various aspects of the profession.

Directionality can also impact the process of personal strategic planning. The literature points to two ways for PSP development (Adsit, 2013). One way is to start in the present and move into the future towards a specific goal or set of goals. A goal on my PSP that had a futuristic perspective was my community/volunteer service goal listed as an example in this chapter. Another way to position your PSP is to back cast which is a process whereby you start with a goal in the future and move backwards to achieve that goal. For example, in 1996 I first became aware of the leadership structure in TESOL and the idea was planted that in order to serve in a leadership role on the TESOL International Association Board of Directors one had to serve first in a number of other roles in the association. So with that goal in mind I set forth to serve in a variety of capacities in the association with a view to learning more about it and thus preparing myself for possible service on the TESOL International Association Board. This, of course, is an example of back casting. It is possible and even advisable to use both types of directionality in your PSP.

The third consideration in your PSP are events that can or might occur in your future. These have the potential to influence how you plan and what goals you set for yourself. Basically you will need to plan for two types of future events: high probability/high impact events and wild card events. The first type of event is one that has a high probability of happening and when it does it will create a high impact on your life. Examples of this type of event include having children, taking over the care of elderly parents, divorce, job change among others. The second type of event is called a ‘wild card’. Wild cards are events which have a low probability of happening but when they do they create high impact. Examples of wild cards include living through a natural disaster, accidents, having another child later in life etc.

6 Strategies for Success

The key to success in any endeavor and especially in personal strategic planning is to start modestly. In fact, most experts agree that 3 goals in any critical area is a good way to start. Enlisting help in getting started is another recommended technique. Whether you work with an ‘accountability buddy’ or appoint your own ‘Board of Directors’ getting ideas, feedback and support from mentors is one way to help you maintain your PSP and keep you motivated. Keeping your plan simple and accessible is crucial. Mine is located right on my desktop in a folder called ‘Accountability’. I can access it in literally three clicks of the mouse. Setting times for regular review and reflection on your plan is critical. Plan to evaluate your progress regularly (monthly, bi-monthly) and include a major review once a year. Finally, continue to look for areas that are either unachievable and/or out of balance with your goals and make the necessary revisions.

7 Final Thoughts

Your personal strategic plan is a dynamic living document and it is intended to change and grow with you! By keeping it close you can continually review your life's priorities and hopefully achieve the ever-elusive work-life balance.

8 Discussion Questions

1. Consider having your own PSP retreat. What places would be suitable for you to have this retreat? Why?
2. Consider the sample lists provided for the critical areas of your own PSP. Are there any missing from these lists that you think would be important to include on your own PSP?
3. Setting rules for ourselves is often the initial stage of creating good habits. What is one habit you would like to develop to increase your personal and/or professional effectiveness?
4. Have you ever experienced a 'wild card' event in your life? What effects, if any, did it have on your own effectiveness? How did you overcome them?

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Listen and Ask, Visualize and Story-Tell: Communication Skills that Develop Our Professional Collective Efficacy

Tim Murphey and Kevin Knight

Abstract This chapter hopes to promote in our readers, colleagues, and us, our abilities to listen, ask, visualize and story-tell with more vitality, earnestness, and respect; all crucially productive leadership tools that increase the collective efficacy of our groups (Bandura 1995). And as Bandura so rightly said, "The times call for social initiatives that build peoples' sense of collective efficacy to influence the conditions that shape their lives and those of future generations" (p. 525). It has become "climately" clear today that we need to change ourselves if we wish to save the world. Murphey below argues for better listening and asking while Knight describes the need for more visualizing and storytelling. While these may just be starting points, they need spreading. So be willing to listen to others' stories, to ask for changes, to visualize your futures and gather your peers together for some awesome moments of storied collective efficacy.

Keywords Asking · Collective efficacy · Visualizing · Storytelling

1 Introduction (Tim's Voice)

We must confess up front to our readers that some of the aspects and ideas below were only lately realized in our own careers. We regret strongly that we had not understood them earlier but at the same time realize that we will continue changing and hopefully improving our communication skills as we professionally mature. We cannot ask for perfection, but we can ask for continual improvement and reflection that will make our communications with our students and colleagues (and ourselves) continually better (acknowledging that we may regress at some points as well).

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_10

2 Listening and Asking

The word *teaching* in Japanese is synonymous with *telling*, but we have come to understand that finding ways to *listen well to others* is of much greater importance for creating ecological communications. It may seem to be counter intuitive but really the most important communication skill for teachers is indeed listening, rather than lecturing. They already know their topics but most do not know their students. Julian Treasure in a 2011 TEDTalk, entitled "5 Ways to Listen Better," suggested that we could improve our listening and interaction skills with the acronym RASA (bold added):

> **05:55** "…**RASA**, which is the Sanskrit word for "**juice**" or "**essence**" … stands for "**Receive**," which means pay attention to the person; "**Appreciate**," making little noises like "hmm," "oh," "OK"; "**Summarize**"—the word "so" is very important in communication; and "**Ask**," ask questions afterwards."

Julian Treasure is basically presenting good social communication techniques that are *generative tools* that allow us to interact efficiently in order to learn and increase our efficacy. We would only amend his last statement above to "Ask questions continually!" as they are the sparks that light the interactional fire. While all the elements of Treasure's acronym are important, Murphey often concentrates on "*asking*" as a technique that most students (and people generally) seem to avoid for fear of looking ignorant (Murphey, 2017c & d, in press).

The Japanese culture even has the saying that, "Asking may be a moment's embarrassment, not asking is a lifelong regret." Yet, most people in Japan are afraid to ask. Thus, we try to make some special opportunities for them to ask in non high-risk ways. Murphey has also included asking as part of collaborative testing quizzes that train students to ask each other questions and do self-evaluations (Murphey, 2017a, b and 2019a, b).

Another every day effort is to ask for and receive valuable feedback through the use of action logs (Murphey, 1992, 1993; Woo & Murphey, 1999; Kindt & Murphey 2000; Murphey, Barcelos, & de Moraes, 2014). Students consistently evaluating activities in action logs allow teachers to get powerful feedback which further informs their teaching. Students are asked to evaluate all the activities in each class and comment on what they learned and had trouble with. Teachers may read them after each class or two and give further feedback to students when they have questions or gaps in their understandings. When the teacher reads them, they see better what students need more of and where they are having troubles. Thus, the subsequent classes are partially created by the needs of students shown in the action logs. It has been nearly 30 years and Murphey is still addicted to action logs (i.e., listening to students).

Breen wrote 35 years ago:

> … prioritize the route itself; focusing on the means towards the learning of a new language. Here the designer would give priority to the changing process of learning and the potential of the classroom—to the psychological and social resources applied to a new language by learners in the classroom context.... a greater concern with capacity for communication rather than repertoire of communication, with the activity of learning a language viewed as

> important as the language itself, and with a focus upon means rather than predetermined objectives, all indicate priority of process over content. (Breen 1984)

In other words, we might say that our lives are continual living processes that are guided somewhat by goals, but when the end-goals take overdue priority over our “ways of being in the world” (processes), we can end up being simply robotic workers, consumers, and wasters rather than experiencing and appreciating the humanistic exquisite, life in all its socio-cognitive-emotional goodness. It is our intent to show that by learning and using effective communication skills, we can turn our lives toward more invigorating processes that create more healthy ecologies and goals for all. Our goal for this chapter is to provide examples of good communication processes that help us create better visions of our goals and well-being through better listening (and feedback gathering) and asking (daring to let others help us and recruit allies!).

Murphey (2013) and Murphey and Inoue (2014) demonstrated how a first year university group could do this by writing their language learning histories (LLHs) and then making a short video aimed at the ministry of education to change the junior and senior high school English education programs as well as the entrance exam system in Japan, providing agency opportunities for many students to express themselves and communicate to the wider public (and the ministry of education) their wishes for better language learning processes and assessments. Knight and Murphey (2017) and Knight’s work outlined further below in more detail does much the same.

The Aladdin Factor (Canfield & Hansen, 1995) and *The Art of Asking* (Palmer, 2014) also can give teachers ideas for better asking in our classes. Murphey started bilingually singing the saying (mentioned above) about “asking” with his students and then he found he generalized “asking” as a useful strategy for his whole life. Many people think asking is for weak or unintelligent people. Actually, it is the opposite. Usually intellectuals have learned to ask questions that really get the information that they need. We should be no longer afraid of asking for directions from strangers or help from people we barely know. People want to help each other. By not asking we are depriving them of an altruistic rush, the “gratitude of the giver/helper” (Murphey, in progress b).

3 Asking on Tests

Murphey took *asking* to the extreme in his classes and included it as a standard procedure for his students in his quizzes and tests (Murphey 2017a, b, c, d, 2019a) along with self-evaluations. Hattie (2012) reports through his meta-analyses of 150 classroom activities that self-reported grades (#1), feedback (#10), and reciprocal teaching (#11) are all highly effective for learning and also highly social.

The evaluations don’t have to be just about the students’ evaluating themselves, but can also entail evaluating the teacher, the activities, and the class holistically, or the tests themselves. In Hansen’s book *When Learners Evaluate* (1998, p. 2) she clearly expresses the advantages for teachers in getting students’ evaluations of classes:

Table 1 Self scoring and feedback at the bottom of tests

Score one	% Score two	% Score three
WHM		WDIH
WDYTOTT		

> When we start to ask our students' evaluations, they often surprise us and we realize how far we might have gone astray without their insights. Their thoughts beget adjustments in our teaching and then we have to ask them, again, what they think. They evaluate. We revise what we do, and, eventually, we find ourselves in a teaching situation that can't exist without the frequent evaluations of students. We thirst for their insights.

Thus, at the bottom of Murphey's social tests (Table 1), in addition to places for their own evaluations, he asks them to list the people that helped them (Who Helped Me WHM) and those they helped (Who Did I Help WDIH) and for feedback and their impressions (WDYTOTT: What do you think of this test).

Students are directed to give themselves grades at two moments in time: the first after a certain amount of time filling in answers that they can recall alone; and the second after asking others in the class for mediating help during a socially interactive time period. The first grade is an estimate of their own individual efforts, without their connections in the class. The second grade represents a situated person in a community with their connections in the class (to evaluate Bandura's "collective efficacy"). "Score three" can be used by the teacher to average grades or evaluate in a variety of ways. Students are usually shocked at the first quiz, and then fall in love with the procedures and end up studying more so they can help their classmates.

4 Professional Communication Research for Interview Training and Professional Development[1] (Kevin's Voice)

In an organizational leadership seminar that Knight teaches at Kanda University of International Studies in Japan, he was looking closely at behavioral-based interview questions in the career guide of a large university in the United States. All of the questions seemed to be asking for examples of leadership. Consider the following nine questions from the career guide of the University of California, San Diego (UCSD, 2013).

1. Describe a situation in which you saw a problem and took action to correct it.
2. Describe a time when you had to organize a project under a tight timeframe.
3. Tell me about a situation in which you used teamwork to solve a problem ("collective efficacy").
4. Give me an example of a time you had to deal with an irate customer/client.

[1]This section of the chapter was replicated and adapted in part from Knight (2017a), which was based on Knight (2014), "ESP Interview Training: Identifying Leadership," first published on the TESOL Blog.

5. Describe your leadership style and give me an example of a situation where you successfully led a group.
6. Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
7. Give me an example of when you showed initiative and took the lead.
8. Give me a specific example of a time when you used good judgment and logic in solving a problem.
9. Give me an example of a time when you set a goal and were able to meet or achieve it (p. 26).

In *Conversations on Leadership*, Liu (2010) had conversations with "global management gurus" (i.e., leadership experts) including Kouzes, Bennis, Senge, Gardner, and Kotter. From those interviews, he summed up leadership to be the following:

"First, leadership is about *activity*, not about position." (p. 3)
"Second, leadership is about *change*, not about management." (p. 4)

The same core themes of act and change in the data were obtained from Knight's own semi-structured interviews of leaders in the public, private, and academic sectors (Knight, 2015a). In view of the conceptualizations of leadership above, the nine behavioral-based interview questions from the UCSD career guide are asking for examples of leadership. In other words, the interviewer is asking the interviewee, "Are you able to influence others and thereby change our organization for the better?"

So, what is an organization? Schneider (2001) writes:

> A growing literature on organizations takes the perspective that knowledge in organizations and organizations themselves are constituted through communicative practice (e.g., Miller, 1997; Sarangi & Roberts, 1999; Taylor & Lerner, 1996). Organizations, from this perspective, are regarded as ongoing social accomplishments in which "resources are produced and regulated, problems are solved, identities are played out and professional knowledge is constituted" (Sarangi & Roberts, 1999, p. 1) through social interaction. From such a perspective, knowledge in organizations cannot be regarded as a fixed, stable body of facts or information. Rather, it must be seen as situated, dynamic, constantly negotiated, and constantly shifting, as members of organizations work to have their version of the organization legitimated as the one that counts (p. 228).

When organizations are viewed from the perspective of Sarangi and Roberts (1999), then importance of communication skills for personal success in an organization is apparent. In the light of the relationship between communication and success, how can L2 learners be prepared to tell their success stories in job interviews?

In the career manual of the University of California, Davis (2010), readers are advised to answer behavioral questions, such as those nine questions from UCSD listed above, with the S.T.A.R. method. Using the S.T.A.R. method, the response to a behavioral question is divided into the following four parts listed in order:

1. Situation
2. Task/Problem
3. Action
4. Result (University of California, Davis, 2010, p. 42).

5 Story Shaping by Asking Good Questions[2]

In Knight's classes in Japan, he advises his students to create a portfolio of S.T.A.R. stories that they can use to respond to various interview questions, not only behavioral questions. He reminds his students that the key to success in telling such stories is not to memorize a story but instead to memorize the *details* that make a story into an impressive one. The students also need to *remember* to include such details in the telling of their S.T.A.R. stories.

For example, in one of Knight's classes for unemployed adult learners at Kanda University of International Studies, one of the students had a leadership story that could be divided into the following four parts of the S.T.A.R. framework. (The following is Knight's adaptation of that story.)

- Situation: It was a cold day in winter.
- Task/Problem: The flights at an airport had been cancelled. Many passengers were waiting in front of the check-in counter.
- Action: The student took care of the passengers.
- Result: The passengers could eventually board flights.

Without certain details, the story above is not as impressive as it could be. The following details were elicited from the student and added to her story.

- It was the coldest day in Japan. It was snowing. All of the airplanes were grounded because they were frozen. There were only two machines in the airport that could thaw out an airplane. They could only take care of one airplane at a time.
- There were 150 passengers in front of the ticket counter. There was no transportation in or out of the airport so the passengers could not go to a hotel.
- The student's manager was not taking any action to take care of the 150 passengers.
- At the airport, the student had worked in the food service section prior to working at the check-in counter. Accordingly, she took the initiative to obtain meals and blankets and pillows for all of the passengers.
- The student also organized her other two colleagues (i.e., not the manager) at the check-in counter so the three ground staff were each in charge of caring for 50 of the 150 passengers (i.e., collective efficacy).
- After two days, the passengers could board flights. The situation ended without any problems because of the initiative of the student to take a leadership role.

Before this story was elicited from the student in class, she believed that she did not have a leadership story to tell. After this story was shared with her classmates, her level of confidence increased dramatically because she (and others) recognized her impressive actions as a leader.

In addition to being important in a job interview, communicating confidence is also very important for graduate school admissions interview success. In preparing L2 learners for MBA admissions interviews in English as a counselor in Japan, one

[2]This section of the chapter was replicated and adapted in part from Knight (2017b).

of Knight's activities was to take the role of the interviewer in mock interviews. The students participating in the interviews had been taught that their lack of confidence about their English language skills could be misunderstood to be a lack of confidence about something else, such as future performance in the MBA program or past accomplishments. Accordingly, in addition to being able to tell their S.T.A.R. stories with impressive details, the students needed to be able to tell such stories with confidence!

As TESOL practitioners, we add value by conducting research of professional communication and applying our findings in the training of our L2 learners. By helping our learners to imagine, ask, and listen well as they use English language communication skills in their training or work, we are helping our learners to obtain their career goals and to change their workplaces for the better.

In April of 2015, Knight in his role as an official blogger for TESOL International Association launched the *ESP Project Leader Profiles* for the professional development of ESP practitioners worldwide.[3] Each profile focuses on one ESP project leader. In a profile, the featured ESP project leader provides bio data and responds to the following two items: (1) *Define leadership in your own words* and (2) *Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?* The two questions are based on the research of Knight (2015a) who conducted semi-structured interviews with twenty (20) leaders in the public, private, and academic sectors in an exploration of the leadership conceptualization process. The fifty-one (51) ESP project leaders in the profiles include ESP practitioners in English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) with projects on six continents. The profiles are also a listed reference in the TESOL ELT Leadership Management Certificate Program Online because they focus on conceptualizations of leadership of ESP practitioners and how communication is strategically used to achieve ESP project success.

Leadership can be viewed as creative activity:

> "Leadership [is] a communication process consisting of two parts: (1) communicating to create a vision and (2) communicating to achieve a vision" (Knight, 2013).
>
> "Leadership is making real a vision in collaboration with others" (Knight & Candlin, 2015, p. 36).

The conceptualization of leadership as a creative activity involving communication was adapted by Knight (2016) into a framework for ESP practitioners and researchers to use in exploring the *ESP Project Leader Profiles*:

1. The vision to be created (e.g., an ESP program)

[3]Fifty (50) profiles were published on the blog of TESOL International Association until December 2018. The 51st profile was published in ESP News, the newsletter of the TESOL ESP Interest Section (ESPIS). Knight is the co-editor of *ESP News*, the profiles will continue to be published in each issue. The links to all of the profiles are accessible in the ESPIS library on myTESOL and at Knight's website: The Leadership Connection Project.

2. Communication to create the vision (e.g., co-creating the goals and program design with stakeholders; needs analysis)
3. Communication to achieve the vision (e.g., ongoing communication with stakeholders; e.g., student feedback and progress reports).

The three-part framework focusing on leadership communication is an adaptation of the S.T.A.R. method described above. The Situation/Task is the "vision to be created," and the Action is the "communication to create and to achieve the vision." The 51 ESP project leaders were asked to share a "success story," and the good "Result" was shared in the profiles. Accordingly, the profiles (which exceed fifty-seven thousand (57,000) words in length) have been described by one ESP project leader (Schwelle) as "a nice way to communicate what we do and offer practical, experience-based advice for fellow ESPers around the world" (Knight, 2015b).

6 Concluding Remarks (Tim and Kevin's Voices)

Listening and asking (and visualizing ourselves listening and asking) can help us create better skills that we can use to create narrative visions collaboratively in classrooms, boardrooms, and faculty rooms. We have proposed that when we do these collaboratively and continually with students and with colleagues that we can flourish our collective efficacy and open more doors of opportunity collaboratively.

7 Discussion Questions

1. How do you get quality feedback from your students and colleagues?
2. Define leadership in your own words.
3. Tell us a project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make the project successful?
4. Tell us a story when you experienced collective efficacy.

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Enhancing Your English Language Proficiency

Zohreh R. Eslami

Abstract The present chapter focuses on the level of proficiency needed by nonnative English speaking teachers (NNESTs) to be effective teachers. It is argued that conventional definitions that associate general English proficiency do not address the type of classroom language teachers need in order to teach effectively. Suggestions on how NNESTs can enhance their English language proficiency to be more effective teachers is provided and implications for teacher education programs are presented.

Keywords Non-native English-speaking teachers (NNESTs) · English for teaching · Classroom English proficiency · Enhancing NNESTs classroom English proficiency

1 Introduction

Due to globalization and the status of English as an international language, the demand for English instruction is on a steady increase, and there is evidence that the majority of educated English teachers around the world are nonnative English-speaking teachers (NNESTs) (Canagarajah, 2005). Most NNESTs use English as a second or third language rather than as their first language. NNESTs' level of proficiency in English may not reach standards established by their employers, raising the issue of what kind and what level of proficiency in English is necessary to be an effective teacher of English, and if necessary, how NNESTs can enhance their English language proficiency to be more effective teachers.

In this chapter, I first discuss issues related to NNESTs' language proficiency and the kinds of specialized language skills needed to teach English through English. I will then explore the relationship between language proficiency and teaching ability by considering the impact of language competency on different dimensions of teaching. Finally, I provide some suggestions for language enhancement of NNESTs.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_11

2 NNESTs Language Proficiency

Defining the construct of NNESTs is not an easy task as the validity of the nonnative English speaker (NNES) concept based merely on linguistic and physical characteristics is challenged (Kramsch, 1998). Critical sociolinguists (e.g., Canagarajah, 1999; Cook, 1999), have acknowledged the complexity of the native English speaker (NES) and NNES labelling and consider it problematic, as it reinforces biological rather than sociocultural factors in language acquisition. The labeling is considered to be related to racism and imperialism (Phillipson, 1992). As submitted by Phillipson (1992), the native speaker fallacy (i.e., the lack of theoretical evidence supporting the native speaker as the ideal speaker) is particularly evident in an increasingly multilingual and multicultural world. More importantly, Kramsch (1998) highlights that the NES/NNES labels have no relevance in a world where speakers should be valued for their intercultural abilities.

Due to the problematic nature of categorizing English teachers as NES or NNES, researchers, such as Pasternak and Bailey (2004), suggest that instead of focusing on the NES/NNES distinction, we should place the emphasis on issues of language proficiency and professionalism. Despite the controversies related to the labeling of NESTs vs NNESTs, for practical reasons and to be able to discuss issues related to language proficiency and classroom teaching effectiveness, in this chapter, I maintain using these labels.

Although English proficiency is often considered as an important factor affecting teachers' self-efficacy in their teaching, especially NNESTs (e.g., Kamhi-Stein, 2009; Murdoch, 1994), there has been little discussion in terms of different types of proficiency and the potential impact on teachers' confidence and their teaching practices and effectiveness. The concept of classroom proficiency has recently received attention in English language teacher research. Researchers have identified some common features in the language used by English language teachers in the classroom in different contexts. Freeman (2017) uses English-for- Teaching to refer to the common linguistic elements (e.g., vocabulary, common phrases) needed by English language teachers. English-for-Teaching contains many common words/phrases found in general English (Freeman, 2017). English-for-Teaching is much more important for NNESTs professionally, as general language proficiency is not easy to attain, and is not even needed, for many EFL classroom contexts (Freeman, 2017; Richards, 2017).

English-for-Teaching encompasses three functional areas of classroom language use—managing the classroom, understanding and communicating lesson content, and assessing and giving students feedback. Richards (2017) highlights that classroom proficiency requires knowledge of classroom content (i.e., English), pedagogical knowledge (i.e., knowledge/ability to teach English), and discourse ability (i.e., ability to use this linguistic knowledge effectively in the classroom). Classroom language proficiency goes beyond mere linguistic ability as it also requires teachers' ability to use language effectively in the classroom, evidencing linguistic, pedagogical, and discursive capability (Freeman, 2017; Richards, 2017).

3 Language Proficiency, Teaching Ability and Teaching Outcomes

Research (e.g., Bateman, 2008; Eslami & Fatahi, 2008; Faez & Karas, 2017; Valmori & De Costa, 2016) has shown that teachers' self-perceived inadequate proficiency is reflected in their beliefs about their pedagogical abilities, more cautious instructional approaches, a decrease in self-efficacy, and a decreased use of the use of the target language in class. Faez and Karas' (2017) findings, similar to Eslami and Fatahi's (2008) findings highlight how language proficiency perception and self-efficacy beliefs regarding pedagogical abilities are correlated. These findings have important implications, as teachers' low pedagogical self-efficacy can negatively influence their teaching effectiveness and students' success.

Research findings indicate that one of the most important reported challenges faced by NNESTs is their perceived lack of language proficiency. These teachers have reported strong desire to improve their language proficiency to be more effective teachers. In South Asia (Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka), 95% of the "teachers surveyed across the region indicated that they would like to improve their English language skills" (British Council, 2015, p. 37). Most research in the field of NNEST appear to agree that improving teachers' language proficiency will enhance teachers' confidence and increase the quality of instruction. The question to respond to then is what are the different methods and strategies that can be used to enhance NNESTs language proficiency. Butler's (2004) research aim was to identify what levels of English proficiency elementary school teachers in Japan, Taiwan, and Korea need in order to be effective English teachers. Interestingly, Butler found that the *self-perceived* proficiency of the participants was the factor that lead to most difficulties in language instruction. As submitted by Butler, perceived shortages in NNESTs' proficiencies could influence various aspects of their English teaching, including the teachers' confidence, pedagogical skills, the content of their teaching, student motivation, and ultimately, students' learning outcomes. Therefore, the perceived lack of sufficient language proficiency by teachers and stakeholders needs to be taken seriously.

4 Enhancing NNESTs Language Proficiency

According to Mahboob and Dutcher (2014), proficiency should not be considered as a fixed construct. They propose a Dynamic Approach to Language Proficiency (DALP) which views language proficiency as a non-static phenomenon that changes in a non-linear fashion as a person comes across different contextual settings. Language proficiency needs to be seen as an ever-changing concept that depends upon the dimensions of language and context. The "context" refers to the setting that calls for a certain genre of language to be used. For example, a business meeting would require a more formal register than would a chat between family members. In this model, proficiency consists of two main dimensions, shared contextual knowledge and shared linguistic code, which operate as two intersecting continuums leading to four different zones of proficiency (based on the contextual knowledge and linguistic code competence).

While Mahboob and Dutcher (2014) present a context-based model that helps to explain the non-fixity of language proficiency, there are other factors that contribute to proficiency that were not mentioned in this analysis (Eslami & Harper, 2018). In addition to context and language familiarity, the idea of self-efficacy also has a close relationship with proficiency (Eslami & Fatahi, 2008).

Based on a review of the literature, Kamhi-Stein (2009) reports on four different approaches used in order to address language proficiency of NNESTs. These include: (a) incorporating a language component in the curriculum and helping NNES preservice teachers develop sociocultural competence as an impetus to improve language skills and make instruction relevant to local contexts, (b) personalizing language study to encourage NNESTs to work on individual/self-perceived language needs, (c) including an element of familiarization with Western-based pedagogical principles and, concurrently, working on productive language skills, and (d) offering explicit language instruction, using real classroom materials, to raise both linguistic and pedagogical awareness.

Cullen (1994) offered the design and implementation of an in-service training course that dealt with both enhancing language competence and teaching methodology. The proposed framework confirmed the feasibility of simultaneously enhancing language skills and pedagogical awareness. Similarly, Nemtchinova et al. (2010) highlight the practicality and value of addressing NNESTs' language needs as part of their professional development. They suggest strategies that could easily be integrated into existing courses NNES teacher candidates take.

Nevertheless, language proficiency should not only serve a linguistic purpose but should also help NNESTs develop a sense of professional legitimacy and self-confidence (Kamhi-Stein, 2009). Challenging the notion of the native speaker and questioning the ownership of the English language, exposing teachers to the status of English as an International Language (EIL), legitimacy of different varieties of English, facilitating critical evaluation of language ownership, power, and native speakerism; and addressing culture and local-specific needs should enhance the development of a positive professional identity amongst NNESTs which should then facilitate teachers' instructional practices and students' learning outcomes.

More importantly, the role of EIL in facilitating intercultural communication requires strategic competence. Thus, enhancement of teachers' strategic competence should be recognized as an important goal in teachers' professional development. Using English as an international language with all the existing variations requires speakers to use communication strategies to interact with other English speakers successfully.

Mahboob (2006) discussed the possibility of having language proficiency standards in which teachers would be required to have proficiency in a classroom-specific language where the target language can be used appropriately within that specific context. Thus, teachers would be equipped with the proficiency needed to be successful in a classroom setting (classroom language proficiency). Butler (2004) echoes this need by pointing out that various methods can be used to help support the proficiency needs of NNESTs and boost their self-confidence, such as trainings, classes or study abroad programs; however, programs that offer such support should be assessed and evaluated to ensure that they are meeting the specific needs of the NNESTs.

Inbar-Lourie and Gagné's (2016) study indicates that NNES candidates benefitted greatly from the opportunity provided to openly discuss NNEST issues and their impact on their professional lives. They propose a content-based instructional model for improving the English proficiency of NNESTs. Discoli (2016) offers a language proficiency teacher training course specifically designed for NNESTs. She describes the curriculum design and development of the course and concludes that language proficiency is instrumental in helping teachers develop a positive professional identity which in turn enhances the quality of instruction. The proposed course combines language improvement and methodology by using resources that increase linguistic awareness, enhance classroom practice, and engages participants with sociocultural perspectives and related topics to empower the participants and enhance their self-efficacy. Similarly, Kim (2002) proposes a two-way approach to address NNESTs language issues in TESOL programs. Her approach is to incorporate language-training components in TESOL programs to improve English proficiency of NNES teacher candidates and to provide a place for open discussion of NNEST issues to promote their language confidence.

Furthermore, Valmori and De Costa's (2016) findings indicate the impact of different school environments on teachers' language development. Their findings provide insights into how foreign language teachers initiated their own professional development and how different environments (high school vs. vocational school) trigger different developmental trajectories. The study shows that some teachers found groups and courses that matched their needs and allowed them to engage in development within a community, while others preferred to engage in self-development activities. In-service professional development courses taking a bottom-up approach using teacher's own voices could facilitate teachers' engagement and motivation to participate in professional development (Valmori & De Costa, 2016).

Data from FL teachers from other countries would enable future researchers to paint a better picture of how FL teachers navigate the life-long experience of learning and maintaining a foreign language. The possibilities are exciting and immense.

Pre-service teacher education programs need to expand their educational responsibility into NNEST-trainees' language training, in addition to pedagogical training. Language improvement components can be incorporated into a course "without diluting the quality of the program and without creating much work for the instructors involved" (Liu, 1999, p. 206). Students can be encouraged to use their own language samples for the instructor and the class to critique in a required course. Instructors can have students collect data by interacting with other people and multimedia sources. Similarly, Eslami-Rasekh (2005) has suggested a 'student as researcher approach' to facilitate the pragmatic awareness of NNES students.

Teachers' self-evaluations are among the best ways to understand their current needs. Additionally, more research is needed to reveal more objectively what types and levels of proficiencies teachers need to teach in EFL contexts (Butler, 2004). Creating more objective guidelines will require systematic research, including thorough observation in different contexts to account for substantial variation in learning and teaching practices.

5 Conclusion

NNESTs language proficiency level has been regularly considered as part of their teaching effectiveness and mentioned as the main challenge faced by NNESTs in their profession. In order to fully understand the role of NNESTs' language proficiency in language teaching, a rigorous and systematic analysis of the role of language proficiency on teachers teaching effectiveness is needed. Teacher's voice and class observations need to be used to validate the findings and to measure the level and type of language proficiency needed for teaching that is contextually appropriate.

TESOL programs tend to focus on the professional training of teachers and not on their language proficiency. These programs need to integrate approaches to meet the language proficiency needs of their non-native English speaking (NNES) teacher candidates. English language teaching programs should evaluate the specific needs of the students, help to build up self-efficacy, and prepare students for the type of proficiency that they need (Butler, 2004; Pasternak & Bailey, 2004; Murphy, 2013).

Researchers and educators need to create appropriate assessment tools for measuring the type and level of language proficiency that is needed for teaching English in specific contexts. Many current proficiency tests are based on the native-speaker model, which assumes that learners' proficiencies progress linearly toward the native speaker's norm. Such assumptions have been called into question (e.g., Eslami & Harper, 2018; Freeman, 2017; Valmori & De Costa, 2016).

Without being aware of their status and their contributions as NNESTs, these teachers are likely to suffer from a lack of confidence in their language proficiency regardless of its level. They need to have a realistic goal and gain confidence as teachers by recognizing their strengths and becoming aware that language is not the only factor affecting their qualifications as a teacher (Kim, 2002). As Widdowson (1994) argues, "Real proficiency is when you are able to take possession of the language, turn it to your advantage, and make it real for you" (p. 384). NNESTs should take ownership of English, recognize the status of English as an international language and its diversity of use and contexts, and should not be trapped in an inferiority complex (Braine, 1999).

As I have argued above, the expansion of English language teaching globally, connected with new understandings of English as an international language, require a different approach to classroom language proficiency—an approach that is grounded in specific contexts and models of using the language in classroom 'English-for-Teaching.'

The challenge, therefore, is no longer what to do; rather, it lies in changing the norms of how to provide language improvement for NNESTs that is appropriate for their context of teaching and particular to the realities of their everyday classroom teaching and interactions. Delivering in-service and pre-service language development activities based on conventional models of general language proficiency accepts the assumptions of native-speakerism that need to be discredited. With this new approach, general language proficiency requirements need to be replaced by language proficiency requirements reflective of the language used by ELT teachers to be 'native' in their classroom (Freeman, 2017).

The various studies involving proficiency and factors related to proficiency that are discussed in this chapter leave us with several implications. First, there should be a heightened awareness among English-teaching professionals about the different varieties of the English language and how proficiency in one variety does not mean proficiency in another (Mahboob & Dutcher, 2014). A greater awareness can be achieved when TESOL program administrators and students understand and value the varieties of English in the world today. Current and aspiring English teachers should be aware of the models of proficiency such as those by Mahboob and Dutcher and 'English-for-Teaching' proposed by Freeman (2017) among others. Doing so would debunk the myth of the native speaker as the ideal teacher and could potentially produce a positive gain in NNESTs' self-efficacy.

In order to fully understand the role of NNESTs' language proficiency in language teaching, a systematic analysis of the role of language proficiency on teachers' teaching effectiveness is needed. It is important for NNESTs to reflect on the types of proficiencies and to determine which type of proficiency they will need in the context they will be teaching. This would help NNESTs personalize their goals and avoid feelings of inadequacy for not being completely proficient in every linguistic context. Below we provide a summary of the pedagogical implications and some recommendations for teachers and educators to consider.

1. There is a need for differentiated support of NNEST candidates in their language development process. The professional development for enhancing teachers' language proficiency should be appropriate to the teaching needs and particular to the realities of their everyday classroom contexts.
2. Emphasis should be given to both linguistic knowledge and pedagogical or cultural knowledge. Effective language teaching involves more than linguistic competence. A holistic approach that considers multiple competencies provides a more complete picture of the interrelated components of language teacher proficiency.
3. In assessing proficiency, we should consider the demands of the specific programs and contexts of teaching and the teaching strategies that will be most effective with that particular age and language proficiency group and skill level.
4. Models for maintaining and enhancing language proficiency should include teachers' voice and needs. Teacher reflection is important and pre- and in-service development should work on raising teachers' awareness about their goals and perceived responsibilities and on balancing them.

5. Open discussion of NNESTs issues and involving the stakeholders from the field in finding ways to address the issues is highly important. In addition to language proficiency, other issues such as the need to implement strategies to combat the systemic discrimination of NNESTs and move beyond a deficit discourse regarding non-native English-speaking teachers is of high importance.

6 Discussion Questions

1. What are some critical issues related to NNESTs language proficiency in relation to native speaker supremacy? How can they be challenged?
2. What are some of the strategies that NNESTs can use to maintain or enhance their English language proficiency? Which ones might work for you?
3. How is general language proficiency different from English-for-Teaching proficiency? What are the implications of this differentiation for preparing teachers for English language teaching and for assessment of language needs of NNESTs?
4. How should NNESTs counter low self-efficacy related to their perceived English language proficiency needs?

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Developing Knowledge and Skills for Working with Conflict

MaryAnn Christison and Denise E. Murray

Abstract While conflict in most areas of life is inevitable, if handled positively, it can lead to reflection and innovation. Learning how to manage conflict efficiently, diffuse anger, and facilitate productive communication is an important skill for all ELT professionals, not just for those individuals in leadership positions. In this chapter, we provide the tools for managing conflict that can lead to more positive outcomes: the knowledge and skills needed by ELT professionals and the step-by-step process for resolving or lessening conflict. The knowledge includes an understanding of the different ways in which individuals respond to conflict. The skills are behavioral, emotional, and cognitive, and mastering them leads to conflict competence. We explore conflict competence, a theory rooted in the dynamic theory of intelligence. When differences cannot be resolved or mitigated informally, a formal process may be necessary. The eight-step process that we describe requires a conflict competent facilitator to manage the process.

Keywords Conflict resolution · Conflict competence · Behavioral styles · Emotional intelligence

1 Introduction

Conflict is an inevitable part of life, and it is bound to occur in any workplace environment because all of us have different personalities, goals, and opinions. In English language teaching (ELT) contexts, where stakeholders (e.g., the students, parents, and teachers) come from culturally and linguistically diverse backgrounds

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_12

and, consequently, see the world in quite different ways, the occasions for conflict are heightened. Unresolved conflict can be a disruptive presence in the workplace as it can affect a greater number of individuals than just the two or three persons who may have been directly involved in the conflict in the first place. It can hinder professional growth and interfere with overall productivity and job satisfaction. Therefore, educational enterprises, whether they are private ELT programs, binational centers, adult programs, Kindergarten through Grade 12 primary and secondary schools, or departments in institutions of higher education, need a process for lessening or resolving conflict and a cadre of individuals who can be effective in bringing about the resolution of conflict. It is our position that ELT entities cannot rely on the skills of one person to lessen or resolve conflict. Learning how to manage conflict efficiently, diffuse anger, and facilitate productive communication among a variety of stakeholders is an important skill for all ELT professionals, not just for administrators and those individuals in leadership positions. Developing this skill is an important component in professionalizing your practice.

2 Background on Conflict

ELT professionals view conflict in different ways because they have likely experienced conflict in a variety of ways, for example as either a negative or positive force. The negative effects of conflict most frequently surface in English language teaching programs when individuals, who have different values, linguistic backgrounds, discourse patterns, and cultural norms come together to participate in face-to-face communication. Individuals are most vulnerable and at risk for conflict when they are not aware of these differences, when they lack skills for monitoring their own behaviors, and when there is no skilled facilitator present. Consequently, when conflict arises, the individuals may respond in anger or feel other undesirable emotions. In these instances, conflict is experienced as a negative force.

Yet, conflict can also be experienced as a positive force. As Dewey (1930) noted, "conflict is the gadfly of thought. It stirs us to observation and memory. It instigates us to invention. It shocks us out of sleeplike passivity. Conflict is the *sine qua non* of reflection and ingenuity" (p. 30). In order to experience conflict as the positive force that Dewey suggested, we need a mechanism for working with conflict. One such mechanism is referred to as *conflict resolution*, a step-by-step process for working with conflict once it has occurred, and it is widely embraced as a tool for helping individuals experience conflict as a positive force, particularly if the specific steps are thoughtfully and sensitively applied in the initial stages of conflict. The catalyst for success in resolving conflict is traditionally associated with the process, in other words, the steps that are taken, and the fidelity with which the process is carried out.

While we certainly agree that success in resolving conflict has a basis in a well-formulated process and in the specific actions that are taken to bring about a desired outcome, we also recognize that applying a formal step-by-step process is not the only factor that contributes to working with conflict effectively. The ability to work successfully with conflict also has a great deal to do with the knowledge and skills of the individual who carries out the process. In fact, for many of the conflicts we experience as ELT professionals, the knowledge and skills of the individual may be the most important factor in determining a successful or positive outcome.

Therefore, in this chapter, we focus on (1) the development of knowledge and skills for ELT professionals and (2) a formal step-by-step process for resolving or lessening conflict. ELT professionals who are successful in working with conflict must not only be able to implement a step-by-step process for resolving conflict, but they must also know the processes that underpin conflict, possess a keen sense of self-awareness, an understanding of others, an appreciation of cultural differences, and a knowledge of the potential difficulties that they might encounter in the workplace as they negotiate a variety of communicative encounters among individuals with different cultural and linguistic backgrounds. Even though we will try to unpack each of these foci separately for the purposes of clarity and focus in the chapter, we recognize that they are interconnected and intertwined and that success in working effectively with conflict depends to a large extent on skills in each of these areas.

To accomplish the overarching goal of this chapter, we use Runde and Flanagan's (2010) notion of *conflict competence*, which they define as "the ability to develop and use cognitive, emotional, and behavioral skills that enhance the productive outcomes of conflict while reducing the likelihood of escalation or harm" (p. 2). These skills enable individuals to learn how to engage constructively with others when they are faced with conflict. Individuals who have high degrees of conflict competence think about what is happening and are able to monitor their own experiences and emotional reactions. They also understand that they are influenced by their own values and backgrounds and that these forces influence the ways they view and interpret conflict.

3 Developing Conflict Competence

When faced with conflict, people respond in a variety of ways. Some individuals use their cognitive skills. They are able to monitor their own and others' interactions and think about what is happening; others, however, only seem to experience emotional reactions. These emotional reactions are influenced by core values and the ways they view and interpret the conflict initially. Still other individuals use their behavioral skills as they try to take some form of action to address the concerns that the conflict raises.

The theoretical basis for the development of conflict competence has its roots in dynamic views of intelligence (e.g., see Gardner, 2006, 2011), in other words, in views of intelligence that are not static but change in response to formal learning and real-life experiences. In dynamic views of intelligence, it is possible to develop intelligence as a result of both formal learning and real-life experiences. Similarly, it is possible to develop one's conflict competence. In order for ELT professionals to be able to deal effectively with conflict, they need to increase their conflict competence, which requires the development of skills in each of these areas—cognitive, emotional, and behavioral. To this end, we describe each of the skills that underpin conflict competence. In addition, we offer a set of questions that ELT professionals who wish to develop their conflict competence can answer and use to guide the development of their conflict competence in order to be able to contribute productively to lessening or resolving conflict. We embrace the notion of individual accountability for the development of these skills. As we mentioned above, ELT enterprises cannot rely on one individual for resolving conflict.

3.1 Cognitive Skills

Being able to think about and examine one's experiences requires the development of cognitive skills, which include developing self-awareness, as well as an awareness of others. Individuals who are self-aware know what their own values are and understand their current attitudes and how these values and attitudes influence their day-to-day lives. Values are beliefs that we have about what is important, what distinguishes right from wrong, and what principles determine how we live our lives. As humans we define ourselves based on our core values.

When we interact with individuals who may not share our values, communication becomes difficult. We may feel as if we are being attacked even if we are not. Self-awareness allows us to monitor our responses and to understand the role that values and attitudes play in dealing with conflict effectively. Cognitive skills also involve the ability to monitor our responses to others, especially in cases of disagreement. Being able to monitor responses means understanding others' values and attitudes because their attitudes can affect responses to conflict. Both self-awareness and an awareness of others are cognitive skills that allow individuals to leverage effective responses during conflict.

Important questions for ELT professionals to ask as they think about developing cognitive skills for resolving conflict in the workplace are the following: What are my core values and beliefs? What principles do I have that govern my interactions with others?

3.2 Emotional Skills

As mentioned above, Gardner's (2006, 2011) dynamic view of intelligence holds that it is possible to develop one's conflict competence. Rather than seeing intelligence as dominated by a single general ability, Gardner's model differentiates human intelligence into different modalities, which he refers to as intelligences. These intelligences include bodily-kinesthetic, existential, intrapersonal, interpersonal, linguistic, logical-mathematical, musical, naturalist, visual-spatial. Of particular interest for our work in resolving conflict are the personal intelligences (i.e., intra- and interpersonal intelligences), which are collectively referred to as *emotional intelligence* or *emotional competence* (Goleman, 2005, 2011).

Goleman (2005, 2011) defines emotional intelligence in terms of three capacities: the capacity to (1) recognize our own feelings and the feelings in others, (2) motivate ourselves, and (3) manage our feelings. Therefore, emotional skills include understanding one's emotional responses to conflict, regulating those responses to maintain emotional balance, recognizing emotions in others, and monitoring how we respond to others. Being able to manage one's emotions provides a foundation for being able to use constructive behaviors in situations where conflict is present.

Important questions for ELT professionals to ask in order to develop emotional skills for resolving conflict in the workplace are the following: Can I manage my own emotional responses? What steps do I take to manage my own emotions? Can I recognize emotions in others? Can I see beyond the emotions of others to focus on the issue(s)?

3.3 Behavioral Skills

Individuals with well-developed cognitive and emotional skills can engage constructively with others because they understand their own and others' perspectives, emotions, and needs, yet behavioral skills are also needed as they focus on skills that are necessary for effective communication, such as sharing one's own thoughts, feelings, and interests; collaborating to develop creative solutions to issues; and reaching out to others in order to get communications restarted when they have stalled. There is considerable agreement about the kinds of behaviors that work well to resolve conflicts. These behaviors include listening to understand how other people view an issue, sharing one's own perspectives when appropriate, working together to develop effective solutions to problems, and keeping communications going. When these behaviors are used, conflict can move in more productive directions. Of course, it can be a challenge to use these behaviors. If it were simple, people would already handle conflicts more effectively.

Important questions for ELT professionals to ask in order to develop behavioral skills for resolving conflict in the workplace are the following: Can I talk about my own thought processes, feelings, and interests? In collaborations with others, can I focus on developing solutions to the issues? To accomplish collaborative goals, what behaviors do I use in collaborations with others? What behaviors do I use to keep others communicating? What negative behaviors do I use that escalate or maintain the conflict?

4 The Process of Resolving Conflict

When differences that create conflict cannot be resolved informally and with good will, it may become necessary to have a formal process for resolving conflict. Based on Robinson (2010) we recommend an eight-step process for resolving conflict. Although Robinson's process was created for business and industry and for the purposes of resolving conflicts and navigating difficult interactions among senior team members, it is nevertheless appropriate for educational contexts. It is important to note that while the steps are relatively easy to follow, success in resolving conflict is not guaranteed simply because the steps are followed. The presence of a facilitator with a high degree of conflict competence is also an important component of success. White, Martin, Stimson, and Hodge (1991) recommend steps that managers in English language centers could take in dealing with conflict. While the process is ELT focused, it only addresses what administrators should do. Robinson's process is more flexible, and is not necessarily top-down.

Step 1: Develop Ground Rules

The first step in the process of resolving conflict is a crucial one, and it is often overlooked in attempts to resolve conflict quickly. Essentially, it involves developing a set of ground rules for how people will engage one another throughout the process. These ground rules need to be agreed upon by all parties in advance in either a written document or with an oral confirmation. They should include not only what the ground rules are but also who will enforce them. Ground rules are guidelines that focus on expected behaviors for interaction, and it is important for individuals who are tasked with the job of facilitating the process to consistently model and enforce the ground rules (Robinson, 2010; Schwarz, 2002). Of course, it is expected that guidelines will vary depending on the nature of the conflict and on the individuals involved, but they should at least include rules for turn-taking and acceptable language use so that the process can be faithful to the goal of resolving conflict.

Step 2: Identify a Facilitator

In most cases we believe that a knowledgeable colleague who has a high degree of conflict competence can be enlisted to facilitate the process. However, we also recognize that in some circumstances it may be necessary to engage help from outside of the unit, particularly if ELT programs cannot develop an internal capacity to resolve conflicts through the professionalization of their staff and faculty for developing such skills. Developing an internal capacity strengthens the program and builds relationships that are based on trust and respect (Fisher, Ury, & Patton, 2011).

Step 3: Discover Details and Facts Related to the Conflict

In resolving conflict, it is important to remember that each person's position must be considered. The job of a facilitator is to gather details and facts about the conflict so that all parties are heard and involved in the resolution. A facilitator may wish to exercise the option of collecting information from individuals one-to-one before bringing the individuals together to share information.

Step 4: Check the Facts and Clarify Perceptions

ELT professionals who are facilitators should underscore the importance of checking the facts as reported by the different individuals involved. Checking facts and clarifying perceptions with all participants present is crucial to success. Clarification is normally handled through the process of Q & A (questions and answers). During this process, the facilitator plays a key role in helping participants separate the facts from perceptions. It is important for the facilitator to maintain a calm and even-handed attitude in the questioning process (O'Driscoll & Beehr, 2000).

Step 5: Identify Individual Points of View

A facilitator needs to identify the individual points of view and restate them for the entire group. If participants feel recognized then resistance to resolution is lessened.

Step 6: Develop Options for Lessening or Resolving the Conflict

In finding solutions to a controversial problem, it is important to develop three to five options for lessening or resolving the conflict (Darling & Walker, 2001). When individuals are under stress and at the same time they are involved in conflict, they try to hold on to all preconceived ideas. Brainstorming is an effective method for generating several options for reducing conflict.

Step 7: Develop Achievable Next Steps

The process of resolving conflict may not happen all at once or even in one attempt. Facilitators will want to think of achievable next steps or stepping-stones that lead along the pathway of resolving conflict. It is important to reach an agreement on some point(s) at each meeting so that participants have a sense of moving forward. If facilitators can get participants to agree on achievable next steps, it reinforces the positive actions of facilitators. Achievable small steps build trust and enhance the potential for working together (Robinson, 2010).

Step 8: Make Mutually Beneficial Agreements

After developing multiple options and before taking any achievable steps, it is important for participants to do the following: (1) affirm their desire to reach an agreement and (2) take steps to reach an agreement. The role of a facilitator at this point is very important as it is the facilitator who recognizes and emphasizes common goals. The affirmation of commonalities increases the level of confidence that the participants have in their abilities to reach an agreement (Robinson, 2010). The job of the facilitator is to move the participants towards a compromise if possible or a totally new direction that has arisen jointly during the discussions. To do this, the facilitator needs to remind participants of what a compromise is and that not every wish or need can be satisfied for every participant. An important part of the process is to determine what achievable steps can be taken to lessen the conflict.

Carrying out the process outlined above for resolving or lessening conflict takes time and effort for all parties involved and, especially, for the facilitator. However, experience has shown us that the effort is worth it when it results in positive outcomes.

5 Principles for Working with Conflict

To assist ELT professionals in the development of their conflict competence skills, we present four overarching principles for ELT professionals who are working with conflict. These principles are intended to capture the key elements of conflict competence.

Principle 1

Individuals involved in conflict resolution need to believe that the process is important. Changing established beliefs and patterns of behavior is difficult, and unless people see value in doing so, it will not happen. The role of the facilitator is to help individuals involved in the process understand the benefits that emerge from managing conflict effectively.

Principle 2

Engaging constructively involves reducing or eliminating the use of destructive behaviors, including language. Reducing destructive behaviors depends in large part on the facilitator's ability to help participants develop and practice new, more constructive approaches.

Principle 3

In order to manage conflict effectively, team members need to be able to discuss issues openly and honestly. Creating the right climate includes developing trust and safety, promoting collaboration, and enhancing team emotional intelligence.

Principle 4

In order to be conflict competent, an organization needs a cadre of individuals with conflict competence. At the same time, it needs to align its processes for working with conflict with its mission, values, policies, performance standards, and reward structures in order to reinforce the kind of behaviors it wants its personnel to use with one another and with its stakeholders.

6 Understanding Responses to Conflict

It is helpful for all ELT professionals to understand the different ways in which individuals respond to conflict. According to Robinson (2010) there are a number of different ways that individuals ordinarily respond to conflict. These ways of responding are often referred to as styles. According to Lussier (2010), each conflict style has advantages and disadvantages.

6.1 Passive-Aggressive Style

Individuals with the passive-aggressive style are the most difficult to work with in situations where the focus is on trying to resolve conflict. Individuals with this style can be both passive and aggressive. In meetings, they are often passive and act powerless, yet they also act out in subversive ways (Katz & Kahn, 1966). Outside of meetings they are often aggressive, complaining privately to others with the intention of creating coalitions of hostility. This style is the most destructive because the aggressive side may not be apparent to most participants.

6.2 Avoidance Style

Individuals with this style try to stay away from conflict (Rahim, Antonioni, & Psenicka, 2001). However, avoiding the problem does not make it go away and, in fact, can make it worse (Montoya-Weiss, Massey, & Song, 2001). Avoidance as a response to conflict has a cultural basis, such as in Chinese cultures where the main concern is being able to maintain relationships. Avoidance is used as a means of maintaining harmony (Huang, 2016). Avoidance may also be the person's only choice if they have low power in the organization, which means the underlying issues need to be addressed.

6.3 Compromising Style

This style involves give-and-take in situations in which the parties involved are willing to negotiate and give up something in order to reach an agreement (Yuan, 2010). Individuals with this style frequently change their own opinions, either because they find sufficient reasons to do so or simply wish to avoid continued confrontation (Lussier, 2010; Reich, Wagner-Westbrook & Kressel, 2007). Compromises often work as a short-term solution, but again, the underlying issues may not have been resolved.

6.4 Collaborating Style

Individuals with this style focus on resolving conflict and on dealing with issues openly and frankly and on trying to communicate logically and neutrally (Flanagan & Runde, 2008). When individuals with this style are present on a team, there are more positive relationships, people complete tasks, and there is greater job satisfaction (Murphy, 1996; Christison & Murray, 2009). While this may be the goal, collaboration takes time, commitment, and requires effective communication skills from all participants.

6.5 Forcing Style

People who use aggressive behavior to solve the conflict try to force other people into accepting their points of view. They use their authority, threats, and intimidation to force other parties into agreement (Lussier, 2010; Rahim & Bonoma, 1979). Despite the bullying nature of this style, it is sometimes useful in an emergency.

7 Conclusion

In this chapter, we have presented the notion of conflict competence, discussed its theoretical underpinnings, and offered specific tools for helping ELT professionals develop the cognitive, emotional, and behavioral skills that can be used in the workplace for resolving or lessening conflict.

8 Discussion Questions

1. Answer the questions that are posed for the development of cognitive, emotional, and behavioral skills. Based on your answers, target one of the areas in which you believe you could improve your skills. Share your ideas with a colleague.
2. ELT programs need to align processes for working with conflict with their mission, values, policies, performance standards, and reward structures. With a small group or a colleague, discuss specific actions that a program can take to achieve this alignment.

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Professionalizing Your Use of Technology in English Language Teaching

Greg Kessler

Abstract This chapter provides an overview of technology use in English language teaching. This topic is commonly referred to as computer assisted language learning (CALL). It is likely that this topic is more complex than many readers may realize. While there are some long established practices in the field of CALL, the rapid development of technology today creates new opportunities. These new technologies are often accompanied by new communication and social practices that can help to promote language practice. This chapter addresses these opportunities with some suggestions for developing foundational skills and abilities that can be adapted across these technology based interventions. The chapter also includes suggestions for ongoing professional development as this field is in a state of constant change.

Keywords Technology · CALL · Innovation · Assessment

1 Introduction

Teaching English as an additional language is a profession that has evolved dramatically in recent decades. In the past it was quite common for English teachers to have little or no professional preparation. This often resulted in teachers who did not explicitly understand English grammar, basic pedagogical approaches or important concepts from applied linguistics and second language acquisition (SLA). I began my career before obtaining such training, but soon sought it out as I realized that I wanted to follow TESOL as a career path. I soon understood that this professionalism requires a lifelong commitment. One of the most exciting and challenging areas within the TESOL domain these days is the effective use of technology. Using technology to teach language in the most effective, efficient and appropriate manner is not an easy or obvious thing to do. There are numerous decisions that instructors need to make regarding the design of instructional activities, materials used, sequencing, feedback, assessment approaches, follow-up, and so on. These decisions are difficult for those

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_13

who are professionally prepared as English teaching professionals. They are nearly impossible to address for those who are unfamiliar with the vast array of opportunities and potential materials available for teaching language using technology. They require professionals who are appropriately prepared to teach the language as well as determine which technologies may be appropriate and effective in a particular context. Language teaching professionals today need to be engaged in ongoing exploration and negotiation around these topics as they exist within a constant state of change. This is largely the consequence of the rapidly advancing technologies in the larger societies in which we live as well as the co-evolving communicative and social practices that are associated with the use of emerging and established technologies today. This chapter will present a brief history of technology use in language teaching in order to frame current practices. It will primarily focus on the opportunities and challenges faced by professionals in the current context as well as how the field is being transformed by emerging opportunities for using technology in extremely innovative and exciting ways.

There is broad agreement that teachers should be familiar with a wide variety of technologies that can support their teaching (Healey et al., 2011). These range from grammar and spelling checking tools that are commonly used in word processing programs to automated linguistic analysis tools that can evaluate the complexity of learners' syntactic or lexical production. They should also be familiar with internet-based applications such as learning management systems or collaborative word processing programs that allow for multiple writers to simultaneously author a paper. Such practice is not only commonplace in the workplace around the world, but it is becoming increasingly common in English teaching settings. Further, it is likely that such platforms dramatically alter the way that we plan, write and revise compositions, particularly as we collaborate in the process (Kessler, Bikowski & Boggs, 2012). This is just one example of an array of writing tools that can support collaborative student-centered online activity. Similarly, teachers who focus more on teaching listening and speaking, should be aware of the wide variety of tools that make it possible to record, archive, exchange and collaborate while engaging in extensive practice. There is also consensus that teachers benefit from formal preparation guiding the use of technology in their classrooms. Ideally, this preparation is grounded in research based observations of previous instructional practice as well as linguistic and educational research. This chapter will highlight some fundamental aspects of this research with suggestions for how they can influence instruction. In order to effectively teach using technology, professionals should also engage in ongoing professional development (PD). These are varied and extensive and opportunities to engage in such PD are discussed as well.

Some readers may be surprised to know that the area of computer assisted language learning (CALL) dates back to the 1950's. Many often believe that this field is a much newer phenomenon. This is largely due to the fact that they were not exposed to CALL practices as language learners. Further, they were likely not prepared to use CALL approaches, practices and materials during their teacher preparation. CALL practices have evolved dramatically during this time. Early design and use was largely focused on behavioristic and audio-lingual method approaches to instruction (Warschauer &

Healey, 1998). More recently, CALL use has expanded to utilize the vast variety of authentic linguistic content and social communication practices that have become common across the internet. Today, English teachers are using various forms of technology that represent the entirety of this lengthy and rich lineage. This chapter will present some examples of these with suggestions for how we can prepare for future potential developments and teaching and learning practices.

2 Professionalizing Your Technology Use

There is a movement across the TESOL landscape to professionalize our practice. For decades we have faced challenges in this regard. We have a history of favoring native speakers as teachers regardless of their qualifications. Fortunately, this trend is currently being addressed. Those who have been in the field for many years will have certainly worked with teachers who are not adequately prepared to teach effectively, whose English language skills are not sufficient or who do not explicitly understand basic rules of English grammar. Similarly, teachers who lack appropriate professional preparation are likely to lack knowledge of pedagogical concepts and practices. With such deficits, it is quite unlikely that these teachers will have the pedagogically related technology skills, abilities and knowledge necessary to be effective in contemporary education contexts. While teachers today have numerous technology resources at their disposal, there are some universal skills that can serve as a foundation across various contexts. Table 1 includes basic and advanced CALL skills.

While these skills can be applied to most contexts, each unique resource, tool and environment will likely include specific details that will require teachers to adapt these skills or adopt additional skills. In fact, much current research and professional development tends to be focused upon a specific tool or set of tools within a specific domain. Consequently, it can be challenging to use technology most effectively, but there are some established principles that can help to guide us.

3 Effective Teaching Practices

Effective technology use is focused upon the goals and objectives of a particular lesson within a particular learning context, among a particular group of learners. The details surrounding these variables are important to consider as we frame our practices. It is also carefully designed to address the particular language level and technological abilities of the learners. Any use of technology should be based upon established concepts and principles that have been identified by applied linguistic research, particularly those focused on Second Language Acquisition (SLA) and Computer Assisted Language Learning (CALL). While this chapter is far too brief

Table 1 Basic and advanced CALL skills for classroom teachers

Skill	Example teacher action
Basic	
Locate	Use Internet search engine to find relevant movie files
Evaluate	Watch videos to determine if the language level is appropriate, if the content is accurate, if the quality of the video is acceptable, etc
Select	Select the file that best meets pedagogical needs
Distribute	Determine the best means for distributing a video file to students, including Web links, CDs, local files, etc
Integrate	Construct a language lesson around the content of the video file that utilizes the images, audio, and text in meaningful pedagogical ways
Advanced	
Create	Create a video using a combination of personally created images, texts and voice recordings
Customize	Edit the movie file expanding the narration with a more challenging version for a higher-level class
Convert	Edit the movie file deleting the audio to utilize as a reading activity
Repurpose	Use instructional materials, media or technology in multiple contexts with relatively minor alterations

Source Adapted from Kessler et al. (2012, p. 4).

to address this vast body of research, Egbert, Hanson-Smith and Chao (2007) synthesized previous SLA research into 8 conditions that should guide curricular design and instruction. These can be seen in Table 2.

Using these principles can support reflection for curricular design and classroom practice and help teachers prepare for different domains, environments and highly contextualized culturally relevant spaces (Kessler & Bikowski, 2011). Not only do

Table 2 Eight conditions for optimal language learning environments

1. Learners have opportunities to interact and negotiate meaning
2. Learners interact in the target language with an authentic audience
3. Learners are involved in authentic tasks
4. Learners are exposed to and encouraged to produce varied and creative language
5. Learners have enough time and feedback
6. Learners are guided to attend mindfully to the learning process
7. Learners work in an atmosphere with an ideal stress/anxiety level
8. Learner autonomy is supported

Note From Egbert et al. (2007, p. 5).

we have an increased diversity of intentional learning environments that take place in online, hybrid or face to face spaces, we also have an expansive variety of technological domains in which we can communicate in authentic and engaging ways. Teachers need to be aware of emerging innovations that may offer opportunities to maximize these conditions. For example, we are frequently encountering new and diverse social communication opportunities in digital spaces, including the many varied forms of social media that can support and promote authentic and meaningful communication. Language practices are changing in response to social communicative practices that we engage in across various digital domains, including social media, digital games and an increasing array of environments (Kessler, 2013). The nature of language that we teach, as well as the context in which we situate learning, should be fluid to reflect the linguistic realities of the digital social world in which we live.

Sykes (2019) argues that we need to prepare learners for the language demands of emerging digital discourse. Thorne (2016) has referred to these informal domains of digital discourse as the digital wilds. Similarly, teachers should be familiar with what we know about motivation and autonomy as this understanding is critical when working within these emerging domains where learners are compelled to engage with one another because of the nature of the social interaction and associated expectations rather than simply for a grade on an assignment (Kessler & Bikowski, 2010; Stockwell & Reinders, 2019). Consequently, there is a need for us to acknowledge and design instruction that supports learning that takes places in both formal and informal learning contexts (Dubreil & Thorne, 2017; Lai, 2019).

4 Social Media and Participatory Culture

Social media and Internet communication technologies have made it possible for us to communicate with others in more varied ways than at any other time in history. We can do this through so many modalities that support text, audio, video and other forms of media. Yet, they all combine to support the goal of effective social communication and engagement. In fact, we often combine these forms of communication through mashups that make the message even more compelling and engaging. Perhaps the most engaging aspect of these social practices is the participatory culture that social media promotes (Kessler, 2013). This phenomenon encourages everyone who is interested to co-construct knowledge in a way that promotes further engagement as well as extended linguistic practice. Acknowledging these various ways that learners are able to manifest and demonstrate their English competence enables us to conduct more accurate assessment of our learners' abilities. It also encourages them to embrace these domains and continue to engage in their language learning pursuits (Sykes, 2019).

5 Social Trends and Disruption

As these innovative technologies and their associated social practices are embraced, we are beginning to see a number of interesting projects that address the wide range of skills related to English language development. As with technology developments across society, these tend to be disruptive. These include entrepreneurial offerings as well as open access options. My favorite resources today are websites that are open and freely accessible for all users. One notable example, YouGlish (https://youglish.com) is a website using YouTube as a corpus that can be used to provide learners with examples and models of speaking, pronunciation, text construction and variation in vocabulary and form. In this screenshot example, readers can see a search for the common question, "What do you know?" This question can be contextualized in many different ways that may not be familiar to learners. With 2,602 examples, learners can listen to each one in isolation or in the more extended context of the video. They can easily and quickly advance through the examples to hear many different speakers, with different topics, in different contexts. In short, this is an extremely valuable opportunity for learners to interact with authentic language in various ways. Creative and professionally prepared teachers will be able to integrate this website into many different instructional experiences (Fig. 1).

We are seeing developments related to the so-called gig economy. Readers are likely familiar with Uber, Lyft, Lime, and Grab in the transportation industry. These alternatives to traditional transportation have allowed individuals more flexibility and options when seeking out transportation solutions. English teaching companies such as Vipkids, Gogokid and Voxy are now offering similar options for those seeking teaching and learning opportunities related to English language learning. Such disruptive technology-driven social movements not only expand the availability of English teaching and learning, but they are likely to influence how more traditional institutions might also be affected. Other disruptions include trends in artificial intelligence as well as virtual and augmented reality. We should anticipate many interesting opportunities within these contexts in the near future.

6 Assessment

TESOL professionals should have basic qualifications to manage student records beyond simply grading assignments. Yet, there is little evidence that instructors recognize the potential student data presents. Fischer (2007) identifies the power of tracking, monitoring and observing student behavior in digital domains. Educational professionals need to understand how to effectively use technology as part of assessment and evaluation. Evaluation today can benefit greatly from the ability to collect, assess and aggregate the data of individual as well as groups of students. When we are working in digital environments, we are able to archive, curate, aggregate and better understand our learners' performance throughout the instructional process. The amount of data we are able to gather about students and their language use is increasingly promising and challenging. In ideal circumstances, we are able to observe everything a student does in class and out of class. We are also able to observe how they think through linguistic processes. This puts more and more responsibility on the instructor. We need to understand how to gather this available data in ways that make it meaningful for all stakeholders. Whether we use a learning management system (such as Moodle, Blackboard or Google Classrooms) or a data visualization tool (such as Tableau, Google Analytics or Microsoft Power BI) having access to student data provides us with new insights and opportunities to better understand what students are capable of, as well as how they compare to other students and ideal student models. However, with the ability to gather such extensive and rich data, we need to be able to manage this data ethically.

7 Ethical Challenges

In addition to developing professional skills, there are numerous issues related to ethical use of technology that need to be considered. This becomes increasingly difficult the more we embrace these informal learning spaces and robust data collection practices. It is likely that there will be even more ethical concerns in the future as technology is becoming increasingly more social and so much personal information is potentially gathered. Instructors must strive to protect this information and help learners to understand how they can manage their own data and learn to keep themselves safe.

8 Professional Development

There is an established literature about the technology skills that all teachers should have in order to effectively design instruction, facilitate instruction, manage classes, monitor learners' development and perform assessment. Teachers need to be prepared to use the appropriate technologies that are available today and being used for particular language teaching goals.

All instructors can benefit from working with CALL professionals who can conduct ongoing professional development, coordinate CALL integration and help design innovative technology integration for instructors who are just beginning to experiment with CALL (Hubbard, 2008). Hubbard differentiates the expectations for CALL knowledge and skills among different kinds of instructional professionals. At the most basic level, all instructors should be expected to be familiar with current and emerging technologies that relate to their own instruction. They should be expected to use these technologies in ways that effectively and efficiently address their instructional goals and objectives. They are also expected to explore the potential for emerging technologies that may present innovative opportunities for instructional use. CALL specialists, who are on the advanced end of the spectrum, are expected to be knowledgeable about the potential for technology integration across language skills, practices, contexts and environments. They are leaders who are responsible for guiding others as they learn about these tools and approaches and provide support to help these instructors develop their own abilities for specific applications. CALL specialists are the ones providing the professional development that is critical in order to effectively use technology in the midst of the technological and societal changes that we are currently witnessing. Ideally this occurs institutionally to be most effective. Numerous studies have revealed that innovative teachers working in isolation may have very impressive results, but their impact is limited (Hubbard, 2008). Professional teachers also need to be prepared for the changes that are occurring across technology practices in education. Teacher preparation needs to recognize and integrate appropriate use of technology as well. Those who prepare teachers should be familiar with how educational technology practices have been effectively integrated across the TESOL curriculum. Bax (2011) pursued the normalization of CALL within language teaching and language teacher preparation and recently, Lomicka and Lord (2019) conclude that much of CALL practice is still superficial and lacking meaningful integration. They argue that the solution is to integrate CALL across teacher preparation and language education programs. However, many have concluded that most teachers receive inadequate technology preparation in their formal degree programs (Healey et al., 2011; Kessler, 2012; Kessler & Hubbard, 2017). This results in an increased reliance upon professional development. Such PD is widely available and can range from personal reading to participating in extensive workshops.

9 Professional Development Resources

Being a professional involves engaging in ongoing professional development and staying on top of developments in the field. This requires maintaining professional affiliations and engaging with others in meaningful professional ways. Much of the most meaningful professional development available for technology use is offered by these organizations. TESOL international, as well as national, regional, state and local affiliates host regular events with opportunities to engage in PD or to host PD sessions to share your own skills and experience. Other professional organizations also offer conference-based PD, including the computer assisted language instruction consortium (CALICO), and the international association for language learning technology (IALLT). There are also an increasing array of online opportunities to learn about using CALL. TESOL currently hosts two blogs related to this topic. These can both be found at https://blog.tesol.org. The Electronic Village Online (EVO) (https://evosessions.pbworks.com) offers free courses each winter for anyone who is interested in professional development. Many of these attendees are individuals who are unable to attend the annual TESOL conference so this is a special opportunity. Those who are able to attend the conference can attend follow up sessions that build upon what was learned in the EVO.

One of the most helpful resources available today is the TESOL Technology Standards (Healey et al., 2011). The TESOL Technology Standards establish benchmark expectations for instructors, administrators, learners and other stakeholders. They include detailed guidelines for how technology can be effectively integrated into diverse instructional contexts around the world. Vignettes provide explicit examples for how technology can be meaningfully integrated in specific contexts with specific technological capabilities. There is also a step by step program evaluation that allows users to identify strengths and weaknesses in their programs and institutions. TESOL offers many other PD resources as well.

10 Conclusion

Effective technology use is changing as the linguistic expectations, communication technologies and authentic social contexts evolve. As professionals in the midst of these societal and technological advancements, we should make every attempt to stay abreast of aspects of these changes that will influence the profession. Today's technologies are so quick to change, yet also so easy for us to embrace and adapt to so many varied contexts. I look forward to witnessing the multitude of ways that creative TESOL professionals address these opportunities. It is an exciting time to be a TESOL professional!

11 Discussion Questions

1. What are some examples of effective technology integration that you have observed, read about or heard of? What made them particularly effective?
2. What are some potential current or emerging applications of technology that would be effective in your teaching context? Why would this be particularly effective? How might they expand instruction beyond what would be possible otherwise?
3. What challenges do you anticipate in integrating current and emerging technologies? How would you address these? How might these challenges strengthen your teaching?
4. What are some ways that you might benefit from the ability to gather ongoing data about student behavior and performance? How might this data change the way you teach?

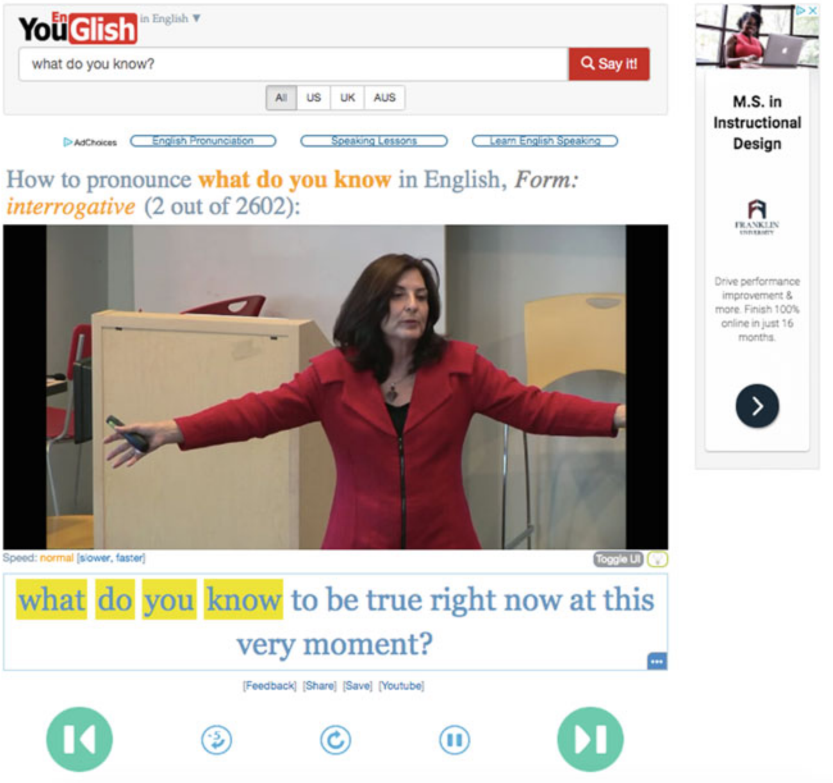

Fig. 1 YouGlish

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Establishing Your Online Profile

Christine Sabieh

Abstract Creating an online profile is one strategy to improve your professionalism. Through the use of social media platforms, English language teaching experts will be able to connect virtually and physically to share information, network and address opportunities to outreach with broader audiences. The chapter provides a practical perspective on how to successfully build the online profile. To do so, you need to engage cautiously as well as ingeniously and resourcefully. Conscious use of the popular communication tools with such engagement will stimulate creative out-of-the-box planning that will materialize impression management building. In short, you must engage strategically to portray your professionalism.

Keywords Online profile · Strategy building · Impression management · Social media platforms · Communication tools

1 Introduction

An online professional profile enables you to reach a broader audience that reflects you as an expert in the field. Recruiters, educators, students, professionals in related fields, alumni, friends, family, and educational institution leaders would be the intended audience. Build yourself online through social media platforms to connect virtually and/or physically with others. The purpose of this chapter is to give a practical perspective on how to build your online profile using social media.

2 The Importance of Social Media Networks

By using social media networks, the outreach globally shares your information and enables you to network and receive and/or address opportunities that would have

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_14

remained unidentified. Placing a professional online profile on social media networks considered suitable for your profession may be a significant way to improve your growth and development in the field, your ranking as well as make you visual in host education sites or search engine results when persons look for you by name or by profession. As far back as 2007, Boyd and Ellison defined these network platforms as a means to allow professional to construct a "public or semi-public profile within a bounded system"; moreover, the platforms also offer connection possibilities with similar professionals or services (p. 1). Social networks date back as far as 1997 with SixDegrees and MySpace in 2003; Facebook appeared around 2004 (Wall & Hardin, 2009). Many professionals feel that the presence of the internet infringes on their rights to privacy; however, they know their presence online has become a requirement to function as a citizen of the world. Your online presence becomes an open book to who you are, what you do and what you say. Thus, you are expected to be aware of this, and you should act accordingly. Since the online world is approachable to all, should educators be expected to lead lives above reproach? Care in what is uploaded on the social media sites is expected to maintain the image you want to portray. I, as an avid user of social media, follow my rule of thumb: What I select to upload on any social media platform is what I do not mind being seen or read by internet surfers. I am conscious of what I say or do when I post or comment on the sites. It takes discipline to do this. I am confident in who I am and the image I portray, and, thus, I take full responsibility for my demeanor. You, however, may not be so particular and may choose to separate your professional world from your day to day "fun" you. Just be aware that the tech-users of today are sharks when it comes to internet know-how: some may be on a mission to search for helpful information, but many may be looking for undesirable and/or damaging information about a person. Given that negative information is damaging, especially if long-term, removing it must become a priority (Wall & Hardin, 2009). That is why I believe that defining your professionalism and portraying it means your standards and behaviors are maintained to achieve the image of an educator with high-level standards. Create the online profile with this in mind: Create to portray quality.

In the same light as you would put an educator's e-portfolio together, create the online profile. Be very particular about what you tell and show the audience—sharing who you are becomes pivotal to others who are making decisions about you. It is they who decide whether or not to involve you in their future endeavors.

Your online profile will be evaluated differently depending on the quest of the seeker. Their purpose will determine if the profile meets the search requirements: For example, selling your profile for an employment prospect—say for a teaching, administrative or research position—then the profile will be benchmarked against a screening process with other professionals similar to you. However, selling your profile to recruit others to work with or for you—as a teacher, administrator, or researcher—will be looked at to portray the type of colleague or employer you would be. The value of a positive online profile makes you ready for whatever opportunity (Ely, 2014). It needs to be attractive and placed strategically.

3 The Importance of Deciding on a Social Media Platform

Therefore, deciding on the social media platform(s) to place your online profile is of key importance. According to Turner (2016), this was mostly done on Facebook, Twitter, Pinterest, Instagram, and LinkedIn although she pointed out that, in 2016, the 20 sites that professionals in business considered to network and collaborate with other similar professionals were AngelList, Beyond, Black Business Women Online, Data.com Connect, E.Factor, Gadball, Gust, Meetup, Networking for Professionals, Opportunity, PartnerUp, PerfectBusiness, Plaxo, Quibb, Ryze, StartupNation, Upspring, Viadeo, Xing, and LinkedIn, being the leader for the professional social networking scene. Likewise, Hueber (2019) pointed out that there are only five primary professional networking sites: LinkedIn, Quora, Plaxo, Viadeo, XING; she, too, agrees that LinkedIn is, using Forbes as her reference, "far and away, the most advantageous social networking tool available to business professionals today… it is the largest and has over 238 million users in over 200 countries and territories around the world…and professionals are signing up to join LinkedIn at a rate that is faster than two new members per second." Each social media site has its unique characteristics based on its outreach aims, and professionals need to consider that when selecting the networks they want. In the early 2000s, educators used MySpace and Ning as their social media platforms to create and connect with other professionals in the field. Ning remains the largest online social platform that allows you to build your own online community (Ning, 2019). However, most educators may not be inclined to start from scratch to create the connectivity; they tend to resort to using social media that is user-friendly to profile building and outreach.

Your audience needs to be approachable virtually as well as physically. The social media platforms you consider must warrant this addition to your credibility. To quote Ely (2014): "more than a billion people use social media channels such as Twitter, Facebook, LinkedIn and Google+ without always considering how these can affect professional opportunities"—this is wrong. We have set purposive objectives to how we envision our professionalism. Act accordingly. I believe the roots of your profile should be based on the skeleton you would create of yourself in a paper-resume. The online components bring alive your stance to show the details related to the skeleton. The selected social media channels share this growth.

The networking influence has made social media one of the most popular communication tools in teaching/learning spaces (McCarrol & Curran, 2013). It is used by many tech-savvy teachers to help students find their voice; Daniels (2016) said that "the use of social media with students [was] teaching them to communicate openly, honestly, and, above all, kindly with their peers." Why should educators not use social media platform for their voice?

Indeed, the ground is fertile for educators to use the technology to showcase the lessons they plan for the students or the attributes and positive outcomes through their online skeletons. This suggests that online profiles can reveal very interesting silhouettes. Many educators developed e-portfolios using Microsoft Word with attachments and saved them on compact disks or created digital portfolios or online e-portfolios to showcase their professional endeavors or growth. I have also had students do this activity as a means to map their learning growth within a course (Sabieh & Akhras, 2018). Using diverse mediums to create such tasks need not be the case when educators create online profiles using social media platforms—be it through the internet itself or through apps.

4 The Creation of Your Online Profile

Profile creation should be a fun task. Brainstorm ways to portray creative professionalism: Be resourceful and think of witty ways to illustrate your originality. I often use an imaginative exercise to break the ice with my students in a class of communication: I ask them to perceive themselves as a product/brand on a supermarket shelf waiting to be bought. They are to think of themselves as a product/brand and why they have value to be purchased. This is a challenging task similar to my request to you above. How original are you in selling your expertise? The profile you are to create is a 'commodity' that you will place online to be 'sold' on social media platforms. What is your 'purchase' value? Think of your worth or importance as a professional in your field. Why would anyone take a course with you; hire you to run a program or department, or work with you on a research project? To self-reflect or self-monitor requires self-confidence and a willingness to evaluate your pros and cons (Bandura, 2000; Knowles, 1980). To attract online observers to follow you, you need to 'show and tell' innovatively and resourcefully.

Fitzpatrick (2017) noted that individuals present themselves in different ways to show the image they want others to perceive. You decide on how you want to be presented to the online community. This pre-occupation with self-representation has become known as impression management. You, as like the other individuals, are creating the profile you to be portrayed as online. What this implies is that profilers are trying to control how others perceive their 'professional value' and act towards them synchronously or asynchronously (Fitzpatrick, 2017; Goffman, 1959). According to Patel (2016), you are created as a trustworthy profile "commodity" given your connection to the people you know. For example, taking data from Pew Research Center (2017), Fitzpatrick (2017) shared that 50% of 5 in 10 American social media users log onto their social media sites daily to maintain a bond of connectivity. That suggests that they "[found] the right group on social media, [kept] their image consistent, [engaged] regularly, [diversified] content, [studied] influencers, [gave] as much as [they could], [asked] questions, [jumped] into discussions, and [monitored their] name" as Patel (2016) shared as the nine ways to ensure connectedness.

5 The Management of Your Online Profile

You want to manage the impression your profile is to generate. Envision the profile and communicate professionalism verbally and non-verbally, adhering to online etiquette. You want to show the value of your expertise through the skills you possess—this may be done with supporting documents, audio and/or video coverage. I recommend that you include the following in your online profile: first and foremost, contact information—including your address, email address, telephone number; second, education and professional development, skills, language proficiency, research experience, awards, publications, and professional membership affiliation(s); third, work experience and community service; fourth, extracurricular activities and hobbies, and, finally, references and testimonies. I believe personal information related to marital status, religion, sex or gender, and age are not necessary to divulge your usefulness in the field. Through evidence and by basing your know-how with audio, pictures, infographics, images, and/or videos, you are showcasing your capabilities and significance.

Plan your profile content to relate your professional context to your intended purpose; this implies the use of key terms, language, and mechanics to describe the needed competence to fascinate the audience to explore more than just an outline of who you are. Build up your personality in the profile you craft. Convey your abilities; bring them to life—use pictures, recorded footage or You Tube uploads, but be mindful of source citing, political or cultural innuendo, as well as privacy and permission prerequisites if you are using sharing images of people or places, since the social media platforms are accessible to all.

Also, when possible, resort to using the free technology tools available, such as font, color, annotation, photo-editing, design or drawing tools, to create a strikingly smart profile. Know what your audience is looking for—the type of work, goal or mission, culture expectation, context, and appropriateness—and use the tools in an original way to help deepen the impression. Just keep in mind that the profile you develop must not sound suffocating: Be bold enough in your personality to paint a spirited professional. Your audience needs to know that you love what it is that you do; help them feel your passion and dedication.

6 Tips to Create an Impressive Online Profile

6.1 Leave an Impact

Belosic's (2019) advice is to establish a dependable online presence. You need to be a product that is noticed and credible to buy. Reach out and join the online audience. Let the professionals and education spaces know of your presence—bond with them: Be forward; do not wait for others to connect to you. Be aggressive. Be constructive. Be proactive. Be convincing.

6.2 You Teach

Create a learner-centered tech-supported lesson plan. Show a flipped classroom in action and demonstrate your teaching style. Design activities and use alternative assessment tools to measure learning. Upload end-products to measure learning outcomes.

6.3 You Administer

Provide a curriculum page you designed with all the supporting resources to have an effective teaching/learning space. Plan a meeting agenda to introduce reform into the education setting, enlisting cooperation from the department or school stakeholders. Show teams and shared ownership spirit within your workplace hierarchy and your communication skills usage.

6.4 You Research

Advocate a problem and advance an action-based solution. Display the timeline in a research proposal you are working on. Share a recent paper you published. Take a picture of a book you wrote. Provide a link to a keynote presentation you gave at an international conference. Show a data collection phase in an experiment you are conducting.

The evidence you provide to accompany your profile creation allows the audience to evaluate how well-suited you are to be an integral part of their professional world. Patel (2016) calls this validating "culture fit". The audience must "clearly see that you fit with the company's culture and make sure that the things you post wouldn't be harmful to the organization in any way" (Belosic, 2019).

6.5 Know Your Audience

Study their online presence and deliver the profile evidence as proof to show transformation, reform and newness.

7 Four Suggestions to Help Impact Your Profile Evidence

First, impact with #Hashtags: You need to add hash tags to your online profile to increase exposure and connectivity. By adding a # to keywords or phrases, you create hash-tags to illustrate topics of interest. The #Hashtags added to your profile provides the link to social networks using the same hash-tags. Observe the ripple effect when tagging keywords that describe who you are, what you do, what you want to work as, or which audience you want to work with. For example, one hash-tag could be #teachingexcellence, while others may be #flip and #elementarystudents. *Teach* Thought (2019) has identified the 20 most used hashtags in education: to list a few, #edtech, #edchat, #edapp, #edreform, #teaching, #classroom, #globaled, #elearning, #engchat (See also Best-Hashtags.com (2017) for other indexed hashtags). Be innovative and create hashtags customized to what or who you intend to reach out or appeal to; the hashtags enable you to become associated to other resources and chats and couple you with other users that may lead to interesting results.

Second, impact with links: You need to use web or site links intentionally to find the "right group" to nurture your profile (Patel, 2016). Add these links to your online profile. Accordingly, use keywords related to the content of your profile or your expertise, search the internet for resources, associations, or for professional databases. Select the website addresses that would provide fertile soil for you to grow your profile and explore them, keeping focus on your purpose. Connecting online with other professionals in the field, joining chat groups or asking questions, enrolling in courses or having your students enroll in courses or in communications with others or showcasing your skills and activities on similar sites are ways to promote your online presence and find audiences interested in you through your profile.

Third, impact with your Web 2.0 creations: If you have created your own personal website or page or blog on other sites, you should also include the personal spaces on your profile as links. What you create freely using Web 2.0 tools is also a way to show your audience another side of your profile—a side that reflected your free spirit and creativity through what design and content you choose to use. Belosic (2019) recommends not only adding these links to your online profile on the social networks, but also adding your social media network links to your email signature line. I find Belosic's recommendation very powerful. I believe you should add all the social links to more than just your email messages; add them to the bottom of all your tech-based correspondence as a way to encourage more profile movement.

Fourth, impact with taglines to your network links: You need to provide creative taglines to your links. You will not effectively call attention to your profile if you just present the network links in list form for the readers to see. Add taglines to the links; that may make the readers think about the network link you provided. Have the tagline relay a message: Be imaginative in how you write the taglines in your signature line space. For example, you could add taglines such as, Be hooked: (add Facebook link); Follow us: (add twitter link); Join me: (add LinkedIn link). By having creative taglines, the audience will be attracted to your online profile or social media links.

8 Conclusion

In conclusion, your online profile may be as simple or as detailed as you choose to make it. It defines who you are and how you want to be perceived. Creative out-of-the-box planning is what will make the professional communities become engaged. Social media network platforms provide opportunities for you to construct a profile. When developing your online profile to upload onto LinkedIn or the many other platforms in existence, take into consideration my suggestions but also see Career Sherpa's (2018) list of 20 steps to create "an awesome profile." Remember that you provide the content in the selected context to portray how professional you are in the twenty-first century workplace. Impression management is crucial. Engage ingeniously and resourcefully.

9 Discussion Questions

1. Explore the social media networks mentioned in this chapter: AngelList, Beyond, Black Business Women Online, Data.com Connect, E. Factor, Gadball, Gust, Meetup, Networking for Professionals, Opportunity, PartnerUp, PerfectBusiness, Plaxo, Quibb, Ryze, StartupNation, Upspring, Viadeo, Xing, and LinkedIn.
   Which social media platform would you say is *most beneficial* for you to promote your online profile and leave the impression you want? Why? Reflect and support with examples.
2. Use the information suggested in the chapter to create your online profile. Do you feel the profile you created would have *equal growth opportunity* for you if you kept the profile the same and placed it on all the social media sites? Why? Reflect and support with examples.
3. The profile you portray should be a real impression of who you are as a professional educator.
   Two issues come to mind:
   a. Do you feel the issue of privacy should be an issue of concern? Why? Why not?
   b. Do you think there is a need to separate the personal from the professional portrayal of an educator? Why? Why not? Reflect and support with examples.

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Transforming Yourself into an Online Educator

Jacqueline S. Stephen

Abstract The number of higher education and K-12 institutions that offer programs and courses online is on the rise, which has led to an increased need for educators equipped with the prerequisite knowledge, skills, and attributes/abilities to effectively teach an online course (Allen & Seaman, 2014, 2015). However, educators are skeptical of online teaching and many are resistant to it altogether (Allen, Seaman, Poulin, Taylor Straut, 2016). As such, it is imperative that educators overcome their skepticism of online teaching by examining their own assumptions and exploring the various roles required of them in the online learning environment. This chapter describes the multiple roles of an online educator under the following four dimensions: 1) pedagogical, 2) social, 3) managerial, and 4) technical (Berge, 1995; Bonk, Kirkley, Hara, & Dennen, 2001), and provides best practices for educators to fulfill each role in the online learning environment.

Keywords Online teaching · Instructional design · Roles of online teachers · Teacher professional development

1 Introduction

Online learning today makes it possible for educational institutions to extend student access beyond the physical location of a traditional classroom setting. Student enrollment in online courses in higher education is on the rise, with over seven million students enrolling in at least one online course (Allen & Seaman, 2014). In addition to institutions of higher education, K-12 has experienced growth in online learning opportunities, with students required to successfully complete at least one course online to satisfy graduation requirements (Watson, Gemin, Ryan, & Wicks, 2009). Consequently, such increases at the K-12 and higher education levels has led to an increase in the number of educators needed to teach online courses (Allen & Seaman, 2015). The demand for higher education and K-12 institutions to offer

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_15

additional programs and courses online is on the rise, which is likely to lead to an increased need for educators who are equipped with the prerequisite knowledge, skills, and attributes/abilities to effectively teach an online course. It is important to note that online courses can be defined differently across institutions, and, as such, it is equally important that educators seek clarity from their institution on what constitutes an online course. For the purpose of this chapter, an online course is one that is defined as being delivered fully online through the Internet with no requirements for physical meetings, but can incorporate virtual synchronous requirements.

2 Assumptions of Online Teaching

An understanding of what inspires face-to-face educators to transform their traditional teaching practices into effective methods for online course design and delivery is fundamental. Research has shown that many educators are skeptical of online learning and many are resistant to it altogether (Allen, Seaman, Poulin, & Taylor Straut, 2016). Studies have linked this skepticism and resistance to assumptions related to the time commitment required to design online learning, the effectiveness of online courses, and the expectations of students for immediate feedback and continuous access (Mitchell, Parlamis, & Claiborne, 2014). It is imperative that educators recognize and address these assumptions and attempt to transform their perspectives as they transition from a traditional face-to-face educator to an online educator. Every individual has a distinct view that is generally based on a set of assumptions derived from upbringing, culture, life experience, and/or education (Mezirow, 1991). Thus, educators possess life experiences, and their thoughts and beliefs are often a result of these experiences. Past experience as a student in an online course or a teacher of an online course can shape assumptions. And, if these experiences were negative, they can further fuel assumptions of online teaching and learning. Critical thinking and questioning can help educators to explore the accuracy of their assumptions of online teaching, which can be the stimulus to transformation (Mezirow, 1991). Therefore, in order for an educator to transform their perspective, they must engage in experiences that encourage them to question their perceptions of online teaching and learning. Reflection on personal beliefs and assumptions about online teaching is fundamental. An examination of recent research about online teaching success, and recognition of others' perspectives toward online teaching have the potential to assist educators with this transformation. It is recommended that prospective online educators reflect on their assumptions and beliefs about online teaching as part of the transformation process. Research has suggested that engaging in reflective activities on past experiences as an online learner or teacher, in addition to reflecting on personal assumptions and beliefs about online teaching and learning, can help educators to transform their perspectives (Baran, Correia, & Thomspon, 2011). Understanding and resolving assumptions about online learning can help prospective online educators to prepare to assume the roles of an online educator. A tool designed to help instructors evaluate their preparedness and reflect on their readiness is included at the end of this chapter.

3 Roles of an Online Educator

Research has classified the multiple roles of an online educator under the following four dimensions: (1) pedagogical, (2) social, (3) managerial, and (4) technical (Berge, 1995; Bonk, Kirkley, Hara & Dennen, 2001). While the duties encompassed in the aforementioned dimensions may seem similar to those expected of educators in a traditional face-to-face classroom, it is important to note that the primary difference is in the strategies employed by online educators to fulfill these duties. Thus, the ensuing descriptions of the roles of an online educator are accompanied by examples to illustrate the tasks aligned to each role. The recommended tasks emphasize application to the online learning environment.

3.1 Pedagogical Dimension

The pedagogical roles refer to the facilitation of the learning process to support student comprehension and mastery of the content. Berge (1995) described these roles as tasks that are centered on facilitating the educational processes to foster student understanding of concepts, principles, and skills. Liu, Bonk, Magjuka, Lee, and Su (2005) assigned the following titles to the roles of an online educator embodied within the pedagogical dimension: course designer, profession-inspirer, feedback-giver, and interaction-facilitator. In the online learning environment, these roles can be fulfilled through the design of a variety of learning opportunities. As an example, an educator can facilitate online discussions to encourage students to share their knowledge and opinions and to support students as they build on their existing knowledge. Another example involves the ongoing feedback that an educator can provide to individual students or student groups through synchronous and asynchronous discussions, assignments, and assessments. Additionally, an educator can enhance the learning experiences of students by embedding references within the online course to external resources and experts through a variety of formats, such as podcasts, screencasts, videos, and articles. Synchronous tools can also be used to invite a guest speaker to lead a virtual session on a relevant topic. The preceding described some of the tasks that online educators perform as course designers, feedback-givers, and interaction-facilitators. However, as a profession-inspirer, Liu et al. (2005) described the role of an online educator as one who promotes professional peer-to-peer communication, shares relevant personal experiences about the subject-matter, and directs students to professional organizations relevant to their field of study.

3.2 Social Dimension

The social roles of an online educator are to establish an online learning environment that is welcoming and promotes educator-learner and learner-learner engagement. Researchers determined the social roles of an online educator are fundamental to the promotion of a student-centered learning environment and the establishment of an online community of learners to encourage the cognitive learning processes of students (Berge, 1995; Bonk et al., 2001). Much like students in a traditional classroom, online students require encouragement, feedback, and regular communication with their educators. As such, an online educator's role in the online classroom setting is to encourage students to participate in the learning activities, provide timely and meaningful feedback so that students are able to apply it accordingly, respond in a timely manner to student concerns and queries, and communicate effectively with all students through synchronous or asynchronous methods. One of the roles of an online educator within the social dimension has been referred to as a social-rapport builder (Liu et al., 2005) and further involves the establishment of online teams and groups and building social rapport with students.

3.3 Managerial Dimension

The managerial roles refer to the organizational policies, as well as administrative and procedural tasks. Tasks associated with this role can involve the construction of the course syllabus to communicate established policies and procedures at the course level as well at the organizational level. As the course "manager", this role can also include determining how attendance will be captured, setting the availability dates of learning modules, establishing guidelines for assignment and test completion, managing the online learning activities, informing students of policies and procedures, and communicating course and organizational expectations. Roles of an online educator that are embodied within this dimension include conference manager, and organizer and planner (Berge, 1995; Bonk et al., 2001). Conference manager as described by Liu et al. (2005) centers on the role of an online educator as it relates to online discussions and their responsibility to ensure equity, provide rules and guidelines for students, and promote knowledge comprehension and application.

3.4 Technical Dimension

The technical roles of an online educator refer to the guidance, instruction, and support that student require in an online learning environment. Technical coordinator, media designer, and technology integrator have been identified as online educator roles within the dimension of technology (Liu et al., 2005). An online educator is often the first point of contact for an online student, and consequently, they must be prepared to orient students to the instructional technology tools used within the course and to allow time for students to learn the new tools. Further, online educators must also be prepared to assist students with resolving technical issues encountered within the course environment. However, not all technological challenges can be resolved by an online educator, but a responsibility exists to guide students in navigating the technical support services. Therefore, it is essential for an online educator to familiarize themselves with technical support resources and services available through the organization for student consultation, thus establishing a community of support for the student. As a media designer, online educators may be expected to develop multimedia tools and design instruction that necessitates the pedagogical integration of technology tools to support student learning (Liu et al., 2005). For example, an assignment that requires students to produce a screencast may necessitate instruction for students in the use of a screencasting tool before they can even begin to work on the content of the assignment.

4 Fulfilling the Roles of an Online Educator

Effective transformation from a traditional face-to-face educator to an online educator requires the acquisition of prescribed knowledge and skills, as well as the demonstration of distinct attributes/abilities. "Teaching online is a new paradigm that requires a different set of skills than teaching face-to-face" (Wolf, 2006, p. 55). Consequently, an educator's effectiveness in the traditional face-to-face classroom may not necessarily translate to effectiveness in an online course because the educator may not be prepared to fulfill the roles of an online educator across all four dimensions. Similarly, an educator who is familiar and comfortable with the use of technology does not necessarily denote that they will be successful online educators. Hence, a combination of both pedagogy and technology is necessary. The subsequent section discusses knowledge, skills, and attributes/abilities necessary for online educators to fulfill the prescribed pedagogical, social, managerial, and technical roles identified by Liu et al. (2005).

4.1 Pedagogical and Social Roles of an Online Educator

Preparing to teach an online course requires more than simply converting traditional classroom course materials into a format for online use. Instructional materials that have been successfully implemented in a face-to-face course may not translate into successful elements in an online course. Face-to-face instructional materials should not be disregarded for online use altogether, but it is necessary to review their implications for use in an online course and to adapt them accordingly. Materials for use in an online course must not only be carefully crafted to provide students with the information they need to be self-directed in their learning, but they must also be presented in a meaningful order that enables to student to build upon their knowledge and skills as they work towards achievement of the course learning outcomes. The independent nature of an online course necessitates a clear and meaningful structure. Various instructional techniques must also be employed to address the learning needs of the students. Online course materials can be presented in a variety of ways to foster and encourage student learning. In addition to presenting content through text, an online course should also consist of instructional materials presented through the use of video and audio, when pedagogically appropriate. Educators must also locate additional resources that students could reference and utilize to further support their learning. Consequently, to successfully fulfill this role, educators must familiarize themselves with learning management systems or instructional technology tools. Learning management systems are widely adopted by institutions and offer a variety of built-in and external tools and functions to support the design, development, and delivery of interactive learning experiences. Any technology tools should be closely examined prior to adoption for use to determine their effectiveness for helping students to achieve the learning outcomes. In addition to attending professional development opportunities offered by their institution, educators must also engage in self-learning through self-directed hands-on practice. Text and video-based self-help instructions are readily available through various websites, including the websites of the providers of various tools and applications as well as resources supplemented by practitioners.

Assuming the role of an online educator requires more than just the skills to manipulate the various technology tools and applications. An online educator must also be equipped with an understanding of the fundamentals of instructional design to produce learning activities that are meaningful and lead to student achievement of the learning objectives. An online search of instructional design models will yield a myriad of resources, and many institutions have adopted an instructional design model for their online courses or adapted one to meet their specific needs. An instructional design model can serve as a guide in the pedagogical organization of learning experiences to support student achievement of the instructional goals. Moreover, an instructional design model can help an educator to determine a structure for course content as they prepare their course for online delivery. Instructional design models also entail practices centered on refining and updating learning materials. Educators must be prepared to engage in a process of continuous improvement and/or enhancement to their online course based on student performance and student feedback. In addition to student feedback, educators should seek feedback from their peers through a course review process. Although there is more than one way to design an online course, an educator should seek opportunities to preview a variety of online learning experiences. Such opportunities may be offered in the form of course showcases, course shadowing, and educator-led best practices workshops or presentations. Similar opportunities can be found through virtual of physical attendance at conferences focused on teaching and learning with technology. A brief list of such opportunities is provided at the end of this chapter.

A great emphasis is placed on the role of an online educator to inspire students to make connections between what is being learned and how it relates to the profession in which they will pursue a career after they complete their studies. An online educator should be prepared to facilitate discussions among the students on topics related to their field of study. This could be accomplished through the use of synchronous or asynchronous discussions and can include the entire class or groups of students. Most learning management systems provide tools to support these discussion types. Facilitations skills are fundamental to the success of such discussions. As such, educators should carefully craft the discussion topics and plan to prompt students to engage and contribute. Ongoing encouragement and engagement by the online educator is fundamental to student contribution to such discussions.

A fundamental role of an online educator is to provide students with formative feedback. While designing the learning experiences, it is important to determine the feedback that students will require as they navigate their way through the learning materials. Equally important is the determination of the frequency and degree of the feedback to be provided to support students through the learning process. As a best practice in any learning situation, feedback should be provided to students in a timely manner to enable them to apply the feedback to future assignments. In addition to timeliness, feedback should also be comprehensive and detailed so that it provides students with direction and clarity.

Communication with students in an online course is essential, thus, it must be ongoing and purposeful. An online course can offer a variety of means through which educators can communicate effectively and efficiently with individual students or with all students enrolled in the course. Course announcements can be used to communicate information to all students. Synchronous and asynchronous tools and applications, such as discussion forums, email, and web conferencing can also foster communication. Another form of communication is the use of feedback and comments on graded components, which can be designed to allow for student reaction and response if they require additional clarity. Communication, much like feedback, needs to also be timely. Institutions typically provide guidelines on turnaround times for student emails or queries.

4.2 Managerial and Technical Roles of an Online Educator

In addition to pedagogical and social roles, online educators must be prepared to fulfill the roles that require them to manage various aspects of an online course and effectively integrate technology. Much like a face-to-face course, an online educator will need to establish guidelines for student communication, interaction, and other course requirements. Moreover, an online educator must implement policies and procedures set by the institution. Such policies and procedures can be related to virtual student attendance requirements, late or missed assignments, grading criteria, course withdrawal, and so forth. An online educator must also establish guidelines for students that clarify expectations for interaction and communication.

The nature of an online course requires students to be self-directed and somewhat independent in their learning. And, as such, the role of the online educator is to organize the learning materials in a way that supports and encourages student self-learning. Instructions should be provided in a variety of formats, through various means. Weekly announcements can be posted to highlight the week's learning objectives and reinforced with a screencast that demonstrates for students how to proceed with the week's learning activities. Instructions for discussions, assignments, tests, and any other graded component should be provided to students in advance and should be clearly written and explain the expected outcomes. Students should also be encouraged to seek additional clarity if needed by communicating their needs through a Question/Answer discussion forum in the course, or an email.

An online educator is expected to develop instruction for online delivery using a variety of technology tools. As such, it is important to seek professional development opportunities available within the institution and to request to preview an existing online course that demonstrates effective teaching practices. There are other ways that an educator can develop themselves beyond the offerings of the institution. Providers of learning management systems and instructional technology tools offer a plethora of resources in video and text format designed especially for educators. These are typically self-paced materials that can be used to learn how to perform a specific function. Additionally, instructional materials and best practices are often disseminated through user groups that consist of practitioners. Such resources can be located through the websites of the technology tool and application providers. If employed at an institution that has adopted a learning management system, request a sandbox course to practice using some of the tools and functions. If a learning management system is not available, visit the website of a learning management system provider and sign up for a free trial. A computer equipped with internal or external audio/video capabilities will be necessary for the development of instructional multimedia components.

Students enrolled in an online course may not necessarily be prepared or comfortable for this method of learning. Therefore, it is important for an online educator to familiarize themselves with the various technology support systems that exist across the institution to orient and support students enrolled in online courses. As the students' first point of contact, online educators can expect to coordinate with various support systems across the institution to secure help for their students. An online educator may consider orientating the student to their online course if an orientation does not exist at the institution level. Most importantly, the course syllabus should include the contact information for a help desk that has been established to assist online students with technical challenges. An online educator does not have to resolve all technical issues faced by a student, some will be beyond that of the course and necessitate additional guidance from information technology specialists. In such cases, the online educator's role is to encourage communication between the student and the technology specialists to resolve any outstanding issues related to technology.

5 Continuous Professional Development

As technology continues to evolve, online educators must be prepared to rapidly adapt to new and different ways of designing and delivering instruction. Changes in technology will result in the need for continued professional development. And, professional development does not have to be limited to scheduled and structured face-to-face workshops. Online educators are encouraged to be self-directed in their learning and seek professional development opportunities through the use of online resources provided by specialists and practitioners. Many organizations also offer credit-bearing and certificate-granting professional development seminars and courses on topics related to online teaching. As new technology tools become available, an online educator should engage in initiatives to test out these tools within their course and determine their effectiveness for future integration. A multitude of studies have been conducted on the various skills, knowledge, and attributes/abilities necessary for successful online teaching, and these resources are available through peer-reviewed journals for access by all educators. Additionally, attendance and participation at conferences that focus on online teaching and pedagogy can help online educators to maintain abreast of the latest developments and practices in the profession. Not only will technology continue to evolve, but the nature of the students served through online courses can be expected to evolve as well. The flexibility of online courses can make it possible for nontraditional learners to balance an education with their familial and professional responsibilities. And, as research continues to demonstrate effectiveness of online learning, more students may view it as a viable option to a traditional classroom setting.

6 Conclusion

Online learning is also not limited to a physical location, and as a result, it has the potential to attract students from around the world. Consequently, online educators are encouraged to continue to pursue professional development, not just in the use and integration of technology, but also in pedagogical topics centered on presence, communication, and facilitation. A selection of credit-bearing and certificate-bearing professional development opportunities is provided at the end of this chapter for reference.

7 Discussion Questions

1. What are some assumptions that you have of online teaching and what sources led to these assumptions?
2. What are some strategies that you can use to address any negative assumptions you have about online teaching?
3. Which online educator roles do you feel that you possess to successfully fulfill the prerequisite knowledge, skills, and attributes/abilities?
4. What additional knowledge, skills, and attributes/abilities do you feel you need to improve in order to fulfill all of the roles expected of an online educator?
5. Being a teacher requires continuous professional development, and being an online teacher necessitates additional professional development to remain abreast of the latest instructional technology tools and best practices. Create a professional development plan for yourself based on your response to Question 4.

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Developing Leadership Capacity in English Language Teaching

Lauren Stephenson

Abstract This chapter identifies where ELT leadership capacity can be developed across instructional, professional and organizational dimensions and recognizes that this can begin at the pre-service level and continue to the top levels of Language Teacher Associations. English language teachers can build their leadership capacity in reference to both their own professional learning as individuals developing their skills and knowledge in leadership practice and also expand the overall level of leadership capability within institutions and across the educational sector. Such capacity building is based on the notion that leadership learning is complex, multidimensional, socially constructed and grounded in shared experiences that allow new knowledge to emerge. The chapter explores the issues and contextual factors that enhance and impact the growth of leadership capacity and draws on participative approaches, together with critical inquiry, collaboration, coaching, and teamwork. Both formal and informal opportunities for the systematic enactment of leadership at individual and collective levels leads to increased professionalism of English language teachers and their work.

Keywords Leadership development · Instructional leadership · Organizational leadership and professional leadership

1 Introduction

On the threshold of the third decade of the twenty first century, educational systems worldwide are in a state of flux growing out of rapid technological change, global interdependence and significant increases in knowledge, and are impacted by changing economic, social and political factors. English language teaching is immersed in this flux and it is vital for clear and authentic voices to clarify what is important in the field. Such voices will emanate from ELT practitioners implementing

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_16

leadership practices that demonstrate increased professionalism and expertise built on sound theory, depth of knowledge and effective pedagogies.

The term 'building leadership capacity' has a dual meaning in the current context. It can refer to professional learning for individual ELTs to develop their skills and knowledge in leadership practice and to expanding the overall level of leadership capability within institutions and across the educational sector. This chapter will provide examples from both perspectives. Recent literature has identified some particular leadership principles, perspectives and practices that relate to ELT. Stephenson (2011) for example, suggests that democratic/participative approaches, together with coaching, collaboration and teamwork are very relevant (see Robertson, 2005). In addition, as change and educational reform continues apace, approaches including transformational (Bass, 1995), transformative (Shields, 2011) and distributed leadership (Spillane, 2005) have impacted the need for leadership in English language learning and teaching.

2 What is Leadership Capacity?

The literature on educational leadership is replete with definitions relating to the role of the leader and the process of leadership. As such the line between developing leaders and developing leadership capacity in self or others can sometimes be blurred. Following research findings that leadership is a learned process, this chapter takes the perspective of Stephenson (2011, 2018) who suggests that leadership can be learned, is grounded in the contexts in which it takes place and develops over time through lived experience and reflection in and on action. Such a learning process occurs most effectively within a 'community of practice' environment (Lave & Wenger, 1991), is social and relational in nature and can occur in both formal and informal ways. At the heart of any view of leadership is an understanding of its contextuality, temporality, complexity and fluidity (see Coombe, Stephenson & Abu Rmaileh, 2011).

Building leadership capacity involves utilizing learning opportunities that may be either self-initiated or externally initiated. Within the field of English language teaching, such leadership learning opportunities can occur within three broad contexts: instructional, organizational and professional (see York-Barr & Duke, 2004). These are described in the following section. The second part of the chapter looks more closely at the issues and contextual factors that enhance and impact the growth of leadership capacity.

3 Building Instructional Leadership Capacity

Instructional leadership in ELT is typically focused on learning opportunities within language centers or at the classroom level. Leadership capacity in this context is characterized by [individual] teachers sharing skills and knowledge with peers to lead the advancement and improvement of English language learning, teaching and assessment. Informal individual approaches may include sharing ideas with a colleague or discussing new resources or requirements from regulatory authorities and accreditation bodies. One important opportunity that has become more widely used in the recent decade is that of critical inquiry (Cochrane-Smith & Lytle, 2009) and critical reflection (Cranton, 2002; Farrell, 2014) through the scholarship of teaching and learning (SoTL) (see Hatch, 2005; Shulman & Hutchings, 2004) in order to develop leadership. This is primarily done through individual action research where the teacher identifies (for example) a language learning issue in the classroom and systematically investigates it and takes a lead in disseminating findings to peers.

While SoTL is typically done by an individual English language teacher exploring aspects of his/her classroom practice, the instructional context offers a number of powerful ways that leadership capacity can be developed through interaction with colleagues in the same setting, often in teams. I advocate the use of collaborative and collective action inquiry and collaborative autoethnographic inquiry (Hughes & Riendeau, 2007) as a means to investigate English language teaching matters. A strength of collective action inquiry is not only the investigation and celebration of effective ELT methodologies but also the fact that it enables team members to share leadership and learn transformative, distributed leadership practices together.

According to Chang et al. (2012) collaborative autoethnography has emerged as "a pragmatic application of the autoethnographic approach to social inquiry" (p. 21). Collaborative autoethnographers focus on their own lives but do so collectively and cooperatively with other researchers (Chang, et al., 2012; Norris, Sawyer & Lund, 2011). Both autoethnography and collaborative autoethnography focus on self – inquiry where the researcher has a dual role as researcher and research participant. As part of the larger social context, the researchers' experiences are analyzed, interpreted and presented as they shape and are shaped by specific contexts (Anderson, 2006).

Both the scholarship of teaching and learning and autoethnography involve the practice of critical self-reflection and reflexivity where the ELL teacher surfaces tacit knowledge and critically analyses his/her pedagogical practice and makes changes to that practice as a result. The ability to self-reflect is a valuable skill for growth and development of the ELL teacher's knowledge and repertoire of practice but the link to leadership is evident when knowledge emerging from that self-reflection is reflexive resulting in action that is shared with other teachers who can work together to explore new ideas to lead planning, teaching and assessment.

An allied approach that can emerge from reflexivity and self and shared reflection on teaching is that of mentoring. This is another relational process used to develop skills and knowledge. The traditional approach to mentorship is characterized by differing levels of power between mentor and mentee (e.g., in a probationary context). In contrast, in a co-mentoring approach teachers interact with each other as professional peers, willing to engage in a reciprocal sharing of strengths to support each other thus raising the bar to the leadership level. Mentoring is more likely to be effective when there is a shared understanding of purpose and goals and a comfortable professional relationship (Robertson, 2005).

Another common approach to developing leadership capacity at the instructional level is team planning. Team planning not only provides an enhancement of the planning and learning about teachers' own curriculum but also opportunities for developing leadership capacity within collaborative teamwork where teachers can share ideas and also share the actual team leadership at times, (e.g., taking turns at leading the discussion, introducing new material or finding and evaluating specific resources).

Corresponding with team planning is the practice of team- or co-teaching, another strategy for building language teachers' leadership capacity (Carless & Walker, 2006). Writing about support for diverse English language learners in the US school context for example, Dove and Honigsfeld (2010) identify seven models of co- or team-teaching where the English language teacher and the classroom teacher take on differing levels of collaborative responsibilities according to different student group combinations. The level of effectiveness of this kind of partnership increases as the teaching practice grows from compliance on the part of the classroom teacher under the lead of the ELT, to fully creative co-construction, differentiation and implementation of the language program by both teachers (Davison, 2006).

Dove and Honigsfeld (2010, p. 14) further identify eight leadership responsibilities in a co-teaching environment where the pair can:

- Identify leadership roles and individual responsibilities of each teacher.
- Propose, implement, and evaluate the effectiveness of coteaching models.
- Establish regular avenues of communication.
- Outline and agree on decision-making approaches.
- Provide strategies to meet English language learner needs.
- Model and observe in-class lessons.
- Share and codevelop instructional resources.

Another strategy for making both individual and collaborative teacher learning even more public is the use of instructional rounds (aka learning walks, or walk-throughs) where groups that may include teachers, teacher leaders, principals and others can visit classrooms to observe teaching and learning and to share ideas about effective practice. The idea stems from a medical context where doctors and interns do ward rounds to discuss and analyze patient illnesses. It provides opportunities for the less experienced participants to make suggestions or test theories. Petti (2010, p. 52) suggests that in an educational setting such approaches "transform the leadership landscape to include teachers, instructional coaches, principals, and central office staff collaborating in practice".

A related strategy to instructional rounds is that of peer observation or peer review where an ELT observes the classroom practice of a colleague and follows it with a shared review of what was seen. The observation can be done by a teacher leader or a trusted peer. The focus is not on a summative judgment but rather a way of critically analyzing aspects of teaching through discussion and feedback. An example of this is provided by Brancard and Quinnwilliams (2012) who describe how a group of teachers shared evidence from their individual teaching practice to try a solve a practice problem, where "host teachers from the group opened their classrooms and their practices to provide this evidence as a basis for conversation and reflection about effective teaching and learning" (p. 320).

4 Building Organizational Leadership Capacity

This leadership perspective is characterized by practices and approaches that allow an English language teacher to lead beyond the instructional context and to influence policy and practice in the wider school site. Within the current educational environment with its emphasis on assessment and compliance there is a range of opportunities for leadership learning and capacity building. At the organizational level English language teachers can take more formal positional roles in administrative leadership (e.g., center directors, heads of curriculum committees, head of faculty/department/program/grade/level). Here leadership can be practiced to meet wider organizational requirements in situations such as strategic planning and goal setting, resource acquisition and development and policy development. For the ELT/ELL environment, the planning, coordination, assessment and evaluation of programs is a key area for the enactment of leadership. At the organizational level leadership can also be enacted through improving individual and organizational capacities. This can include rethinking and reframing roles and responsibilities for English language teachers and through the development of new organizational structures and systems such as communication strategies. In any English language learning context it is critical to establish systems to support professional learning at the program level including in situ, task-focused 'just -in-time' professional development using simulations, case studies, scenarios and roleplays to provide opportunities for sharing leadership practices and experiences.

5 Building Professional Leadership Capacity

Professional leadership in ELT is looking beyond the classroom/instructional context to wider opportunities for building leadership knowledge and skills across year levels and proficiency levels (lateral and vertical). This kind of leadership is also characterized by a desire to share ELT knowledge and best practice with a broader professional audience both internal and external to the EL teacher leader's environment. As with the instructional situation, the development of professional leadership capacity can be self-initiated and, at an individual level, may include engagement in research and critical inquiry, academic study to further qualifications, and publication in academic journals.

Further leadership learning opportunities arise from interaction and collaboration with others. For example, joining a professional association (e.g., TESOL International) exposes the English language teacher to international peers and up-to-date ideas in the field from across the globe. Again, the learning opportunities may be both informal and/or formal. Membership of a professional association provides chances for leadership within the organization (e.g., committees, event planning) and for the dissemination of ideas via workshops or presentations at events such as conferences and symposia. Associations also typically have avenues where an English language teacher can share practice through contributions to association literature. Another avenue for the implementation of leadership practice is contribution of expertise to educational authorities (e.g., working parties) for the development of curricula and resources (see Stephenson, 2018).

Building leadership capacity within the professional perspective can be done via peer-led professional development and more formal workshops. It is in this context where the operation of a professional learning community (PLC) is effective. Du Four (2004) suggests that there are three underlying principles that guide PLCs. These are 'a focus on student learning'; 'developing a culture of collaboration' and' a focus on results'. Underlying the approach is a powerful collaboration (Du Four, 2004) that allows teachers to systematically work together to improve their practice. In Du Four's (2004) terms, the teamwork, combined with ongoing reflection promotes deep team learning and leads to higher levels of student learning. A well-functioning PLC embodies the concept of situated cognition (Lave & Wenger, 1991) where cognition is seen as a social practice situated in the actual experiences of adult learners. Thus "knowledge is situated being in part a product of the activity, context, and culture in which it is developed and used" (Brown, Collins & Duguid, 1989, p. 32).

The building of professional leadership capacity for English language teachers is a career-long longitudinal process that can start at the pre-service level where student teachers can take a leadership role for example in workshops, presentations, teaching practice tasks and the like, collaborating with peers to build their content knowledge and pedagogical skills for improved ELT practice. Cornu (2005) suggests that peer mentoring, for example, can be developed from the very outset as part of pre-service teacher experiences as a means of preparing them for later leadership. In addition, a study by Reeves and Lowenhaupt (2016) found that many pre-service teachers aspired and expected to take on leadership roles in a range of educational settings when they began in-service teaching.

As their leadership journey continues so should the professional leadership learning for more experienced teachers, middle leaders, principals, and directors preparing them for collaboration and interactive leadership, preparing the educational leader as a developer of a 'community of leaders' and contributing to career-long professional and leadership development.

6 Final Thoughts

Teacher leadership as discussed in this chapter is characterized as relational, multi-dimensional and non-linear. By that I mean the impetus for leadership can emerge from an individual teacher's internal perspective such as an interest in classroom inquiry, or a wish to obtain further educational qualifications in order to gain positional leadership, or to share a teaching experience with a colleague. In addition, an individual teacher can be motivated to develop leadership through influences from external sources such as encouragement by colleagues, participation in PLCs, opportunities to present at conferences or professional events and the like. Teachers may practice leadership in any of the three contexts outlined above.

The preceding commentary identifies a range of ways that leadership capacity can be developed in the ELT context. However, the implementation of such practices requires consideration of several contextual factors related to the educational setting and culture that may vary over different educational systems, school types, cultural contexts and school leadership practices.

The previously stated theoretical perspective for this chapter is that leadership can be learned, is grounded in the contexts in which it takes place and develops over time through lived experience and reflection in- and on action (Stephenson, 2011, 2018). In addition, PLCs were identified as research-proven ways for this leadership learning to occur. The implementation and operation of PLCs is by no means straightforward and relies on the willingness of the positional leader to encourage and accept shared and distributed approaches to leadership in the educational setting. This acceptance may be impacted by the leader's views of his/her responsibilities and by the nature of his/her relations with the teaching faculty. Steel and Craig (2006, p. 676) sum up the approach needed by school positional leaders to support PLCs in their comment that:

> If the culture of teaching is to change from one of isolation and professional limitations to one of collaboration and empowerment, administrators must change how they view and interact with teachers.

This goes to the heart of relational leadership defined as a process of social influence, construction and distribution (Uhl Bien & Ospina, 2012) which concerns all those involved in the process of leadership learning. What is important in relational leadership is the interaction between individuals and the social construction processes by which they come to particular understandings about leadership (Stephenson, 2018). An educational setting and organizational culture which enables effective interrelationships to grow within PLCs is one where there is trust between positional leaders and others, a clear purpose for leadership development, inclusive approaches to leadership learning, and opportunities for authentic and ethical leadership to flourish. From an ELT perspective the opportunities for this type of climate and culture to exist will vary across wider cultural contexts and educational systems. Writing from a New Zealand context for example, with a minority of English language learners in classrooms, McGee, Haworth and Macintyre (2015) note that challenges to ELT leadership arise from the relative marginalization of English for speakers of other languages together with an expectation that English language learners should fit into existing practices. From a Singaporean perspective Hairon and Tan (2017) highlight heavy teacher workload, ambiguities in the understanding and implementation of PLCs, and hierarchical work structures as challenges to PLC development. Shah (2016) comments that while Saudi teacher leaders in an English language institute in KSA shared several attributes with their western counterparts, systemic factors such as lack of autonomy, lack of professional support from senior management, and quality issues in the existing professional development courses affected their leadership development.

Despite the evidence that collaboration between educators in PLCs is effective for team learning and building leadership capacity Du Four (2004) reminds us that the implementation and sustainability of PLCs needs hard work, commitment and persistence from their participants if the approach is to succeed. It is often easier for teachers to move to the default position of closing the classroom door and working in isolation.

It is clear then that appropriate conditions must be present for ELT leadership capacity building to occur. In her study of five senior Language Teaching Association leaders, Stephenson (2018) traces key elements of their career paths that allowed their leadership knowledge and skills to grow. Her participants highlighted the importance of role models, support from their professional learning community, practical advice and opportunities for experiential learning. Her main conclusion was that greater recognition is needed that:

> professional learning and leadership socialization are important sources of contextually grounded knowledge and understanding and, [that] the increased complexity of leadership will continue to require greater individualized and contextualized support (p. 197).

Since the seminal articles of Katzenmeyer and Moller (1996) and York-Barr and Duke (2004) there is widespread acceptance of the value of teacher leadership within administrative and curricular reform. This chapter has identified where ELT leadership capacity can be developed across instructional, professional and organizational dimensions and has suggested that this can begin at the pre-service level and continue to the top levels of Language Teacher Associations. Such capacity building is based on the notion that leadership learning is complex, multidimensional, socially constructed and grounded in shared experiences that allow new knowledge to emerge which can be applied to the ELT context to enhance student language development. Both formal and informal opportunities for the systematic enactment of leadership at individual and collective levels will lead to increased professionalism of English language teachers and their work.

7 Discussion Questions

1. Define 'building leadership capacity' with examples from your own context?
2. What are the three contexts for building leadership capacity? How do these contexts relate to ELT in the international context?
3. What are some of the evidence-based leadership capacity development strategies to support professional learning in ELT?
4. What elements of school culture are most important for supporting ELT leadership development? How can educational leaders foster these?

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Transitioning from Educator to Educational Leader

Lana Hiasat

Abstract In this chapter, the topic of transitioning from educator to educational leader is discussed. The journey from teaching to leadership is shared from the author's personal experiences. The chapter begins with a brief discussion of several leadership models followed by a detailed discussion of an innovative leadership model for transitioning from educator to educational leader. The model is described in two parts: first, what the educational leader is continuously involved in and second, the decisions he/she makes for sustainable leadership. At the end of the chapter, the discussion questions will help guide you through your own journey from educator to educational leader.

Keywords Educational leader · Leadership models/types · Educational manager

1 Introduction

There are many leadership models known in the business environment, however, educational leadership is slightly different. It is a process based on collaboration between educators, students, learning environment, technology, teacher's specific country's goals, and caregivers. Understanding the key qualities of an educational leader and the process of developing one's own leadership approach are important aspects of professionalizing the English language career path. The competencies required to move from a teacher in your profession to a manager are discussed in this chapter through the author's personal journey. By the end of this chapter, teachers should be able to start planning their own professional path towards educational leadership.

Historically, the study of leadership theories can be divided into three periods; the trait period, the behavior period, and the contingency period (Chemers, 1995). Some of the leadership theories can be further divided into situational, transformational,

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_17

transactional, and trait theories based on Manz and Sims (2001) which I have summarized in Table 1. The present era, however, I would argue is a new period because of the fourth industrial revolution that is heavily based on technologies which blur the boundaries between the physical and the artificial. For example, in the United Arab Emirates the country's leaders set a vision for 2021 in a clearly defined document and website to guide their followers as an approach to dealing with the challenges of the fourth industrial revolution (Vision 2021, 2014). The 2021 vision priorities are based on identifying the present era's challenges and identifying the current trends to deal with the challenges such as artificial intelligence and automated solutions (Emirates News Agency, 2017). The present era is heavily dependent on technology and automation; therefore, emotional intelligence becomes a critical aspect of leading. Daniel Goleman's (1995) frequently cited book on Emotional Intelligence describes four dimensions of emotional intelligence; self-awareness, social awareness, self-management, and relationship-management. The emotionally intelligent leader in the present period leads based on the understanding of relationships and a self-awareness of the current needs and trends. Turner and Baker (2018) have provided a comprehensive summary of 17 different categories of leadership models including distributed emotional intelligence leadership. Even though the study of leadership is a mature field (Turner & Baker, 2018); the current challenges of the present period require innovative approaches to leading.

Research indicates that transformational leaders can transform organizational culture and generate positive change (Quin, Deris, Bischoff, & Johnson, 2015). Quin, Deris, Bischoff, and Johnson (2015) have summarized the qualities of a transformational leader as someone who inspires a shared vision, models the way, challenges the process, enables others to act, and encourages the heart. Transformational leaders are positive, optimistic, have good intuition, and they understand their followers' needs. Furthermore, there are transactional, situational, and charismatic leadership styles. The transactional leader works on interactive goal setting with followers and focuses on incentives to get followers to do the work (Wren, 1995). The most prominent leadership theory in education according to Berkovich and Eyal (2019) is transformational leadership. The transactional leadership model in contrast is based on setting clear rewards for achieving the set goals and the leader's activities are a continuous monitoring of performance and actions are expected to be taken if followers do not fulfill the required tasks (Berkovich & Eyal, 2019).

The Hersey-Blanchard Situational Leadership Theory can be summarized into leadership styles of telling, selling, participating, and delegating (Hersey & Blanchard, 1993). Followers' response to leadership style varies from compliance to being agents of change (Clawson, 2006). Situational leaders adapt their style to meet the followers' needs and to respond to the situation to reach required goals. Followers respond to situational leadership by completing their tasks because their needs are met. However, followers comply with the transactional leadership style to receive the rewards. Followers in situational leadership go beyond this calculative compliance to

Table 1 Information compiled from super leadership (Wren, 1995)

Leadership approach/areas of comparison	Situational	Transformational	Transactional	Trait
Focus	Situation	Follower	Rewards	Leader's traits
Type of power	Leader and follower depending on the situation	Relationship	Rewards	Leader
Source of leader's wisdom and direction	Leaders through understanding follower's readiness Then followers as situations do not require leaders	Follower	Leader	Leader
Follower's response	Task completion and commitment based on followers' values and needs	Performance beyond expectations Agents of change Commitment to the new vision & change based on followers' needs	Calculative compliance	Compliance based on believe in their leadership abilities
Typical leader behavior	House's Path Goal theory: 1. Supportive 2. Directive 3. Participative 4. Achievement oriented Hersey & Blanchard based on level of task and people orientation: 1. Telling 2. Selling 3. Participating 4. Delegating	1. Attention to vision 2. Trust their own intuitions 3. Clear communication of their vision and values 4. Self-respect 5. Open and flexible to new ideas 6. Not afraid to take risks 7. Agents of change 8. Emotional intelligent; attentive to people's needs	1. Interactive goal setting 2. Contingent personal rewards 3. Contingent material rewards 4. Contingent reprimand	1. Hard working 2. Independent 3. Risk taker 4. Technical expert 5. Has the drive 6. Has the desire to lead 7. Honest 8. Self-confident 9. Has the cognitive ability 10. Has the knowledge of the business 11. Is active, restless, and energetic 12. Emotionally stable 13. Charismatic

having tasks directed by followers when readiness is high as Hersey and Blanchard (1993) describe.

Transformational leaders, according to Avolio and Yammarino (2013), are charismatic, inspirational, encouraging, and emotionally intelligent. Emotional intelligence is an important aspect of a transformational leader who is driven by a vision that inspires followers unlike the transactional leader who works on interactive goal setting with followers (Wren, 1995). The charismatic leader depends on his/her personality and followers respond to the trait leadership model by complying based on believing in their leader's abilities (Wren, 1995).

Sources of a leader's wisdom and direction vary from being focused on either the leader or the followers. Leaders in both the transactional and trait models are the primary source of direction and wisdom. Followers of trait leaders simply comply with the leader's direction as they trust in his/her leadership abilities. Followers of transactional leaders also comply because they agree with the bargain or transaction. On the other hand, situational and transformational leaders get their wisdom and direction from understanding their followers' needs and goals.

In their taxonomy on twenty-first century learning, Docherty-Skippen and Woodford (2017) present a cultural focus to twenty-first century educational leadership. The researchers share a list of seven competencies for twenty-first century education and leadership. These include creativity and innovation, critical thinking, collaboration, communication, character, culture and ethical citizenship, and computer and digital technology. Docherty-Skippen and Woodford explain that the leadership challenges in twenty-first century education are rooted in the successful integration of these seven skills to the culturally diverse learning contexts in which leadership occurs. They propose that leaders pay attention to the cultural values, learner's native language, and knowledge perspective of the educational context when implementing twenty-first century competencies (Docherty-Skippen & Woodford, 2017).

Table 1 is a comparative summary of the four major leadership styles discussed in Manz and Sims (2001).

2 The Path from Educator to Educational Leader

2.1 My Leadership Journey

My personal leadership journey was based on studying different leadership styles and deciding what works in my educational environment. Through professional development courses and my doctoral studies on educational leadership, I found myself closely aligned with transformational and service leadership styles. In the educational context, service comes naturally since educators are serving students and educational leaders are serving their division. A transformational leader, however, also moves beyond service and is able to create a work environment that is empowering. The characteristics of transformational leaders are based on relationship and trust. Since writing this chapter, I have also added emotional intelligence as an important aspect of leading. The emotionally intelligent leader is able to recognize emotions and chooses the right approach to building relationships and managing conflict. Educational leadership is not solely based on completing administrative duties but rather creating an organizational culture of trust, optimism, and empowerment to take risks. Leading by example has become essential in my own vision of leadership.

The five traits that are key in a good educational leader are self-awareness, communication skills, resourcefulness, leading by example, and power of teaching and leading (Room 241 Concordia University Blog, 2017). Self-awareness is the most important characteristic of emotional intelligence. Therefore, examining one's own beliefs, strengths, and weaknesses is a good starting point. In my leadership journey, I took many professional development courses to equip myself with the needed tools and skills. For example, I completed a one year management training course offered by my institution, educational technology training that were both online and face-to-face, and MOOC courses from Coursera (Available at https://www.coursera.org) on happiness, mindfulness, eLearning, higher education teaching, and so on. Adobe Education Exchange offers free professional development courses on Adobe products that are useful in teaching and leading (available at https://edex.adobe.com/). After careful reflection on my own leadership styles and engaging in professional development leadership activities, technology skills, and emotional intelligence I developed an educational model that helped me throughout my own journey from educator to educational leader. The model is described in the next section.

2.2 HELM Educational Model

The author's professional goal was to address the changing educational environment in the twenty-first century by developing her competencies as a scholar, practitioner, and leader. The Hiasat Educational Leadership Model (HELM) outlined in Fig. 1 is an innovative model to guide educators as they transition into leadership and leadership positions. In the Arabic language, HELM means dream which is a hope that some educators may have to become educational leaders or the dream of the type of educational leader they would like to become.

The HELM model includes two parts; the first part is the leader's behaviors to create sustainable educational leadership. In this model, the educational leader is attentive to professional development, focuses on the evaluation of the current policies and their impact, develops an inspirational leadership style, and pursues strategies that will result in sustainable leadership in his/her institution. The second part of the HELM process is the decisions that educational leaders purposefully make. These decisions include what triggers motivation in followers, what rewards and financial incentives can be put in place, how to develop followers' autonomy and ownership, what opportunities can be given to followers to grow, and finally, how to generate excitement for the bigger purpose of the institution. In the HELM model, the focus organically changes based on institutional direction and followers' needs,

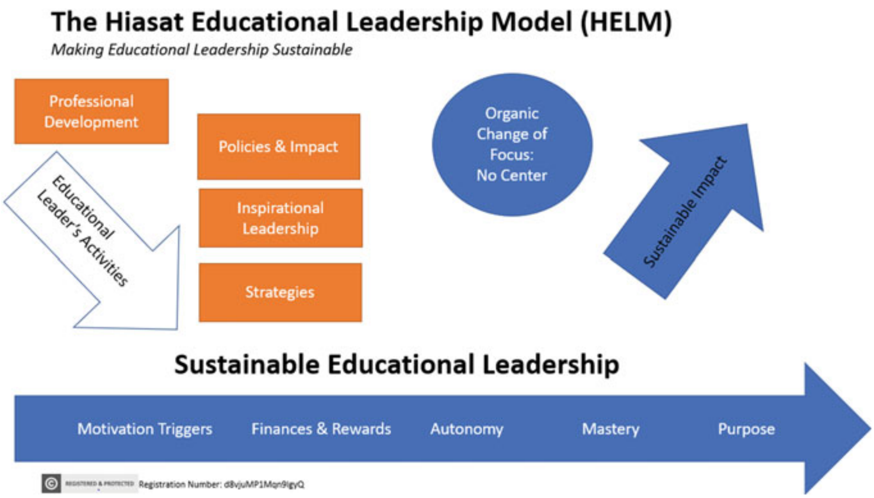

Fig. 1 The Hiasat Educational Leadership Model (HELM) for transitioning from educator to educational leader

and so the center of focus is continuously shifting. Even though the purpose appears to be at the end of the decisions, that does not imply it is the last decision made but rather that all other decisions feed into the purpose.

This model speaks to my beliefs of what a leader could be. I encourage educators to examine their own leadership beliefs and to study different types of leaders to determine their own leadership style then come up with their own educational leadership model. In addition, I encourage educators to think about characteristics that are valuable in leadership including professional development, emotional intelligence, and administrative capabilities.

2.3 Part I of the HELM Model: Leader's Behaviors

2.3.1 Professional Development

The first important aspect of leading effectively in educational contexts is to practice what you preach. Requiring educators aspiring to be leaders to complete a certain number of professional development hours will benefit them in their transition from educator to educational leader. Therefore, the professional development aspect of the Hiasat Educational leadership Model (HELM) is a continuous and essential element in developing educational leadership skills. Research studies indicate that developing competent and capable leaders is a global challenge because of the lack of real-world application of classroom training in leadership (O'Neill & Bent, 2015). In their study of the development of competent executives, O'Neill and Bent (2015) describe an alternative approach to classroom-based training to ensure peer-to-peer transformative development that creates organizational change. Furthermore, in a study of transformational leadership, Caniëls, Semeijn, and Renders (2018) discovered that employees with a growth mindset have a proactive personality because they seek opportunities that engage them at work. The authors further conclude that there is a three-way interaction between engagement, growth mindset, and a proactive personality.

Schürmann and Beausaert (2016) found that task, job, and personal drivers are factors influencing informal learning. The implication of such findings is two-fold. First, employees must be challenged in their tasks to be able to learn, and second, personal drivers should be part of developing people. Personal drivers include the following eight activities as summarized by Schürmann and Beausaert (2016, p. 134):

(1) reflection on oneself in relation to the job,
(2) learning from mistakes,
(3) vision sharing,
(4) challenging groupthink,
(5) asking for feedback,
(6) experimentation,
(7) sharing knowledge, and
(8) awareness of employability.

Some examples of formal and informal learning the author participated in included educational leadership doctoral studies, post-doctoral research and publications, and certified training on leadership. In addition, opportunities for professional development outside one's institution in the latest educational technology can be found in the Massive Open Online Courses (MOOCs), Lynda.com website, Linked In groups, and subscription to newsletters such as eSchool News (https://www.eschoolnews.com/), The Chronicle of Higher Education (https://www.chronicle.com/), and Harvard Business Review (https://hbr.org/), to name just a few.

2.3.2 Policies and Impact

Another behavior of educational leaders is continuous evaluation and reflection on their current institutional polices and their impact. In HELM, the educational leader evaluates the policies and decides whether the desired impact is achieved or not, and then gets actively involved in improving or changing these policies. For example, as part of my transition from an educator to educational leader, I engaged in a careful evaluation of the annual appraisal document for evaluating faculty. The appraisal document is an important strategic exercise that ideally should motivate employees towards their goals. Appraisals showcase one's performance, achievements, and reflect goals set and whether or not they were attained. However, appraisals can be demotivating in many cases. W. Edwards Deming once said, "The most basic problem is that performance appraisal often doesn't accurately assess performance"

(The W. Edwards Deming Institute, n.d.). Many faculty members don't enjoy the process of being appraised because they may feel they are judged and must justify what they are doing in their job. Joining the appraisal committee meant the author was able to set how the appraisals and evaluations are conducted.

2.3.3 Inspirational Leadership

Educational leaders continuously reflect on what constitutes inspirational leadership for their current period and context. To become an inspirational leader, the leader is involved in continuous learning of leadership models and their impact. The leader studies motivational theories and what demotivates people. To begin, HELM educational leaders understand the different leadership models and it is recommended they conduct a needs analysis for their team. Based on the analysis of the results, the most appropriate leadership style can be chosen. This type of leadership is an organic style of leading that combines a variety of leadership approaches that adapt to the needs and are based on the results required. Furthermore, this type of leader understands the theories of motivation and what demotivates followers. Leadership and motivation, generating excitement, and generating superior performance go hand in hand.

Motivational theories in business studies and educational programs are many. For example, Taylor presented the theory of scientific management (Bluedorn & Taylor, 1986), Maslow gave us the hierarchy of needs (Maslow, 1943), Herzberg put forward the two-factor theory (Herzberg, Mausner, & Snyderman, 2017), Hull was responsible for the dive reduction theory (Hull, 1952), Weiner contributed attribution theory (Weiner, 1986), Dewey gave us experience and education (Dewey, 1938) and Glasser the control theory (Major & Anderson, 1987), and the list goes on.

In addition to understanding motivation, it is important to recognize what leadership styles do not inspire. Two of the least inspirational styles in leading are the autocratic style and Taylorism. The Autocratic style of leadership of close control and supervision is dangerous because it will eventually demotivate talented employees who need intrinsic motivation and not monetary rewards. Taylor's "piece rate" and "shop management" (Taylor, 2003, p. 146) of paying employees for what they produce is a common feature of work. In an interesting article, Au (2011) presents a critical analysis of the implications of Taylorism in teaching in public US schools and the author discusses how teaching under new Taylorism is seen through high-stakes testing, standardizations, and pre-packaged corporate curriculum. The author argues that the controlled aspects of US public education appeared to fail under the new Taylorism approach.

Pink (2009) presents important findings about motivation. In an interview published on CBS Moneywatch website (2010), Pink explains that we do things because they are interesting, fun, and make a contribution. Pink's research shows that relying on simple tasks as in Taylor's scientific management would work in motivating people to do the work; however, for more complicated tasks, intrinsic motivation is required. External motivation works when there is no intrinsic motivation and work is short term and easy to implement (CBS Moneywatch, 2010).

Pink presents the three parts of intrinsic motivation:

1. Autonomy: the ability to control and direct your own life.
2. Mastery: the feeling of making progress.
3. Purpose: the feeling that you are doing something that matters, and you are making a contribution.

Underpaid people working in uninteresting jobs are a dangerous combination (CBS Moneywatch, 2010). If employees like their jobs, they will stay around longer, and move up the organizational ladder. Pink (2009) provides a few tips for managers by providing the example of a company giving complete autonomy to employees to work on one day on whatever they wanted, the way they wanted which produced creative solutions. Furthermore, infusing a purpose to work is critical to motivate employees. Monetary rewards are terrible for creative ideas. Larger rewards then appear to lead to poorer performance on tasks that require cognitive skills. The implications are the rewards or bonuses given at the end of the year which according to researchers at MIT do not work for complicated tasks that require creative thinking. However, employees must be paid high enough to take their minds off money and get creative.

2.3.4 Strategies

The fourth behavior in the HIASAT Educational Leadership Model is that the leader reflects and evaluates the strategies that generate excitement and change in followers. The most important strategy for an effective educational leader is the ability to delegate. Delegation is described as a participatory engagement in the decision-making process which is normally the privilege of managers (Choy, McCormack, & Djurkovic, 2016). Choy, McCormack, and Djurkovic (2016) identify many benefits of participative decision making including freeing up the manager's time for urgent matters; sharing the decision; and encouraging individual development, autonomy, and achievement. In an interesting study based in the UAE context, Bealer and Bhanugopan (2013) investigated the leadership style of 213 managers in the Middle East and the UAE and compared them to US managers. The authors found that most managers in the UAE were transactional, applied passive-avoidant leadership, were more laissez-faire, and less transformative than their counterpart managers in the US. The importance of the comparative difference is in the employee's low satisfaction rate with leadership style that is transactional, laissez-faire, and not transformational. Therefore, it is critical for the inspirational HELM leader to implement effective delegation and include participatory leadership.

Another important strategy is respect. "Respectful schools are, by definition, democratically informed learning environments where people feel safe, supported, engaged, and helpfully challenged" (Cohen, 2012, p. 411). The four strategies for generating respect in schools are creating democratic communities, supporting students and teachers, ensuring safety, and promoting student engagement (Cohen, 2012). Another interesting concept that relates respect to positive leadership and resilience comes from McArthur-Blair and Cockell (2014) who wrote a book on building resilience with appreciative inquiry and discussed their four-step approach to searching for the best in people. The 4D steps are:

Step 1: Discovery: What gives life? discover high point experiences.

Step 2: Dream: What might be? envision what else is possible.

Step 3: Design: How can it be? co-construct what can be done.

Step 4: Destiny: What will be? commit to exploration of learning, innovation, and delivering results.

Generating happiness and joy at work is yet another important strategy. (See Coombe and Anderson's chapter in this volume.) The shifted focus from burnout, lack of engagement, and a fast turnover of highly qualified employees to joy and happiness in the workplace is an asset approach to dealing with these problems (Balik, 2018). Resilience and emotional intelligence are important characteristics that help with burnout and increased experiences of joy in work. Balik (2018, p. 222) and Perlo and Feeley (2018, p. 222) listed four proven steps to creating joy. They are as follows: 1. Identifying what matters, 2. Identifying what hinders joy, 3. Committing to contribute to joy at work, 4. Testing the strategies you use to create joy at your workplace.

Perlo and Feeley (2018, p. 88) listed the specific roles for senior leaders, management, and individuals that can be used as specific activities to promote joy at work. The roles of the individual in contributing to joy at work are:

1. Committing to improving themselves and their work processes daily.
2. Staying focused on the part they play in achieving the mission and vision.
3. Taking responsibility for respectful interactions with others.
4. Attending to their own wellness, health, and resilience.
5. Speaking up with ideas, concerns, and questions and helping colleagues to do the same.
6. Contributing to real-time measurement of joy, and.
7. Engaging in an ongoing dialogue around staff joy at work.

2.4 Part II in the HELM Model: The Leader's Decisions

The second part of the HELM process of transitioning from educator to educational leader is a clear leadership development plan. Educational leaders in this model understand their strengths and reflect on gaps in their leadership style. By developing a plan, educational leaders can monitor their progress and improve their self-awareness. The following list details specific areas that educational leaders in the HELM model make decisions on for successfully leading teams through a transformational journey:

1. Motivation Triggers: Educational leaders take psychometric tests to find out what motivates them and their team.

2. Finances and Rewards: Educational leaders ensure that salaries, compensations, and rewards are high enough, so employees are not worried about finances. If faculty feel secure in their finances, they would be more creative and innovative as per Pink's and MIT's research findings (Pink, 2009).
3. Autonomy: Educational leaders allow their team members to have control over what they want to do and how they want to do it. They encourage faculty to take on challenges they choose and work on. Faculty could use websites such as https://www.mychallengetribe.com/Create to set a time period, join a group, and be accountable for the challenge.
4. Mastery: Educational leaders offer opportunities for faculty to progress.
5. Purpose: Educational leaders explain the big picture to the team and how they contribute to it. The vision and mission should be clear to everyone and their role in it. The purpose does not come at the end in the HELM process but rather all previous educational leader's behaviors and decisions lead to it.

3 Future Directions

Since an earlier draft of this chapter, my leadership vision and model have evolved. I have embarked on deeper investigation of emotional intelligence, happiness at work, and the effective use of technology in leading the mundane aspects of educational leadership. I have deliberately chosen activities that empower the team I lead. For example, as a team we have initiated a number of committees based on the current needs of students and the work environment. Faculty chose to either become a member of a committee or chair it. Some of the active committees are the social events, research group, teaching and peer observation, health and wellness group, and the assessment committee. Team members are empowered to initiate events and lead meaningful activities that add value to their work.

The ripple effect of such an approach was that relationships improved between teachers and the authority was distributed. Another important aspect was using technology to help with some of the administrative tasks. I created screencasts of the bi-weekly departmental meeting followed by an online survey for faculty to complete. The survey had two questions. The first question is for teachers to ask for clarification, comment on any part of the screencast, or post issues they are facing to be discussed in the face-to-face meeting. The second question is to solicit good news and/or good happenings in the lives of my faculty. We start our meetings with the good news to indirectly feel thankful for what we have. Then I move on to the submitted comments and questions. The meetings are now discussions in informal settings in the teacher's lounge to encourage trust and openness. The next step will be to have walking meetings which will allow us to infuse a bit of movement into our day.

4 Conclusion

In conclusion, educational leadership an important pathway for English language teachers. It is important to understand that educational leadership is different from typical and commonly known leadership models in business. The model introduced (The Hiasat Educational Leadership Model (HELM)) is an innovative leadership approach that helped me in my personal journey to leadership. HELM turned it from a dream to a reality. It was not a dream to simply become a leader but rather to become the leader that I dreamed I could become, the leader that I felt was needed. The main challenges of transitioning from teaching to leading are in understanding one's strengths and weaknesses and then aligning your one's values and goals to the institution. One leadership style is not enough to yield a sustainable impact and therefore, the focus is always changing and being continually updated based on current needs and the context. I would encourage you to consider what type of educational leader you believe could be effective in your specific educational context, and then come up with your own educational leader model. It is hoped that the discussion questions will help you start your own journey to educational leadership.

5 Discussion Questions

1. Reflect on the professional areas you think you need to focus on as you transition from teaching to leading. Where can you find the required professional development courses? Where can you find informal learning opportunities? Then develop an action plan for your professional development.
2. Go to the sites below and take the leadership assessments, then reflect on your leadership style. What is your leadership style? What are your weaknesses and strengths? Then develop your leadership statement.
   https://www.nwlink.com/~donclark/leader/survlead.html
   https://kevan.org/johari
   https://www.keirsey.com/
   https://tec.com.au/resource/9-common-leadership-styles-which-type-of-leader-are-you/
3. Research the newsletters listed in this chapter. Then compile a list of at least 10 newsletters and communities of practice or forums that are relevant for you to follow and subscribe to.

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Mentoring and Coaching for English Language Teachers

Barbara Harold

Abstract Mentoring and coaching strategies are among those used to increase knowledge, skills and professionalism among English language teachers (ELTs). Both are concerned with the induction of teachers into the profession, providing broad career guidance and support (mentoring), and targeted support to help the development of new knowledge or skills (coaching). Mentoring usually involves a relationship built over time between an experienced and a novice teacher while coaching tends to be more specific and short term. Both strategies must be seen as relational in nature, reliant upon interpersonal skills, including the establishment of rapport, trust and reciprocity. This chapter identifies key dispositions and actions required for effective mentoring and coaching and discusses how they are impacted by complex and idiosyncratic interactions of intra- and interpersonal, professional, and systemic factors that operate within school cultures and the differing cultural and sociopolitical systems in the global education context.

Keywords Mentoring · Coaching · Professional development

1 Introduction

Among the various strategies used to increase knowledge, skills and professionalism among English language teachers (ELTs), those of mentoring and coaching have a long and successful record. The two approaches to professional development are often grouped together as there is a degree of overlap in their underlying principles and practices and they are both multi-faceted, ambiguous and contextually driven (Fletcher & Mullen, 2012).

However, mentoring can be defined as the overarching practice of inducting someone into the profession and providing broader career guidance and support, including psychosocial support, while coaching is a more specific targeted support to help someone develop new knowledge or skills (Fletcher & Mullen, 2012).

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_18

This chapter will define and describe mentoring and coaching, highlight their development over the last 3–4 decades and provide a critical analysis of some associated issues.

2 Mentoring

In Greek mythology, Mentor was a friend of Odysseus, who, when an old man, was placed in charge of the guardianship and education of Odysseus's son, Telemachus. Legend has it that Athena the goddess of wisdom disguised herself as Mentor to provide wise advice to the young man. Thus, the original concept of mentoring came to reflect the provision of advice and knowledge from someone more experienced and wiser to a younger or less experienced person to help them increase their own knowledge and to make better decisions. The concept of mentoring has been around for a long time but emerged consistently in the academic literature in the 1970s and 1980s. In its early period the terms mentor/protégé were commonly used and later changed to mentor/mentee. In her review of the literature on mentoring, Galvez-Hjornevik (1986) suggests that education could learn about mentoring from other professions. Kram, for example (1983) drew connections between mentoring in a business context and in education. She identified certain stages in the growing relationship, and variations in the patterns of interaction between mentor/protégé that she termed *initiation, cultivation, separation,* and *redefinition* and suggested that similar but maybe slightly different stages occur in educational contexts. Kram (1985, p. 9) went on to advise systemic support for mentoring including "a sequence of programs and organizational changes that support…the mentoring process." Here she referred to programs that included a thorough needs assessment of the mentee, and identification of attitudes and interpersonal skills that support *developmental* relationships.

Similarly, Anderson and Shannon (1988, p. 38) argue that "effective mentoring programs must be grounded on a clear and strong conceptual foundation… and a carefully articulated approach," including:

- definition of the mentoring role;
- essential functions of the mentor's role;
- activities through which selected mentoring functions will be expressed, and;
- appropriate mentor dispositions.

In their view mentoring practices were characterized by four distinct processes. They were intentional, nurturing, insightful and, supportive/protective. In addition, after analyzing a variety of definitions Anderson and Shannon (1988) identified five mentoring functions—teaching, advising, counseling, sponsoring and modeling. They argued that there were three flaws in the then current definitions; they were too vague, lacked conceptual frameworks, and did not provide the 'essence' of mentoring (nurturing, role model, dispositions). Three decades ago they defined mentoring as:

> A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé (p. 40).

A reading of more recent literature on mentoring indicates that little has changed from earlier conceptualizations. For example, the Northern Territory Department of Education's (DoE) guide to effective mentoring (Department of Education, 2017) indicates that their definition of a mentor is: "a knowledgeable experienced and highly proficient teacher who works with and alongside a new teacher or less experienced colleague" (p. 6). In her overview of the mentoring process Mullen (2012) uses the metaphor of a journey to show how, over time, mentors "foster critically supportive, nurturing relationships that actively promote learning, socialization, and identity transformation within their work environments, organizations and professions" (p. 7).

Within K-12 education, where the practice of informal mentoring has long been evident, it is closely associated with the professional development and career induction of novice teachers. In the US, for example, a more formal process emerged in the 1980s with the introduction of formal induction programs for beginning teachers. Typically, a mentor is selected by the principal and certain dispositions are important. Anderson and Shannon's (1988) model identifies being a role model, nurturing, and caring as the three key elements of a mentor's relationship with a novice teacher, within which the functions of teaching, sponsoring, encouraging, counseling and befriending are enacted. These elements are still evident in the recent characteristics identified by the Department of Education (2017), in Australia, as important for successful mentors. These divide between *professional* capacities such as being:

- knowledgeable and accomplished practitioners,
- willing and professionally confident, and,
- able to explain and make explicit the factors underlying their classroom decisions and practices.

And *personal* qualities, being:

- committed to the work of mentoring and being a mentor,
- approachable and accessible,
- trustworthy—keeps the confidences of others, trusted and respected by colleagues,
- ready and able to empathize with others,
- good listeners (able to create the conditions for a colleague to openly share their thoughts) and,
- genuinely interested in the new teacher both personally and professionally.

3 Mentoring Practices for English Language Teachers

An analysis of the literature indicates that mentoring support for beginning teachers encompasses both direct and indirect personal/professional support.

In the US context, Wildman, Magliaro, Niles and Niles (1992) studied 150 mentor/beginning teacher dyads and found an extensive range of roles and activities within mentoring behaviours. They found that beginning teachers' concerns were related to classroom management, curriculum/instruction, administrative tasks, parent relationships, and the school environment. Within each of these elements mentor teachers offered direct professional assistance (e.g., through information, modeling, providing resources, discussion and advice); direct personal/professional assistance (e.g., encouragement, reassurance, praise) and indirect personal/professional assistance (e.g., helped to form support networks, introduced other teachers for support, helped with professional development program support).

More recently, in the Australian context, the DoE (2017) identifies a series of strategies and options for mentoring new teachers that reflected aspects of Wildman et al.'s (1992) typology and introduced others related to national policy initiatives in Australia. These include practices such as:

- the 4Cs: Clarifying, Consulting, Collaborating and Coaching
- using classroom observation as a means of supporting professional learning
- facilitating professional conversations
- giving and receiving feedback
- conducting evidence-informed conversations
- facilitating difficult or challenging conversations
- using the evidence-based Professional Learning Cycle (exploration, organization, connections, reflection) and,
- designing units and lesson plans using the 8 Learning Management questions.

The mentoring process is also valuable for experienced teachers whose professional and career needs differ from novice teachers. In a focus on professional development possibilities for experienced ELTs, Rodriguez and Mackay (2010) suggested that such teachers need PD that challenges their rich knowledge base and encourages role changes or pedagogical experimentation. In such cases an experienced colleague can work alongside the teacher as a mentor to encourage reflection and inquiry that can rejuvenate professional practice by helping the mentee identify new directions and needed skills, consider new perspectives on pedagogy, and by providing ongoing support and feedback. Where teachers are doing classroom-based research or undertaking further academic study an experienced colleague can mentor them by asking questions or offering feedback about their work.

Within school reform and restructuring, principals too have become involved where experienced principals mentor new principals to adapt to their role. Even experienced principals benefit from the process. Those studied by Service, Dalgic and Thornton (2017) reported that mentoring was a reciprocal process that "reduced their isolation; stimulated critical reflection on their leadership actions; encouraged them to view their school culture through a new lens and improved connectivity between schools" (p. 507).

4 Coaching

A comprehensive review of coaching is delivered by Fletcher (2012a) who notes that the practice has really become prominent since 2005 as a more focused and practical approach than mentoring, to support specific aspects of teacher professional development. Where mentoring supports induction and career transition, coaching supports specific knowledge creation. Coaching is defined by Wisker et al. (2008, cited in Fletcher and Mullen, 2012, p. 26) as *"a structured one to one learning relationship between coach and coachee aimed at developing competence and improving performance in the coachee."*

A critique of coaching as a professional development tool is that there is not a sound empirical basis for evaluating its effectiveness. Knight and van Nieuwerburgh (2012) counter this by noting that instructional coaching demonstrates the best aspects of partnership principles (coaching) and collaborative learning (professional development). Their view is echoed by Desimone and Pak (2017) with an analysis of how coaching is linked to key features of effective teacher learning; namely content focus, active learning, duration, collective participation, and coherence. The coaching process relates to the process of teacher professional learning described by Keay et al. (2019) where teachers "self-organize and interact; reflect and inquire; identify and negotiate boundaries; consolidate, challenge and create, and make connections" (p. 135).

As coaching has developed as an approach to teacher professional development so too has categorization and typologies to describe it. A decade and a half ago Bloom et al. (2005) identified five types of coaching practice that they termed facilitative, instructional, collaborative, consultative, and transformational. A review of the literature reveals four particular models that have been used in educational settings (Cornett & Knight, 2009; Fletcher & Mullen, 2012). These are peer coaching (an organizational structure), literacy coaching (a contextual application rather than coaching) cognitive coaching and instructional coaching. Peer coaching is an organizational approach to professional development where teachers are given a description of a new instructional skill followed by modeling, practice and feedback, supported by a peer coach for a specific time period. Teachers are then expected to continue using the new skill independently. In this partnership context teachers may move between the role of coach and coachee. Literacy coaching is a broad and loosely defined approach which supports teachers in the development of student literacy. Literacy coaches are usually teachers hired to support the implementation of specific US literacy policies (e.g., Reading First). Data about the impact of their work is mixed as there is a wide variety of configurations and strategies in this approach. Cognitive coaching was introduced in the 1980s by Costa and Garmston (1989). The cognitive coach uses particular strategies (e.g., questioning, reflection, journaling) to help a teacher explore his/her own thinking processes to enhance the teacher's own planning, reflection and problem solving. The goal is for the teacher to develop his/her own cognitive capacity in these areas of practice. By far the most common method is instructional coaching and research shows it as an effective method of professional development (Cornett & Knight, 2009).

Knight and van Nieuwerburgh (2012) outline a systematic process by which instructional coaching can occur. First the coach and teacher establish a partnership to work towards a specific goal. The coach gathers information about what is happening in the teachers' classroom (e.g., by observation, document collection or video) which is then shared and reviewed with the teacher. Following this step the teacher and coach together identify a specific, measurable and manageable student-related goal. Next the coach suggests some practices that the teacher might implement to meet the goal. These could relate to content planning, assessment strategies, instructional practices or learning environment. The practices are implemented only for the purpose of achieving the goal. The role of the coach is to explain the proposed practices carefully in a way that the teacher understands them but can also identify how they might be adapted for the particular classroom. This is an essential aspect to avoid a 'one-size-fits-all' result. An explanation and adaptation of the practice may not be sufficient so the next phase of the coaching process involves modeling of the new practice. Here the coach could model the lesson in the teachers' room or the coach and teacher could co-teach it or it could be watched on a video or by observing another teacher using it. From this point on the teacher practices the new approach and the coach gathers data on its impact which is shared and reviewed with the teacher. When they agree that the goal has been reached another goal may be identified. In summary, Knight (2011, p. 20) states that in the collaborative partnership the coach:

- enrolls teachers (collaborates to implement new practices);
- identifies teachers' goals (in collaboration);
- listens (curious to hear the teacher's concerns);
- asks questions (that they don't know the answers to);
- explains teaching practices (with a focus on adaptation, or 'best fit') and;
- provides feedback (collaborative exploration and interpretation of data).

Griffiths (2015), in her reflection on 15 years of work in personal coaching with teachers identified three key stages of learning involved in the integration of coaching in educational contexts namely; discovery (relating, questioning, reflecting and listening), application of the discovered knowledge (through accountability and action) and integration (taking responsibility, and self-coaching). Questioning plays a particularly significant role in the process since coaching seeks to elicit learning from the coachee rather than transmitting knowledge (Fletcher, 2012a, b).

In recent years the integration of technology and pedagogy has led to some variations in coaching practices. Fletcher (2012b) notes how computer-mediated interaction and social networking offer innovative ways for accessibility and interaction in mentoring and coaching. Rock et al. (2011) discussed the use of a 'virtual coach' who, through the use of a wireless earphone ('bug in the ear') worn by the teacher, can view the classroom through a live view camera operated by the teacher and can communicate from afar (through audio transmission via microphone) to support a teacher during an actual classroom experience. Rock et al. (2011) note that it is important for the virtual coach to act as a 'supportive companion' in the spirit of shared leadership. Another example is highlighted by Knight et al. (2018) who investigated the use of a video-based approach where teachers and coaches used video evidence to co-construct a student-based goal and identify best practices to reach that goal.

As with mentoring, coaching must be seen as relational in nature, reliant upon interpersonal skills, including the establishment of rapport, trust and reciprocity. Each participant in the coaching dyad brings a unique set of skills, experiences and dispositions to its enactment. These may be further impacted by organizational culture and norms. Fletcher (2012a) suggests that coaching is not a quick fix, or a short-term version of mentoring and that it is important to focus on the aims of education to develop effective models. She identifies this aim as "the capacity to create knowledge, use knowledge to build learning networks and to use networks such as the Web to elicit, represent and disseminate knowledge" (p. 36).

While evidence exists of the value of collaborative and co-constructed approaches to coaching, some studies have identified teacher resistance to it. Jacobs et al. (2018) for example found that some experienced teachers were resistant to coaching in a specific school-wide change. They note that three fundamental factors must be present for coaching to be successful (p. 691):

- an acceptance of the need to make instructional shifts,
- a reorganization of a teacher's time to accommodate regular communication and meetings with a coach, and,
- shifts in their instructional practice to accommodate the coach's feedback and associated new instructional demands.

While there may be a range of reasons for teacher resistance to change, Jacobs et al. (2018) suggest that one of the key ones may be a desire to maintain autonomy and independence; i.e., professional agency.

5 Issues in Mentoring and Coaching

The practices of coaching and mentoring have traditionally been viewed from a structural-functionalist perspective where they are seen as a means to support efficient and stable continuation of the work of the organization (Crow, 2012). In this view, knowledge and skill are primarily transmitted from one person to another. However, the influence of other views such as social-constructivism (Vygotsky, 1978) experiential learning (Kolb, 1984), situated learning, communities of practice (Lave & Wenger, 1991) and collaborative inquiry (Bray, 2000), have led to deeper understanding of the nature of mentoring and coaching and how they can be most effective. In a recent study, Lofthouse (2019) investigated the practices of six coaches in UK schools to identify key themes. She found that while there were differences in individual practices and that coaching is not easily defined, a key theme of 'collaborative dualism' emerged where much of the effective and productive work in the coaching partnership is done through "dialogue based on curiosity, listening, creating spaces in conversations, the sharing of experiences and expertise and reciprocity" (p. 34). She concluded that there is a "sense that the relational aspects of effective coaching can create a social space in which teachers and others in the education system can feel heard and valued" (p. 43). Burley and Pomphrey (2011) suggest that the use of collaborative critical inquiry for mentoring and coaching may be the most effective approach and can lead to more effective professional learning but to be effective the strategies must be integrated into the fabric of the school culture and organization.

More recently, the use of mentoring and coaching has become closely associated with school reform (see Mayer et al., 2015; Mohamad, et al., 2016; Robertson, 2008) where the processes are formalized with the school professional development program. From a positive perspective this can lead to more effective and systemic improvements in teaching and student achievement, but some negatives outcomes have become apparent where mandated practices can lead to a focus on compliance and 'performativity' (Ball, 2000). It is important to see mentoring and coaching as enabling processes not evaluative ones. Knight and Nieuwerburgh (2012, p. 4) warn about this issue, noting that a dual coaching and performance management role is incompatible due to imbalances in power and accountability. They also note that approaches to coaching may vary across educational systems due to policy, structural, resourcing, and cultural differences.

Mentoring and coaching are predicated on the quality of the relationships between participants and this is reflected in the ambiguity, complexity and dynamic and evolving nature of their enactment. This chapter has identified key dispositions required for effective mentoring and coaching but relationships can be impacted both positively and negatively through the complex and idiosyncratic interactions of a range of factors. Some of these are intra- and interpersonal relating to age, dispositions, attitudes and beliefs, confidence, emotional intelligence and power relations. Some relate to professional capacity such as experience, curriculum knowledge and pedagogical skills. Others are systemic, including time, training organizational culture and practices, workload, resources and policy requirements. All of these operate as well within differing cultural and sociopolitical systems in the global education context.

6 Supporting Successful Mentoring and Coaching Practices

Mentoring and coaching represent particular approaches to teacher professional development ranging from novice teachers' induction to the profession to the expansion in experienced teachers' knowledge and pedagogical practices. As such, principals and teacher leaders responsible for the planning and implementation of these programs must take into account the strategies that will lead to success. A first consideration is to identify key principles that underpin professional learning. Hismanoglu

(2010) notes several that pertain to the PD of English language teachers including recognition that:

- there can be impediments to teacher growth at individual and school level that need to be addressed;
- professional learning is an ongoing process;
- learning needs to be done in authentic contexts;
- planning, reflecting and giving feedback require time;
- teachers need to ‘own’ the process and become partners in their learning;
- change is a gradual and complex process.

Knight and van Nieuwerburgh (2012) affirm that there are six principles that support partnership in instructional coaching in particular. They define these as equality, choice, dialogue, praxis, voice and reciprocity.

Together with the principles, the three sets of factors (personal, professional and systemic) noted earlier as having an impact on levels of success for mentoring and coaching, need to be clearly understood within each idiosyncratic school context so that their potential effects can be weighed when making decisions about the selection of coaches and mentors. Attention should also be given to any training needs of mentors and coaches prior to them beginning their work (Stock & Duncan, 2010). This could include skills such as questioning techniques, active listening, conflict resolution, critical reflection, giving and receiving feedback, and the like. School leaders also need to ensure that mentoring and coaching are recognized and valued as an integral part of teachers’ professional development within the school program.

7 Conclusion

That mentoring and coaching are accepted strategies for teachers’ and principals’ professional development is taken for granted in current educational entities. The academic literature is replete with studies into aspects of coaching and mentoring and much is known about the variations and complexities of these two processes. Despite these important insights into their value more is still required. However, in Burley and Pomphrey’s (2011) view coaching and mentoring are becoming increasingly professionalized and thus contributing to the growth of professionalism among educators in the field.

8 Discussion Questions

1. What experiences have you had as a mentor or mentee in the field of English language teaching? Describe the successes and challenges.
2. What factors should ELT leaders take into account when implementing mentorship and coaching programs? What challenges might they face?

3. What are some key topics for ELTs that could benefit from peer or instructional coaching?
4. What skills and dispositions are required for effective collaborative partnerships in mentoring and coaching in ELT?

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Priming the Pump: Giving Back to the Profession

Kathleen M. Bailey

Abstract This chapter explores the benefits of giving back to the profession. It uses a framework from Barrett (ND), which describes seven levels of personal consciousness. The last three levels are *internal cohesion* ("finding a meaning in your life by aligning with your passion or purpose and creating a vision for your future" [p. 2]; *making a difference* ("actualizing your sense of purpose by cooperating with others for mutual benefit and fulfillment" [p. 2]; and *service* ("devoting your life to selfless service in pursuit of your passion or purpose and your vision" [p. 2]). The chapter discusses the value that accrues from (1) mentoring new teachers, (2) sharing our experiences and expertise by talking with colleagues, (3) sharing our expertise through writing, and finally (4) volunteering with professional associations. The conclusion is that developing internal cohesion, making a difference, and providing service can be achieved through giving back to the profession.

Keywords Professional service · Mentoring · Volunteerism · Professional associations

1 Introduction

There is an old Kingston Trio song about a thirsty traveler wandering in the desert. He unexpectedly finds a mechanical pump where he can get some cold water. A note that "Desert Pete" had left there prompts the traveler to prime the pump. The lyrics say,

> You've got to prime the pump, you must have faith and believe.
> You've got to give of yourself' fore you're worthy to receive.
> Drink all the water you can hold, wash your face, cool your feet.
> Leave the bottle full for others, thank you kindly, Desert Pete….

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_19

According to the Urban Dictionary (ND), the phrase “priming the pump” literally means “pouring liquid into a pump to expel the air and make it work.” In its figurative sense it refers to doing something to promote success or development. The invitation to write this chapter reminded me of that old song, because I believe that we get so much from our profession that it is important to give back, so that others can benefit.

One way to think about what we can gain by giving back to the profession is by considering Barrett’s (ND) “seven levels of personal consciousness” (p. 1)—a framework which characterizes stages of existential needs and “the development and growth of personal consciousness” (p. 1). Barrett characterizes the seven levels as being survival, relationships, self-esteem, transformation, internal cohesion, making a difference, and service. It is the last three levels that are particularly relevant to a discussion of giving back to the profession. Barrett defines them in this way:

> *Internal cohesion*: “Finding a meaning in your life by aligning with your passion or purpose and creating a vision for your future” (p. 2).
>
> *Making a difference*: “Actualizing your sense of purpose by cooperating with others for mutual benefit and fulfillment” (p. 2).
>
> *Service*: “Devoting your life to selfless service in pursuit of your passion or purpose and your vision” (p. 2).

I will refer to these concepts again at the end of this chapter.

There are many ways language teaching professionals can give back to the field. Here I will share with you some experiences that have been particularly rewarding to me. The main topics that come to mind are (1) mentoring new teachers, (2) sharing experiences and expertise by talking with colleagues, (3) sharing expertise through writing, and (4) volunteering with professional associations.

2 Mentoring New Teachers

The category of mentoring is among the most accessible to many language teachers and is certainly one of the most rewarding. It includes formal and informal mentoring in in-service contexts, as well as serving as cooperating teachers in pre-service contexts for student teachers completing their practicum assignments.

Working with novice teachers in their early years of employment is a wonderful way to help someone new to the profession. Whether you are just offering advice and support informally or are engaged in an organized mentoring relationship, sharing your expertise and being a sounding board for new teachers are very important roles for experienced teachers. Mentoring novice teachers is particularly important, because many young people leave the profession during the *induction years* (the first few years of employment). I believe that support from colleagues can help novice teachers survive and even thrive in those critical first years.

You can also work as a cooperating teacher in a practicum context if your school is associated with a teacher education program. This role involves taking pre-service trainees into your classroom, letting them observe your teaching, having them help you with activities, and eventually having them take over some of your lessons. For a new teacher, gaining teaching experience in a supportive context with your help can be crucial in the development of his or her skills and confidence.

If you are a member of a teacher education program faculty, you can work as a supervising teacher (i.e., the person who visits trainees as they teach in the classrooms of the cooperating teachers). The supervising teacher's role includes helping trainees connect what they are learning in their teacher preparation courses with their practice teaching. In this way, you can help the student teachers prepare for and move into the next phase of their lives.

As I was preparing this chapter, one of my former students sent me this encouraging message: "I can't tell you how much your mentorship completely changed my life and how I am forever grateful. I thank my lucky stars you happened to pass through the door when I was meeting with the Dean on my first day on campus." This person had been my student over twenty years ago in our TESOL MA Program. I am deeply grateful to her for this feedback and encouragement.

3 Sharing Experience and Expertise with Colleagues

Conversations and presentations with other teachers are two of the many avenues for sharing our experiences and expertise. You can give back to the profession by talking to individuals or groups of teachers, whether they are at the pre-service or in-service stages of their careers. These talks can be as informal as a brown-bag lunch conversation with colleagues or more formal in-house presentations. Attending such events and being an eager listener can also be incredibly supportive to your colleagues who are sharing their ideas.

You can also submit proposals to speak at teachers' conferences. Whether you wish to give a poster presentation (see Lantz-Wagner, 2010), participate in a panel, lead a brief workshop, or present a paper, conferences provide many opportunities to interact with your professional peers. Giving a presentation at a teachers' conference can be very rewarding, since most members of the audience will attend your talk because they are interested in your topic.

Some organizations sponsor day-long weekend workshops in lieu of longer conferences. For example, here in Monterey, we host the annual student-run Foreign Language Education Symposium (FLEDS). In 2018, our theme was "Meeting Challenges, Inspiring Success." This one-day conference involved fifteen concurrent workshops given by twenty-four language teachers. There was also a moving plenary presentation from Ms. Ying Jin, the 2018 Teacher of the Year of the American Council on the Teaching of Foreign Languages (ACTFL). Her topic was "The 5 C's that Paved My Way: Commitment, Courage, Collaboration, Coaching, and Community." It was inspiring to hear a recognized, distinguished teacher share her journey of professional development.

That conference culminated with a panel presentation of brief talks given by four language teachers who work in very different contexts: a teacher of Mandarin in a middle-school; a Spanish teacher from a local high school; an Arabic teacher who works with graduate students; and a teacher of Arabic, Urdu, and Hebrew at the Defense Language Institute. All these panelists chose a particular challenge faced by their own students and shared their strategies for inspiring success among their learners. Their brief presentations were followed by a question-and-answer session, in which the audience participated actively.

Professional associations offer many conferences in varied sites and with different levels of size and complexity. For instance, CATESOL (the California and Nevada affiliate of the TESOL association) holds small regional conferences as well as its annual conference.

Chairing a conference for a professional association is one of the most demanding but also one of the most rewarding ways to give back to the profession (Algren, Dwyer, Eggington, & Witt, 2008). Mounting even a one-day conference involves a wide range of roles: managing the volunteers, vetting the proposals, producing the call for presentations, arranging for the venue, and organizing refreshments. If the conference venue is your school or program, you will have to deal with staff members as well as participants. These people include food service, custodial, and security personnel. If you are organizing a large conference at a hotel or even a convention center, you will need to interface with the reservations office, catering, and the facilities set-up crew. There will most certainly be legal contracts involved too. Each of these negotiations can be frustrating, but they also offer opportunities for developing your skills.

4 Sharing Experience and Expertise Through Writing

Another way to give back to the profession is by sharing your ideas through writing. Written communications that give back to the profession can be as simple as writing blog posts or participating in a list-serv. You can also contribute to or edit the newsletters of local, regional, national, or even international professional associations.

Deciding to write an entire book can be a daunting task, but you could consider writing a chapter in an edited book. Getting started can be an intimidating task. However, I have found that preparing a conference presentation can be an excellent way to get started on a book chapter or a journal article.

The TESOL International Association has published several books in which the chapters were written by teachers, based on their own experiences and/or research. For example, the second edition of *New Ways in Teaching Speaking* (Vorholt, 2019) includes 112 brief chapters by teachers sharing teaching activities with their readers.

If you would like to write something longer, there are regular calls for papers for numerous journals in our field. If you would like to see a lengthy list of journals in our field, please visit www.tirfonline.org/resources/ and scroll down the list of options. There you will also find calls for papers and links to various professional organizations. TESOL has also published a series of volumes of research by teachers.

These books report on studies in Australia and New Zealand (Burns & Burton, 2008), in the Middle East (Coombe & Barlow, 2007), in Europe (Borg, 2006), in Asia (Farrell, 2006), in Africa (Makelala, 2009), and in the Americas (McGarrell, 2007).

5 Volunteering with Professional Organizations

Perhaps the most challenging yet rewarding way to give back to our profession is to serve as a volunteer leader for a professional association. For example, with my colleague, Patricia Szasz, I have written about the development of emotional intelligence gained through such service (Szasz & Bailey, 2018) (See also Murray & Christison, 2009.) In addition to running conferences, important roles include chairing a committee or a task force, participating in advocacy efforts, editing a journal or a newsletter, or running for office.

In my experience, serving as a volunteer leader in professional associations has been very enriching (Bailey, 2002; Bailey, Thibault, & Nunan, 2009), and these jobs have taught me many lessons about relationships and intercultural communication.

Learning to delegate responsibilities was another important lesson I had to learn. This challenge involved effectively managing my team of graduate student employees. Doing so meant I had to.

> give clear instructions and set reasonable tasks—including those which had to be done in my absence. In the cases of working with two or more helpers, it also meant coordinating the work of a diverse team of people, making sure that jobs didn't fall through the cracks, and that we had a system in place for communicating with one another. Since students graduated each term, new replacements had to be trained. This fact dictated that I had to systematize my office routines and make them transparent to others (Bailey, 2002, p. 34).

I also gained substantial knowledge and skills serving as the TESOL President. In a survey of former TESOL Presidents, my colleagues and I found that the majority of respondents felt they had indeed benefited from the experience of serving the profession in that role (Bailey, Thibault, & Nunan, 2009). The respondents used a seven-point Likert scale to address four statements. The means, standard deviations, and number of responses are given in Table 1:

Although this information was gathered from a very small sample ($n = 21$), the respondents represent 58% of the living past presidents of TESOL. As you can see from these data, the experience of being TESOL President was perceived as largely positive.

In Bailey (2002), I documented four main areas of development from having served as TESOL President. These were "(1) interpersonal skills, (2) management and leadership skills, (3) professional communication skills, and (4) time management—a macro-skill that cuts across all the others" (p. 32).

As TESOL President, I also learned a great deal about running meetings effectively through participating in and chairing dozens of Board meetings and Executive Committee Conference calls (Bailey, 2002). As a result, I began to watch carefully

Table 1 Responses from former TESOL presidents

	Mean	SD	*N*
1. By serving as TESOL President, I acquired new knowledge	6	1.45	20
2. By serving as TESOL President, I acquired new skills and/or developed existing skills	6	1.12	21
3. Overall, serving as TESOL President was a positive experience	6.3	0.73	21
4. Knowing what I know now, if I had the chance to be TESOL President again (not for a second term, but for a first term), I would choose to run for office again	5.9	1.73	20

From Bailey et al., 2009, p. 249.

to see who was effective at conducting meetings. By observing the leaders I served with, I was able to improve my own meeting management skills.

> I also learned to read large quantities of work in a short period of time (Bailey, 2002): During my first term as a TESOL Board member from 1992 to 1995, I had on average about one or two hours of reading per week that I needed to do for the association. When I became President, that figure jumped to one or two hours per day (p. 36).

In order to keep up with the reading load, I used every five-minute pocket of time in my day by carrying with me the memos, reports, and requests for action that needed a response from me. Those texts could be dealt with quickly because that kind of reading differs from the intensive reading done for academic study. I had to get the information correctly and to follow up promptly before moving on to the next job.

There were also public speaking challenges in my role as president (Bailey, 2002): “In addition to giving prepared formal speeches, extemporaneous talks, and workshops, I was often called upon to make brief but coherent and catchy impromptu speeches—at luncheons, at the opening ceremonies of affiliate conferences, at receptions, and at dinner parties” (p. 36). I frequently had to make short speeches to the students and faculty members at schools or programs I visited, sometimes without any preparation. I eventually learned to speak briefly and clearly trying to address the concerns of the audience members.

Another major area for professional development was time management: “I used to put on my daily list of things to do an entry such as, ‘Write the President’s Message.’ But sometimes I would find myself entering that same note three or four days in a row” (Bailey, 2002, p. 36). That pattern was extremely frustrating, so I changed my note to myself and wrote, ‘Start writing the President’s Message.’ This is a small change in wording, but “the psychological change is huge. Sometimes getting started is the hardest part of the job” (p. 36).

These learning opportunities served me well in future volunteer roles, which generated their own challenges and rewards. For instance, as the First Vice President of AAAL (the American Association for Applied Linguistics), I was responsible for the 2016 annual conference. Arranging the conference program was an extremely demanding experience, partly because of the software system used to adjudicate the proposals and partly because of the range of subject areas involved in the conference strands. Fortunately, the amazing professional staff and my assistant chair, Tim Marquette, were wonderful team members, so the conference was a success in spite of some stumbling blocks along the way.

A different set of challenges arose when I became the volunteer President of TIRF—The International Research Foundation for English Language Education. One of TIRFs main activities is raising money to support Doctoral Dissertation Grants for graduate students around the world. Before taking on that role, I had only limited experience with fundraising. To address this gap, I took many webinars on the topic. TIRF's fundraising efforts have been slow but somewhat successful thanks to the teamwork of our Chief Operating Office, Ryan Damerow, and the Board of Trustees.

6 Conclusion

Let's be clear. Giving back to the profession can be demanding, but it is not a one-way street. Speaking as an individual, I can honestly say that the rewards of giving back to the profession are numerous and varied. For instance, serving as a volunteer in various capacities has introduced me to wonderful colleagues and in many cases to amazing new friends. Some of the benefits are social, such as networking with like-minded people. Other benefits are more practical, such as getting invitations to be a conference speaker, or to write a chapter, or to lead a teacher training workshop.

Make no mistake: Volunteering is time-consuming. Giving back to the profession should not interfere with your family life, your teaching, or your physical and mental health. You should be aware that serving as an officer or board member for a professional association can involve substantial work and possibly travel. Such service also entails a great deal of problem-solving and decision making, and some of your choices will not be popular with the association members. For instance, if you chair a conference, individuals may be unhappy with you if their proposals are not accepted or are not scheduled at convenient times. Nevertheless, in my experience, the benefits of giving back to the profession far exceed the efforts.

This final paragraph may seem a bit grandiose but let me return to the three highest of Barrett's (n.d.) "seven levels of personal consciousness" (p. 1). First, I believe that internal cohesion can be developed by having satisfying professional experiences that align with our view of our purpose(s). Second, mentoring young teachers, sharing our experience and expertise with our colleagues through speaking and/or writing, and volunteering with professional organizations can certainly make a difference. Finally, devoting yourself to service is definitely a worthwhile pursuit, provided that service is personally enriching to you. Let me close with a comment I wrote in 2002. I still believe it is true:

> Whether we choose to run for elected office in an international organization, or to chair the refreshments committee at a local teacher's conference, if we seek out work that presents challenges for us, we will have opportunities to learn. (Bailey, 2002, p. 32).

In short, in giving back to the profession—priming the pump for future travelers—we ourselves can grow and be refreshed.

7 Discussion Questions

1. Based on what you have read in this chapter, what are two or three ways that you would like to give back to the profession? What are some ways that are less appealing to you personally?
2. If you have already served in a leadership role in your work or in a professional association, what are some of the benefits you gained? What were some of the challenges you faced?
3. If you have not served in such a role, interview someone who has. What challenges did that person encounter? What benefits did he or she experience?

Acknowledgements I would like to thank Kalina Swanson for her valuable feedback on drafts of this chapter.

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Engaging in Reflective Practice: A Practical Guide

Andy Curtis

Abstract We begin this chapter by contemplating the question: What is Reflective Practice? and highlighting the important difference between just thinking about our teaching and systematically reflecting on our professional practices. In considering that opening question, we also recognize the multiplicity of meanings of Reflective Practice (RP), and the different ways of engaging in RP. In the same way that 'one size does *not* fit all' in teaching and learning, RP should reflect the individuality of the teacher and their different learners. Some notes on the history of RP are also given, followed by details of the practical aspects of doing RP, using different levels of self-questioning, combined with, for example, video-recording and co-teaching. In the last main part of the chapter, we consider some of the challenges of engaging in RP, and some ways of meeting those challenges.

Keywords Reflective practice · Reflexivity · Praxis

1 Introduction

The first part of this chapter draws on the published literature on RP to help clarify, concisely, what is meant by RP, and some of the different forms of RP, such as Reflexivity and Praxis. However, the focus of this chapter is on doing—engaging with—RP in ways that can help busy ELT professionals maintain their commitment to lifelong learning, growth and development. Therefore, the second part of the chapter focuses on what it means to engage with RP and presents some of the many different ways of doing that, framed within the idea of stepping outside of ourselves by creating distance and deliberate estrangement. The third and last main part of the chapter looks at some of the challenging requirements of RP, such as the time needed for higher levels of engagement, and gives some advice on avoiding some of the common pitfalls of RP. The chapter ends with brief concluding comments, and two discussion questions.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_20

2 What is Reflective Practice?

When we stare into a pool of still water, or peer at a mirror, what we see is a reflection of ourselves. Although that self-image is not accurate, due to the way beams of light are distorted in space (Curtis, 1998) that is the most general meaning of *reflection*, as used in everyday conversation. Taking that relatively simple noun and making it a compound verb, to reflect *on* something means to give something careful thought. Therefore, when we reflect on our teaching, we are giving serious thought to what we, as teachers, and our learners (and perhaps other stakeholders as well, such as education administrators, parents, etc.) do, why we do it in those ways, why not in other ways, etc. *Practice* finds its way into many sayings and phrases in English (and in other languages), for example, *Practice makes perfect* (which is not true), and in academic circles we still talk about *Theory versus Practice*, in which the former is focused on thinking and the latter on doing. That is a fundamental difference when distinguishing between *reflection*, which can be simply thinking about our teaching, and *reflective practice*, which is to do with change occurring as a result of those thoughts. The change can be observable, i.e., a change in what we do as teachers and TESOL professionals, or it can be a change in how we understand what we do (Richards & Lockhart, 1994; Rodgers, 1998; Stanley, 1998).

In theory, it should be impossible for any teacher to teach well, or for any student to learn effectively, without thinking about what they are doing. That basic meaning of *to reflect on* can be taken as a given. However, it is important to note that some sort of autopilot setting is possible, in which the teacher and/or the learners are simply going through the motions, but that may not lead to teaching *well*, or to learning *effectively*. Although the idea of reflecting on what we do goes back thousands of years, the academic world takes some time to catch up, and the journal *Reflective Practice* was only launched 20 years ago, at the dawn of the new millennium (see, also from that time, Bailey, Curtis & Nunan, 1998 and Freeman & Johnson, 1998;). In the inaugural issue of that journal, the editor, Tony Ghaye, drew on the work of Newman (1999), to issue a warning regarding how we define RP: "Newman (1999) reminds us that 'We should reject the certainty of any one meaning implied by the single term *reflective practice* (p. 158)'. There are many kinds of reflection and many types of practice undertaken by different people in different contexts" (Ghaye, 2000, pp. 5–6).

It is important to know at least a little of where our new ideas come from, as they are often, in fact, thousands of years old. For example, the Chinese teacher, philosopher and politician, Confucius (in Mandarin Chinese 孔夫子 or *Kong Fuzi* meaning *Master Kong*), who is thought to have lived from around 550 BCE to 480 BCE, is credited with saying/writing that: "There are three methods to gaining wisdom. The first is reflection, which is the highest. The second is imitation, which is the easiest. The third is experience, which is the bitterest" (Kong, 1979, p. 140). In reflecting on the work of Confucius, Kim (2003) concluded that, for Confucius, two kinds of reflective thinking were essential for learning: "(1) reflection on the materials of knowledge, in order to synthesise and systemise the raw materials into a whole, and to integrate them into oneself as wisdom; (2) reflection on oneself" (p. 71). Around 120 years after Confucius, Plato, the philosopher of Classical Greece (approx. 425 BCE to 350 BCE), is supposed to have said/written, "The unexamined life is not worth living" (see Famakinwa, 2012, p. 97), thereby combining the ideas of Lifelong Learning and RP. As Ghaye noted, in his inaugural editorial referred to above: "This is not new" (2000, p. 5).

Inevitably, as academic interest in any area grows, so too does the proliferation of terms to describe variations on the theme. Therefore, notions of Reflective Practice were expanded to include ideas such as *reflexivity* and *praxis*, enabling such combinatory spinoffs as *Reflexive Practice* and *Reflective/Reflexive Praxis*. For example, in 'Reflective Teaching Practice: Engaging in Praxis' (2009), Zimmerman drew on the work of Greene (1978), on critical pedagogy: "Praxis involves critical reflection—and action upon—a situation to some degree shared by persons with common interests and common needs … There must be collective self-reflection" (Greene, 1978, p. 100, in Zimmerman, 2009, p. 46). As we can see, Greene emphasized the importance of doing vs. thinking, in terms of "action," and the fact that RP can be more impactful when it is carried out collectively, rather than as an individual endeavor.

According to Ripamonti, Galuppo, Gorli, Scaratti & Cunliffe (2015), in relation to reflexive practice, the concept of reflexivity is based on "questioning what is taken for granted in one's own—and other's—beliefs and actions, examining how those beliefs and actions are influenced by and shape social and organizational identities and realities" (p. 57). As may be the case with most variations on long-established themes, this is more of a *tweaking* of the concept of RP than a substantial advancing of it, but Ripamonti et al. (2015) do highlight the importance of asking questions in RP, including, for example: Why are we doing this, this way, rather than some other way? One common answer to that question in some teaching and learning contexts is: Because we've always done it that way/that's the way we've always done it. That change-resistant reply highlights the potential value of RP in bringing about, not only cognitive changes, in the way we understand what is happening, but also institutional changes, in the way things are done.

From this very brief consideration—a scratching of the surface of the mountains of published books and papers on RP (see, for example, Farrell, 2013, 2014, 2015, 2018)—we can see that RP can be conceptualized as a deliberate, conscious stepping back, or stepping out of ourselves and our surroundings, so we may see and hear more clearly, with fresh eyes and ears, what is (and is not) happening in the teaching and learning spaces in which we and our students do what we do.

3 Engaging in RP

As noted above, just thinking about our teaching, such as running through our lesson-plans for the day, in our heads, is not the same as reflecting on our teaching, deliberately and consciously, which results in change of some kind (awareness, action, etc.). A similar distinction may exist between *doing* RP and *engaging in* RP, as the latter implies a more sustained and systematic series of thoughts and actions. To extend the example of thinking about our lesson plans for the day ahead, maybe as we are travelling to work, those thoughts may be limited to questions such as: Do I have enough material to fill all of today's in-class hours/lessons? Those are important practical questions, which may be thought of as fundamental or first-level questions. But they do not constitute engaging with RP, as the only change that may result is gathering more material, if the teacher feels there is not enough, or leaving out some material, if she feels there is too much. A second-level question might be: How could I mine the material (Curtis, 2012) in ways that enable us to go deeper, so that we may cover less material, but that which we do cover, we cover in more depth? It is no coincidence that higher-level questions are often (though not always) longer because we are engaging in RP at a deeper level.

There could, of course, be many levels and layers of questions that we ask ourselves as we engage in RP, but third-level questions often focus on a moment, sometimes referred to as a *teachable moment* (or, more generally, as an *a-ha moment*). Those moments, which are, by definition, fleeting, happen when we suddenly and unexpectedly realize something about, for example, the language point we are teaching, the method or material we are using, or the language that is being learned by the students, which may or may not be the point we are trying to teach. To give a concrete example from my own teacher development experience, I was watching a video recording of a teacher (who we will call 'Jane') in-class, together with the teacher who was recorded (Bailey, Curtis, & Nunan, 2001). At one point, Jane asked a question, as teachers do everywhere, everyday. But that particular question was a *general turn* invitation, rather than a *nominated turn*, i.e., Jane asked the question without directing it at any student in particular: "Who knows whether this plural noun needs a definite or an indefinite article?" At that point, as we could see on the recording, six students raised their hands, and a moment later, Jane called on one of the students, who hesitated briefly, but then gave the correct answer, followed by positive feedback from Jane, and a big smile on the face of the student (who we will call 'Jimena').

In Donald Schön's *The Reflective Practitioner* (1983) (which is still being used today, more than 35 years after the first edition was published), he introduced concepts such as *reflection-in-action* and *reflection-on-action*, with the former referring to RP that occurs while the lesson is taking place, in the moment, whereas the latter refers to RP that takes place after the lesson. Watching the video recording of the lesson with Jane, therefore, constitutes an assisted reflection-on-action, as we were viewing the recording together, after the lesson. I paused the recording just before Jane chose the student who gave the correct answer, and asked why she chose that particular student, rather than the other five who also had their hands up. Unexpectedly, for both of us, Jane's answer filled more than three pages (1500-plus words) when it was later transcribed. In that fleeting moment, that lasted less than one second in the classroom, Jane made up to six decisions, by deciding not to call on the other five students, and deciding to call on Jimena.

To summarize Jane's three-page reply, the other five students often put their hands up and often got the right answer, but Jimena rarely put herself forward in that way, in Jane's class. Therefore, Jane took a calculated risk, and called on Jimena, who gave the correct answer. The calculation that Jane made, as she explained while we were watching the paused recording, was whether or not Jimena would give the correct answer. If Jimena gave the incorrect answer, then her confidence could have been shaken, and she might have been even more reticent or hesitant to raise her hand in future. However, Jane decided that the odds of Jimena getting it right were higher than the odds of her getting it wrong. (See Gaudin & Chaliès, 2015; Marsh & Mitchell, 2014 for more on the use of video in teacher professional development.)

In relation to in-class teacher decision-making (Cheng & Sun, 2015; McMillan, 2003; Sawyer, 2001) Jane was also seen on the recording asking students who did not raise their hands to answer, and as there were 26 students in the class, that could constitute up to 26 decisions. This is how the recording of lessons, watched and paused with an experienced teacher trainer, peer or colleague can be powerful tools in helping teachers to engage in RP, in this case, reflection-on-action, after the event. In a similar way, co-teaching, in which two teachers are in the same classroom at the same time, can lead to reflection-in-action kinds of RP. For example, one teacher notices something that their co-teacher says, and which was going to be mentioned only in passing, but the other teacher decides to pick up on that point, and expand on it. While the one co-teacher is engaged in the expansion of that point, the other co-teacher can be thinking about why they were going to skip over that point more superficially. It is important to note that RP is not about labeling what a teacher or a student does as *good* or *bad*. It is about going deeper into the moment, and engaging in sustained reflection of that moment, which may result in different actions the next time a similar event occurs.

These are just two examples (watching recordings of our teaching, and in-class co-teaching) among many that can help us, as teachers and as learners, step back from an activity that can be all-consuming, such as teaching, so we can engage in RP. The key is for the activity to help us create some distance between what I have referred to in my work in this area as "the Me, Myself and I of the teacher" (Curtis, 2003), making it a kind of self-directed and purposeful *estrangement* (Curtis & Szestay, 2005). Other distancing activities include having our teaching be observed by a colleague, and observing another colleague's teaching (real-time or recorded, audio-only, or with video). We can also gather anonymous written feedback from our students, during a course as well as at the end—although care must be taken to ensure that it really is anonymous, to avoid students telling their teacher what they think the teacher wants to hear. And we can become students again ourselves, for example, by enrolling on a course (language learning or otherwise) to learn/acquire a knowledge/skill set that is new to us. It can be surprising how different a classroom looks when sitting at a desk, after standing at the front of the room for many years.

4 Some of the Challenges of Engaging in RP, and Meeting Those Challenges

Like all meaningful endeavors, RP makes some demands on the individual, and it is neither quick nor easy. RP takes time, and teachers are busy professionals. That may be especially true for the many language teachers around the world who are peripatetic, teaching at one school in the morning, for example, then crossing the city, on public transport, to teach at another school on the other side of the city in the afternoon. There may also be classes to teach in the evenings and during weekends, leaving little time for anything more, on top of preparing, teaching, marking, and travelling (McMillan, McConnell, & O'Sullivan, 2016). That raises the reasonable question: Why bother to engage in RP?

One answer is that RP can help us stay fresh and creative. In that case, although RP needs time, that time could help to prevent teacher burnout (Brunsting, Sreckovic & Lane, 2014; Chang, 2009; Skaalvik & Skaalvik, 2010;) as stepping back can change our perspective, so that we can see, for example, what is present or what is happening in our classrooms now that was not present/not happening before. The reverse may also hold true, i.e., seeing what was present or what was happening in our classrooms *before* that is not present/not happening *now*. In terms of time, RP should not be a heavy additional load on an already-overloaded teacher, as that is a recipe for failure. RP should be an extension of what the teacher is already doing. For example, if the language teaching organization where a teacher works is introducing a new textbook, RP can be used to explore, consciously and systematically, how the new book can be adapted to the local context, and specifically to the teacher's particular groups of learners. That is not the same as making sure the teacher knows the content in the new book well enough to teach it, which is a valid first-level concern, but to make it RP requires going beyond that level.

Another way to limit the time spent on RP, while still realizing some of the benefits, is to focus on the kind of brief in-class moments discussed above, which no amount of lesson-planning can guarantee, as such moments are, by their nature, unpredictable and unplanned. Because so much happens in a single lesson, even short lessons, if a teacher attempts to keep a teaching journal, which can be another way of creating some distance (Trif & Popescu, 2013) and a degree of self-estrangement, they may try to remember and write down everything that took place during that lesson. The problem is sometimes compounded with language teachers, who may, out of habit, want to stop their writing, to keep changing or correcting the grammar, vocabulary, punctuation, etc. of their written account. Therefore, it can be more effective and more efficient to take a single event during the lesson that lasted no more than a few minutes—or even a few moments—and to write about that, i.e., going for depth rather than breadth. A similar approach can be used when viewing recordings of our teaching by focusing on a specific, limited time period, such as how the lesson begins, or how it ends (Curtis & Cheng, 1998). Or, another focusing device would be to choose a particular aspect of a lesson, such as how the teacher asks questions and/or how the learners respond to the teacher's questions. Yet another way of focusing and containing the RP would be to pay attention, when viewing the recording of the lesson, to certain learners, for example, the students who are much quieter in-class, or those that are much more talkative.

Another factor that makes engaging in RP challenging is the fact that it is easier to keep on doing what we are doing—even when that it not working—than to change. According to one saying in English (and other languages), *familiarity breeds contempt*. That may be true, but it is also the case that we like what we know (and know what we like). Therefore, changing—even when we know that the change may make things better—can be very challenging, and risky, as doing things differently entails not knowing what will happen. Whereas, if we keep doing what we have always done, then we reduce the risk of unforeseen happenings, which enables us to retain control. However, the basis of RP is change.

Related to control is the matter of trust, as they can be seen as two sides of the same coin. If we work in a high-trust environment, then fewer mechanisms of control are necessary, but in low-trust organizations, high degrees of control are usually present (Curtis, 2017). When co-teaching, for example, it is important that the two teachers trust each other, and when trying something new in class, the teacher and the students need to be able to trust each other. Likewise, when a lesson starts departing from the plan, which can be the beginning of a series of *teachable moments*, the teacher needs to trust the students to take the lesson in a different—but potentially nonetheless worthwhile—direction. An inherent aspect of being an effective teacher is having classroom management knowledge, skills, and experience, but there can also come a point when the teacher is ready to let the students lead the class, albeit with guidance and support from the teacher. When carried out collaboratively, RP requires trust.

At the beginning of this chapter, a distinction was made between changing what we do, and changing how we think about what we do. So far, this chapter has focused on observable changes, as these are the most readily accessible, recordable, analyzable, etc. However, writing our Teaching Philosophies can be another powerful tool to help us engage in RP, and to see how our ways of thinking change over time; more precisely, what changes, what does not, and why. As TESOL professionals, a Teaching Philosophy could be, for example, a clear concise statement of what we understand by the terms *language*, *culture*, *teaching* and *learning*, as our conceptualizations and articulations of those key concepts will shape, directly and indirectly, everything we do as language teaching professionals. A collection of such statements of belief, written or recorded (audio or video) over time, can show us how we have grown as teachers, and the areas that we will need to work on, as part of our commitment to being lifelong learners.

5 Concluding Comments

In the same way that there is no single—or so-called *best practice*—language teaching methodology, there is no one *best way* of engaging in RP. Indeed, although RP itself encompasses a range of different approaches to professional development, this chapter should not be taken as suggesting that RP is *the* way to go. Because of the importance of context (Curtis, 2017), it is a matter of *best fit*, not *best practice*. Also, RP cannot—and does not claim to be able to—make life easier for anyone. As discussed above, reflection takes time, thought and tenacity to continue. However, when RP is a good fit, and when it works well, it can be a transformative experience, which enables us to do things creatively, and/or to see what is (and is not) happening in our classrooms in a new light—a light that can help lead the way to new insights and new beginnings.

6 Discussion Questions

1. Having read this chapter, make a list of the some main factors in your context (personal as well as professional) that would be a challenge if you were to engage in RP. Also, make a list of some of the factors that would facilitate and enable you to engage in RP. Compare the two lists, and think about what could be done to meet the challenges, and how the potential benefits of engaging in RP could be maximized.
2. If you already engage in RP, are you doing so individually or collaboratively? What have you found are some of pros and cons of each way of engaging in RP?

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Continuous Professional Development: The Seeds of Professionalism

Gabriel Díaz Maggioli

Abstract This chapter discusses current thinking on continuous professional development (CPD), a career-long process during which teachers hone their knowledge and skills about teaching and their discipline. For many years, CPD was considered to be an activity in which teachers engaged voluntarily or through mandated in-house activities. Research has shown that these forms of CPD do not yield significant improvement in teaching. One premise stemming from research is that the purpose of CPD is to enhance teaching so that teachers can best help all their students achieve, in line with current conceptualizations of teachers as professionals who attend to the needs of all their learners. The chapter discusses a principled approach to CPD and offers guidelines on how to combine individual teachers' professional development needs with the development needs of the institution in which they work. A framework to self-assess development needs is then presented to support teachers in developing an awareness of their current level of professionalism as well as to help them plan how they are going to continue developing.

Keywords Continuous professional development · Teaching · Learning · Professionalism

1 Introduction

Many areas of education seem to evolve through cycles of interest that get revisited over a certain number of years. The continuous professional development of teachers (henceforth, CPD) is no exception to this trend. During the last decades of the twentieth century, research on teacher learning began to turn from an efficacy perspective that tracked mostly how teachers enacted their teaching intentions in the classroom, to a consideration of how teacher thinking, beliefs and education aid and inform their decision-making and how that performance potentially impacts the way students

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_21

learn (Borg, 2006). The turn of the twenty-first century saw a renewed interest in exploring how teacher learning becomes the focus on ongoing efforts to adapt one's teaching to the evolving, and ever complex, needs of diverse students (Richardson & Díaz Maggioli, 2018). However, what distinguishes this latter trend from the former ones is an emphasis on basing claims on actual classroom-based evidence. This renewed interest on the impact of research-based and evidenced-based elaborations has recently prompted a proliferation of research into how teachers sustain their learning throughout their careers. In this chapter, I will first define CPD so as to position it within the field of professional learning. I will next make the case for engaging in CPD and attempt a characterization of effective CPD geared towards the professionalization of language educators, based on evidence from research over the past twenty years. Next, I will describe a few CPD strategies that have worked over time and I will finish by discussing how engagement in CPD can cater for both, professional and institutional needs.

2 Defining CPD

There are many definitions of CPD in the literature. In this context, there is no consensus as to what CPD is or what it entails. To some authors, (Johnson & Golombek, 2016) for example, CPD is a process which starts the moment an individual decides to become a teacher and progresses through initial teacher education programs, on to the teacher's whole career development. To other authors (Díaz Maggioli, 2004) CPD starts the moment that an aspiring teacher becomes a novice teacher, that is to say, the moment that a teacher in training takes responsibility for the planning, delivery and assessment of a complete course. Still for others (Richards & Farrell, 2005), CPD starts after formal teacher training or education are over.

CPD can be defined as "… a career-long process during which teachers hone their teaching knowledge, skills and dispositions, so as to be able to reach more students and help them succeed at learning" (Díaz Maggioli, 2004, p. 26).

This definition presents a number of concepts that are worth unpacking. First and foremost, it positions CPD as a *process*, which means that it is bound to evolve over time, be characterized by sprints and plateaus, and include false starts and regressions as well as progressions. This process orientation also highlights the fact that CPD does not end with the achievement of a state of development, but rather that it is an ongoing search for ways of making teaching better.

Secondly, the definition presents the idea of *honing one's knowledge, skills and dispositions* as a teacher. In other, words, CPD is about becoming progressively more and more competent at teaching so as to better serve learners. This enhancement of competence is seen as enhancement in performance by developing the various capacities that make up a competence, namely, knowledge, skills and dispositions. These are synthesized via engagement in praxis (Freire, 1970/2002), that is to say, reflecting on action and for action.

Third, it clearly establishes that the main purpose of teachers' engagement in CPD is reaching more learners so that their learning is, in turn, improved. No group of learners is mono level. Every group is as diverse as the number of learners that take the course. It is a fact that, although teachers' best intentions are to reach all students alike, this aspiration is mostly a mirage. Hence, it makes sense for teachers to engage in cycles of learning and exploration as to how best to teach, and reach, all the students they interact with.

As it can be seen from the definition above, CPD is, necessarily, a commitment to improving conditions for learners while, at the same time, improving teacher's lives through increasing their knowledge about teaching and also about themselves as teachers. However, above and beyond the personal benefits that can be derived from engagement in these activities, there are also other reasons why CPD makes sense. It is to a discussion of some of these reasons, that I now turn.

3 Reasons Why CPD Makes Sense

As we have seen before, if teachers want to reach all their students and help them improve their learning and their learning potential, then they need to engage in sustained professional development that benefits both teaches and learners.

However, there are other equally powerful reasons to engage in CPD. One of these powerful reasons is that such an engagement is a key characteristic of professionals. It is through CPD that teachers cannot only enhance their knowledge, skills and dispositions, but also gain access to those key traits that identify and characterize members of the profession. These include matters of aesthetics (dispositions), language and discourse, and actual behaviors which determine, at the time of performing, how efficacious a teacher is.

A second reason why CPD makes sense is that, in the context of education, teachers have an ethical mandate to improve the lives of their students. Society deposits in educational institutions its hopes for a better future and teachers are a key factor in making that better future a reality.

Likewise, engaging in CPD allows teacher selves to be disclosed. The better insights one has as to what kind of teacher one is, the more capable of changing one's behavior one becomes. Here we see a correlation between personal and professional learning. At the personal level of development humans engage in a lifelong meaning seeking process intended to help us assess and improve our life skills and qualities with the aim of improving our life situation. At the professional level, a similar career-long process is in operation that helps us assess our knowledge, skills and dispositions with the aim of setting goals for better teaching.

Additionally, CPD allows teachers to keep abreast of developments in the profession. The teaching profession is, inherently, a learning profession which is constantly in a state of self-discovery. The results of research—both formal and classroom-based—change the way teachers go about their task of teaching and CPD opens ways for teachers to explore these innovations.

At the same time, engagement in CPD actually changes the profession as teachers engage in implementing innovations in their classrooms which have the potential to significantly alter the way students learn. The long history of innovations in English Language Teaching (ELT) is proof that changes in the profession have often started at the classroom level.

One further advantage of engaging in CPD is that such practices improve teachers' motivation. When you know what it is that you want to achieve, it is easier for you to see the benefits of engaging in action, involving yourself personally and developing the necessary competences to thrive in your profession.

Last, but not at all the least, CPD keeps teachers honest. All research indicates that when teachers engage in sustained, collaborative, job-embedded learning about teaching and learning, students perform significantly better. In this sense, engaging in CPD is a way of both, showing generosity towards students—as they stand a chance for better learning and a better future—and a way of acknowledging how our efforts as teachers result in the promotion of that ideal.

Richardson and Díaz Maggioli (2018, p. 6) summarize the benefits of engagement in CPD thus:

> Studies on the benefits of English language teachers' engagement in CPD have reported that teacher learning through CPD results in deeper and more nuanced understanding of their learners, their needs and life stories, and that this deeper understanding allows teachers to fine-tune their teaching so that it is more in line with their learners' needs. New learning has been found to have positive effects on the teacher's identity and agency, leading to increased levels of autonomous decision-making.

However, not all CPD activities are equally effective in attaining the goals we have identified so far. Research has been carried out that indicates that, unless a certain number of minimum conditions are met, CPD will not result in enhanced teacher and students' learning. I will next discuss the conditions that have been identified as conducive to enhanced teacher and student learning.

4 Characteristics of Quality CPD

A characterization of powerful CPD should go beyond strategies and activities and focus on the necessary—though minimum—conditions that should be met if CPD is to make an impact on students' learning in the way that we have discussed so far. Richardson and Díaz Maggioli (2018), in summarizing over twenty years of research on these conditions, came up with the acronym INSPIRE (pp. 7–8) which acts as a useful mnemonic as to the characteristics of powerful CPD.

The first "I" stands for *impactful*. Truly impactful CPD sees an increase in students' learning overall and not just in test scores or standardized assessment results. The impact is also seen in teachers' improvement of their knowledge about teaching as evidenced through enhanced, more focused performance in the classroom. Impactful CPD relies on teachers' strengths as a means to disclose those areas that need improvement. This leads us to consider the issue of teachers' needs. Each teacher will have his or her own history of development when encountering a particular stumbling block in their ability to promote better student learning. Impactful CPD programs are also characterized for catering to the specific needs of teachers in their here and now.

"N" stands for *needs-based*. In keeping with the impact argument, powerful CPD succeeds in meeting teachers' needs so that they can respond to the daily challenges that the profession faces them with. Because the needs of every teacher are unique, and because CPD should empower teachers, having a say on what strategies or activities to engage in should be the teachers' prerogative. Research has ascertained that CPD organized by management without consultation of teachers does not result in enhanced professional learning. Teacher involvement in the decision making that will eventually affect the quantity and quality of educational experiences they will have to go through have been reported as a key feature of powerful CPD (Higgins et al., 2015).

"S" stands for *sustained*. For a number of years now, research has been conclusive that the one-shot workshop or CPD event does not result in the appropriation by teachers of new ways of doing teaching. A crucial factor in promoting a culture of career-long learning is to provide teachers with the necessary support and encouragement needed to implement new pedagogies in the classroom. While the workshop or course could be a good instance of familiarization by teachers with new methodologies, the actual impact of these new ideas will only crystalize in practice when teachers have been accompanied (through mentoring or coaching, for example) by a meaningful other (a peer) who can act as a sounding board and an advisor while they are attempting to develop new pathways into teaching and learning. Sustainability does not just refer to duration in time, but, more specifically, it refers to the various opportunities teachers are afforded to engage in the supported and mediated exploration of new ways of teaching.

"P" stands for *peer collaborative.* The ultimate goal of teachers' engagement in CPD activities is for them to be able to transfer their newly gained expertise to their teaching in a systemic fashion so that it results in enhanced students' learning. This process of learning for transferability is not just long, but complex and if it is to attain the new levels of impact expected, it must necessarily be contextualized to the daily reality that teachers face within a particular institution. In every institution, there are teachers who are experts in various areas of teaching. Hence, powerful CPD should rely on fruitful exchanges among colleagues in the same, or like-minded, institutions where peer learning and co-construction of new understandings on how to best help learners improve their learning are the norm. The fact that sustainability is also a key characteristic of effective CPD attests to the importance of peer-to-peer learning. What is more, peer collaboration has been identified as one of the most powerful indicators of the effectiveness of CPD (Sparks, 2002).

The second "I" stands for *in practice.* As Richardson and Díaz Maggioli (2018, p. 8) explain.

> Another often cited condition for effective CPD is that it involves a classroom-based focus on teaching practice, which means teachers learning through doing, tackling real issues and developing practical solutions.[15] One synthesis has found that programmes that ask teachers to try out new practices and see the effects on their students tend to be more successful than those that focus on changing attitudes first in the hope that this will lead to changes in practice.

Within a view of teaching as a sociocultural activity that evolves through an ongoing process of negotiation and reification of meanings within communities of practice, it stands to reason that simply theorizing and then expecting teachers to be able to apply those theories out of the blue, is not an effective way of promoting quality teacher learning. If learning is construed as an enhancement in the opportunities of participation in the activities of a community of practice (Díaz Maggioli, 2012, 2017), then the contextualized application of new learning within the context of the community is a crucial factor to ascertain success.

"R stands for *reflective*". In a communities of practice perspective as the one we are favoring in this chapter, the passive, uncritical acceptance of "ways of doing" characteristic of training programs does not hold the potential to actually contribute to the cognitive change necessary for teachers to comprehend teaching under a different light and thus be able to act in the world in a way different from the one they used to act, which eventually did not result in student learning. Hence, in order to counteract the potentially harmful effects of unreflective application of ideas or teaching trends, opportunities should be afforded to teachers to critically engage in disclosing their teaching orientations, questioning new ideas and appraising the impact of their application in the context of their community of practice. This reflective cycle, aided by frameworks such as Exploratory Action Research (Smith & Rebolledo, 2018), or by cycles of inquiry, action, evaluation and refinement, has the potential to significantly contribute to a reframing of the teachers' view of their own teaching practice and of their students' learning.

Finally, "E" stands for *evaluated.* What does not get measured does not get improved, the saying goes. Again, Richardson and Díaz Maggioli (2018, p. 8) suggest that.

> CPD programmes which prioritize impact support teachers to develop a greater awareness of the effect that their teaching has on their students' learning. They make this possible by teaching teachers to understand learning systematically through the eyes of their learners, which involves helping teachers understand that one of their most fundamental tasks is to become evaluators of their own impact, and equipping them to become active and ongoing seekers of feedback on the effect of their teaching…, institutions also need to evaluate the quality and impact of their CPD programmes…

The litmus test of powerful CPD lies in disclosing the impact that engaging in various CPD activities has on students' learning. The assessment of this impact has to be manifold in that it needs to consider not just the actual development activity, but also teachers' response to the activity, institutional capacity to support teacher development, and the enhancement of students' outcomes (Guskey, 2000, 2001).

Having made the case for the characteristics of powerful CPD, I will next address the tensions that may arise between self-selected, teacher-oriented CPD and the development needs that every institution has in terms of its own improvement.

5 CPD: Personal and Institutional Needs

So far, we have discussed CPD as a teacher-oriented effort. However, teachers are part of institutions which have their own development agenda. If we were to only address the needs of teachers, we would be ignoring the fact that educational institutions are also dynamic, complex and in need of development.

Richardson and Díaz Maggioli (2018) distinguish between two forms of professional development: directed and self-selected. Directed CPD is the one that institutions have the right to design, deliver and assess accordingly in order to strengthen their capacity to meet the needs of teachers, students and other relevant stakeholders, while successfully fulfilling their mission, or "raison d'être."

Amongst the things that directed CPD seeks to improve are the standards of learning and teaching in the institution, the alignment of teaching and learning activity with whole-organization priorities and the fulfillment of institutional goals. Directed CPD is as important as self-selected CPD in that it seeks to provide teachers with the knowledge and skills they would need in order to thrive within a particular institution. In this sense, directed CPD is a fundamental activity in promoting and communicating the ethos of the institution.

The institutional context is also a very complex one. In times of high stakes accountability, institutions need to go through the process of accreditation with the aim of proving that their provisions are of the quality their stakeholders require. In many institutions, quality assurance measures are put in place that require that teachers be supervised using particular methodologies, or that certain data be collected in order to aid decision making. These are non-teaching activities that require teachers to be duly prepared to fulfill their role in the quality assurance process and thus, CPD oriented towards fulfilling those needs is an important part of the functioning of the institution.

On the other hand, we have seen that teachers are also a diverse group. Some of the parameters along which teachers vary include their backgrounds, qualifications, areas of expertise, beliefs, career development stages and level of language proficiency. It is these areas of variance that self-selected CPD can best cater for. This is a challenging reality which requires a flexible framework within which teachers can exercise their autonomy to select those professional development activities which best suit their needs, while fulfilling their personal development goals.

One such framework can be found in Díaz Maggioli (2004). This author acknowledges that two variables interact at the time of helping teachers select CPD opportunities. On the one hand, there is the awareness that teachers have as to their professional development needs. On the other hand, there is the issue of how updated (or outdated) their knowledge about teaching in order to best serve their learners is. If we cross

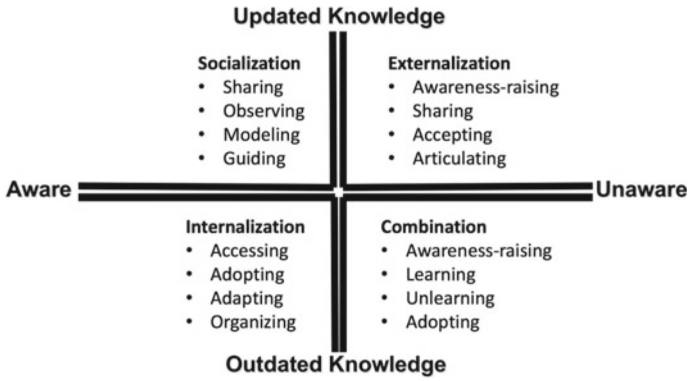

Fig. 1 The teacher's choice framework (Díaz Maggioli, 2004)

these two variables, we find four quadrants which depict different needs for teacher development. The diagram below depicts this relationship (Fig. 1).

In quadrant 1, teachers are aware that the knowledge base they require to do their job is updated. Hence, these teachers are in a position to help other teachers engage in professional development. Quadrant 1 teachers need to be able to socialize their expertise via sharing ideas with colleagues, observing and giving feedback to others, modeling approaches, tasks and techniques for others during training sessions and guiding colleagues in their CPD through activities such as mentoring and coaching.

Teachers in quadrant 2 are highly effective in meeting the learning needs of most of their students. However, they are not aware that they possess this specialized knowledge and skill. Hence, their CPD needs are focused on externalization. These colleagues need opportunities to become aware of their expertise. They need to accept they operate at higher levels than other teachers and they need assistance in articulating and sharing their expertise for the benefit of others.

Amongst the teachers in every institution, there are those who are very aware that their knowledge base is outdated and it needs refreshing, However, they do not seem to have the time (and sometimes even the money) to be able to engage in sustained CPD. These are the teachers in quadrant 3 and they will profit the most from school-based, job-embedded opportunities for professional development. They need to internalize new ways of teaching students. In order to do that, they first need to access new information so that later on, with guidance and support from colleagues, they would be able to adopt new ways of teaching, adapt new and old approaches and organize all that knowledge in light of the needs of their students.

Finally, every institution also has colleagues who are not aware that their knowledge base is outdated. These colleagues do not necessarily have to be veteran or marginal teachers. They are simply colleagues who are not yet aware that they need to engage in CPD. It can be very daunting for a teacher to have to go back to basics because their teaching is not up to par. However, in the context of a community of practice view of institutions, support from peers can help these colleagues get out of the rut they have fallen into. These colleagues have a need to combine what they know with new information through working collaboratively with colleagues thus becoming aware of what they still need to learn. They might even need to unlearn some ineffective ways of doing teaching and they will need to adopt new ways of doing what they were used to doing.

The framework presented here is interesting in a number of aspects. First and foremost, it should be noted that teachers will not fit neatly in only one category. Rather, they will inhabit different quadrants simultaneously, given the challenges they are faced with and which stem from the diversity of their students. One advantage of this framework is that it acknowledges that one can be an expert in one area while, at the very same time, be completely oblivious that there is another they need to pay attention to. Hence, every member of the community of practice can recognize themselves as both expert and novice at the same time, thus doing away with hierarchical conceptualizations of teachers who see them as either succeeding or failing.

6 Conclusion

Pursuing CPD from a principled perspective as the one presented here holds the potential of empowering teachers and learners to become their best ideal selves. Evidence from practice by teachers, for teachers and with teachers, confirms that these efforts are the threshold for the development of career-long professionalism.

However, it should be noted that unless the minimum institutional conditions for teachers to be able to engage in CPD are present, no effort will attain the goal of enhanced professionalism described in this chapter. Institutions need to stop seeing CPD as an expense, and begin to see it as an investment in the professionalization of their teaching staff, in the enhancement of their students' learning and in the quality of their educational provisions. In short, they should see CPD as a crucial step towards ascertaining a future.

7 Discussion Questions

1. Can you identify areas in your journey towards professionalization that you need to explore?
2. What are the development needs of your institution and what can you do to help fulfill them?
3. Look at the diagram of "The Teacher's Choice Framework." Can you identify areas of your professional performance for each of the quadrants?
4. Having read the chapter, how would you position CPD within the broader concept of professionalism?

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Creating Your Own Professional Development and Lifelong Learning Plan

Phil Quirke

Abstract This chapter introduces one strategy for the development of a personal professional development and lifelong learning plan, which aims to support how we further our own knowledge, practice and career whilst modeling best learning practice to our students. The strategy draws on teacher knowledge, identity and reflective practice theories before detailing a practical approach to the creation of your own personal professional development and lifelong learning plan. The plan must be a personal document developed using an approach that you are comfortable with and reflecting your learning and teaching beliefs and individual characteristics, so the chapter focuses on how the strategy can be personalised, encouraging you to take from the approach only what works for you. It is that personalisation that makes each plan effective.

Keywords Development · Identity · Knowledge · Reflection

1 Introduction

As English Language Teaching Professionals, we are committed to our own professional development as part of our lifelong learning journey, not just to further our own knowledge, practice and career, but also to model best learning practice to our students. This chapter outlines one strategy to developing your own professional development and lifelong learning plan. The first section draws upon theories from teacher knowledge, identity and reflective practice before a practical approach to creating your personal plan is described in depth. This practical approach takes you through a series of key questions as you develop your plan:

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_22

What is my teacher identity?
Where am I now?
Where do I want to go?
What do I need to know to go where I want to go?
What milestones do I need to set to get where I want to go?
Who can best support me on this journey?
What do I have to do to achieve each milestone?
How can I best reflect on the progress I am making?

This chapter will have succeeded in its aim if by the end of reading it, you have considered developing your own plan and want to reread the chapter following the steps laid out herein.

2 Theoretical Perspectives

The teacher knowledge development approach advocated in this chapter is centred on the belief that learning to teach "requires experiences and settings which support reflection, collaboration, relational learning and the creation of communities of inquiry" (Beattie, 1997, p. 126), and a conviction that "a professional knowledge of teaching has many dimensions—cognitive, social, organizational, practical, moral, aesthetic, personal, political and interpersonal" (Beattie, 1997, p. 126). It aims to meet Johnson's definition of professional development as "a collaborative effort, a reflective process, a situated experience and, a theorizing opportunity" (2002, p. 1) whilst ensuring that this effort, process, experience and opportunity is seen as a cyclical, lifelong exploration. Tsui (2003) brought together the proliferation of teacher knowledge terminology into a coherent whole, and the theoretical model (Quirke, 2009) behind the strategy to developing a professional development and lifelong learning plan outlined in this chapter draws heavily on her work. The model merges the 'formal theoretical knowledge' that is "publicly represented" and "negotiable" (Bereiter & Scardamalia, 1993, p. 62) and delivered through education programmes with the informal practical knowledge that is personalised, situated in context and, more often than not, learnt on the job (Fig. 1).

The strategy to developing a professional development and lifelong learning plan outlined in this chapter works from the centre of the model outwards and therefore begins with looking at our professional identity (Barkhuizen, 2017) and who we are as teachers (Our Self Knowledge), posing the questions "What is my teacher identity?" and "Where am I now?".

By reflecting on (Burton et al., 2010; Farrell, 2018) and studying how we teach and put into classroom practice the theories we have studied and read up on we can begin to address the question "Where do I want to go?". We define what formal knowledge we want to acquire based upon our personal practical experience (theorising practical knowledge), and we articulate new classroom practices we want to bring into our teaching repertoire (practicalising theoretical knowledge). In this way, we can refine our answers to the question "What do I need to know to go where I want to go?".

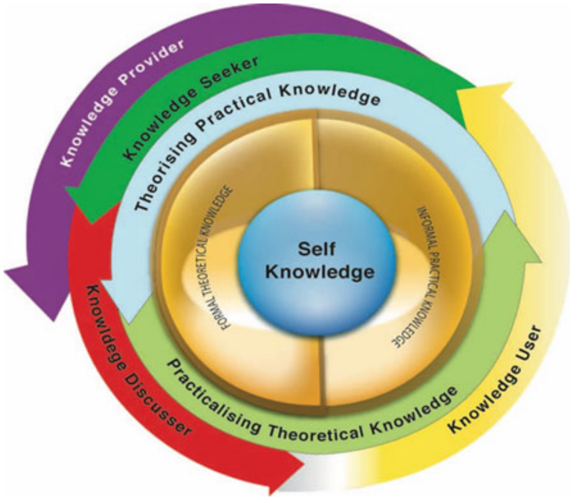

Fig. 1 Model of teacher knowledge development (Quirke, 2009)

3 Practical Perspectives

So, how do we start putting these theories of teacher knowledge development, reflective practice, identity and professional inquiry into a practical lifelong learning plan? This brief section outlines the answer to this question and lays the foundation for the following step by step guide.

Starting from the centre of the teacher development model, we need to begin by reflecting on our professional teacher identity (see Part One: Teacher Professional Identity) and what that incorporates. This includes our practical classroom knowledge, our situated knowledge of the local context including learners and school, our subject matter knowledge, and our pedagogical content knowledge. The next section details specific ways in which we can explore our professional teacher identity, our theories of language, learning and teaching and how these are reflected in our classroom practice.

The second stage is to decide where we want to go in our career. Are we happy to remain in the classroom and if so, how can we explore new approaches, competencies, content and technologies that can enhance our abilities as a teacher? Do we want to move into another area of education such as curriculum design, assessment or special needs education? Or do we want to move into management and leadership?

Whatever our ultimate goal, we must decide everything we need to do in order to attain the knowledge and skills required to reach that goal, and that is the focus of the next stage in our professional development and lifelong learning plan design approach.

The third step, therefore, is a gaps analysis of where we now are compared to where we ultimately want to be. This is the stage where it is essential to involve other more experienced colleagues and mentors in our planning. Once we have decided on what we need to do, we can begin our planning and in building our plan we can use the teacher knowledge development model's outer ring to ensure we are working on our professional development from every angle as knowledge seeker, knowledge discusser, knowledge user and knowledge provider (Quirke, 2009). The following section describes in further detail how we can use the model to guide the development of our plan.

Finally, we should also note that a key to this approach is the realization that our goals shift and change throughout our career and that the plan should remain flexible to accommodate this. Constant review, reflection and refinement ensures that the plan grows and adapts to our career path and recent experience.

4 Preparation Strategies

4.1 Reflection on Identity

This section describes ways in which we can answer the questions:

Who am I?
What is my teacher identity?
Where am I now?

There are numerous ways in which we can start addressing these questions, but all should include some form of reflective writing (Burton et al., 2010) and involve others in our inquiry. We should get input from respected colleagues, mentors and our students as well, as their insights will provide fuel to our reflective writing. How the reflection is structured is a personal decision which is dependent on what you feel most comfortable with. Personally, I started many years ago, by asking myself these questions:

What is my theory of language? How do I believe the English language is structured?
What is my theory of language learning? How do I believe students can best learn English?
What is my theory of language teaching? How do I believe I can best enable my students to learn English?
What is my role as an English Language Teacher both inside and outside the classroom that aligns with my answers above?

The answers to these questions covered many pages and allowed me to then write one sentence responses to the three initial questions taken from my journal in 1991 after completing the DELTA (Diploma in English Language Teaching to Adults):

Who am I? I am an English Language Teacher who believes in a communicative methodology that provides students with language learning opportunities that are relevant to their lives.

What is my teacher identity? I am a facilitator who gives students the opportunity to improve their English by making every lesson relevant to their needs.
Where am I now? I am Senior Teacher at the British Council in Caracas, Venezuela and thinking about what I need to do next as I have decided this is the profession I want to remain in for the rest of my career.

This was my approach to discovering my answers to the three questions, but of course there are many others including metaphors, narrative writing and even a quick-fire answer approach where you answer the three questions in one sentence in say 15 min.

4.2 Needs Analysis

4.2.1 Where Do I Want to Go?

When answering this question, we are in effect conducting a self needs analysis, and the best approach to this that I have encountered is to develop your professional development learning portfolio, which is a personalised collection of artifacts that is open-ended and demonstrates professional development over time aimed at stimulating reflective practice. It also has the advantage of being linked to appraisals and can therefore be used in evidence at the workplace as well. However, the focus is on personal professional learning and therefore the portfolio is an excellent snapshot of where we currently are in our profession and the final section of the portfolio should clearly indicate where we want to go.

The professional learning portfolio should reflect our experience and our accomplishments to date and should guide us to our vision. It should include materials, plans, student work, supervisor evaluations, reflective journal extracts (mine includes the extract from my 1991 journal in the introduction as a reminder of where I started from), PD sessions attended and presented and testimonials. This represents our current body of knowledge and leads into the next section which should detail short-term work and professional development goals as well as longer term goals that should then be rephrased as our vision.

For example, in 1992 we had moved from Venezuela and started a new job in the UAE, and it was increasingly evident I needed to take a master's degree if I wanted to continue in my chosen profession. My immediate goal at that stage of my career was therefore to start a recognized and reputable masters in TESOL whilst my longer-term goal remained as vague as "*remain in the English Language Teaching field for the rest of my career*".

There are clearly many ways in which we can identify where we want to go and how we can conduct a self-needs analysis, but I have found that these can all be included in the personal professional learning portfolio which remains an ongoing flexible foundation for career development.

4.3 Gaps Analysis

4.3.1 What Do I Need to Do to Go Where I Want to Go?

As with the above section on needs analysis, there are also numerous ways in which to do a gaps analysis ranging from the straight forward determination of the need for a further qualification to meet the requirements of a new job or position to more complex external reviews of professional attributes such as Talent Enterprise's Leadership Strengths Development Program (https://thetalententerprise.com/). Having experienced both of these and a range of different in-house options that lie somewhere in between in terms of their complexity, I firmly believe that the best approach is an honest self-evaluation against the competencies required for the vision we have identified.

For example, a colleague was aiming for expert teacher status in her institution a few years ago, and so assessed herself against the 16 competencies that all faculty had access to. She used a traffic light system to indicate the areas she most needed to work on with red prioritized for immediate professional development work, orange for professional development in the coming year (Bolded in Table 1 below) and green for competencies she felt she already had enough evidence to show she could meet the expert description.

Table 1 Example of self-evaluation against teaching competencies

Level 1 (Novice)	Level 2 (Capable)	Level 3 (Proficient)	Level 4 (Expert)
Recognizes regional contextual influences on teaching and learning but takes them into account in their teaching only to a small extent. Some evidence of cultural understanding in interactions with students	Applies practical teaching strategies that demonstrate a sound understanding of the regional context and its influence on teaching and learning. Good evidence of cultural understanding in interactions with students	**Explicitly takes the regional context into account in the teaching and learning context. Actively seeks to develop greater understanding of the regional context and its influence on teaching and learning. Strong evidence of cultural understanding in interactions with students**	**Adapts educational goals and practices to anticipate changes in the regional context** and evolve mechanisms to strengthen the relationship between campus and community. Interactions with students demonstrate cultural congruity that enhances the learning environment

Other competencies I have seen used in a similar fashion include the Teacher Standards for the UAE (https://tls.moe.gov.ae/#!/downloads-v2) and the UK Professional Standards Framework (https://www.heacademy.ac.uk/ukpsf), but there is a proliferation of teaching standards available and your self-evaluation should be based on those most closely aligned to the institution you are working at or aim to be employed with.

Your self-evaluation against teaching standards and competencies should be included in your personal professional learning portfolio and, having identified the gap in your teaching knowledge and competencies, you now need to decide how best to bridge that gap. This could be through formal education courses or through less formal approaches such as conference attendance, in-house PD, collegial discussions, observations of colleagues, web research and reading.

Once you have decided on your approach to bridging the gap, you can start the next planning stage.

4.4 Planning Strategies

4.4.1 Goal Setting

There are numerous formats for setting out your professional development goals (see Part Three: Personal and professional goal setting), but almost every one of these involves some form of SMART (Specific, Measurable, Attributable, Realistic, and Targeted) ensuring the goals are good indicators and measures of attainment (Gertler et al., 2016). This means goals should be:

Specific, so that the attainment of the goal can be measured as closely as possible.

Measurable, so that the evidence demonstrating attainment of the goal can be readily obtained.

Attributable, so that the evidence gathered is clearly linked to the goal.

Realistic, so that the goal is attainable and the evidence can be obtained within the time frame specified.

Targeted, so that the goal is aligned to the department, division and institution goals, and focused on students, teaching, learning and research.

I include here two examples from my career. The first is from my professional development plan in 2009, and the second is from our college strategic plan in 2007.

Example One: PD Goal 1: DREAM MANAGEMENT (Slide One)

- What: DREAM Management course development with Management team and leading to book proposal.
- Why: In order to spread the word of DREAM
- When: Semester One—complete course with Management Team.
- When: Semester Two—submit Introduction and Appraisal chapters as book proposal.
- Output Indicator: Book Proposal by June 2009.

Example Two: Extract from College Strategic Plan 2009

Note that the development of the strategic plan supported faculty and staff to set out their professional development goals for the academic year and ensure they would be aligned to the institution goals.

Prioritise learning support					
Objective 2: actively address student study skills					
Activities	Person accountable	Support group	Review date	Output indicators	Institution action item
Develop faculty PD on providing consistent feedback to students	IT Chair	Supervisors	Nov 1st	Feedback on consistency of feedback	#1
Develop structured approach to independent learning	Dean	Supervisors, Team Leaders	Feb 7th	Independent learning programme	#1
Provide students with visual stimuli all around the campus to promote reading and study skills	Librarian	IT, Facilities	Feb 7th	Staff and student feedback on effectiveness	#1, 4
Set up mini-ILC/LRC corners in each classroom with related reference books	Librarian	Supervisors, Facilities	Feb 7th	Student and staff feedback	#1
Explore different approaches to improving students' critical thinking skills (e.g., 7 Hats, de Bono, PBL, etc.)	Dean	Team Leaders	Feb 7th	Pilot project proposals submitted to Director	#1

In the first example above, the goals were presented in a PowerPoint slide format with two slides per goal. The first slide for each faculty presented the what, why, when and output indicator, whilst the second slide gave a brief description of how the faculty would develop the activities over the academic year.

The second example used a table format with faculty choosing from the full strategic plan which institutional goals best matched their professional development goals for the year.

4.5 Key Milestones

What Milestones Do I Need to Set to Get Where I Want to Go?

A key part of setting SMART goals is ensuring they are realistic and attainable, and we do this by ensuring not only that the evidence can be collected over the academic year but by setting clear milestones for each stage of the work towards the goal. This is what the second slide in Example One above laid out.

The milestones should ensure that the key activities required to meet the goal are described and broken down into manageable time frames. This is best shown through a concrete example, and so here is one from my current professional development learning portfolio that includes the following goal:

Submit Action Research Book Proposal by July 2020

The second slide for this goal in my professional development plan lays out the key milestones as follows:

Decide on framework by 27th September
Decide on working title by 27th September
Provisional Table of Contents with authors to be considered by December 13th
Author invitations to be sent to potential contributors by December 20th
Author acceptances required by January 10th
Review proposal submission requirements and compile by January 17th
Draft chapter as per guidelines by January 31st
Finalise Table of Contents by January 31st
Submit proposal by February 14th
Send out general call for papers once publisher responds.
Hopefully, deadline for First Drafts by July 1st with
Final Volume Submission Draft by December 1st dependent on publisher contract.

The final three lines are tentative and really focused on my goals for the following academic year, but I have always found it useful to have the milestones extend beyond the goal if feasible.

4.6 Finding Support

Who Can Best Support Me on This Journey?

No matter what goal we are working on, we will always require the support of others, and I have always found it essential to include within the professional development learning portfolio the colleagues and experts that need to be part of the work. There are four key groups of support contacts:

1. The colleagues around us who often are part of the team delegated to work on a specific goal. For example, course development teams where all faculty teaching a course will be charged with the annual review and refinement of the course, or a departmental project given to a selected group of teachers.
2. The mentors I have approached to help support me in a specific professional learning goal (see Part Three: Mentoring/Coaching). Mentoring is defined "as a sustained relationship between experienced and less experienced colleagues … where … one has particular knowledge or skills that can be passed onto the other" (Quirke & Allison, 2010, p. 80). I always try and find a mentor for my professional learning goals and include them within my plan—see the Example Two extract from College Strategic Plan 2009 above—but giving a specific name rather than a group. For example, this past academic year one of my goals was to enhance my Blackboard Learn skills using the Collaborate Ultra classroom video conferencing tool, and to that end I spoke to one of our Education Technology team who specialised in Blackboard asking her if she could provide me with the mentoring support I felt I would need. This individualised support helped me to address specific ways I wanted to use Collaborate that were compatible with my pedagogy and, as always, the mentoring approach generated a far deeper learning experience.
3. The communities of practice (Wenger, 1998) that are most relevant to the professional learning goal. In my experience, a supportive and critically enquiring community can make an immense contribution to the quality of our professional development, and if you cannot find an existing community of practice available (see Part Three: Involving yourself in professional associations), think about launching your own based upon the goal you have set (Quirke, 2012).
4. Finally, there are today innumerable support sites available for almost every goal we are working on, and many are run by international colleagues who are more than willing to respond to queries and give guidance (Quirke, 2008). Throughout my career in ELT, the generosity of colleagues worldwide, and their willingness to share their knowledge and expertise has astounded me, so never shy away from sending that email and asking.

4.7 Implementation Strategies: Making It Happen

What Do I Have to Do to Achieve Each Milestone?

The effectiveness of any professional development and lifelong learning plan is dependent on us actually achieving the goals we have set ourselves, and this is why the milestones are so important. They allow us to breakdown the longer-term goal into manageable short-term activities we need to complete each week. I find the weekly breakdown ensures the work is scaffolded in a way that keeps me focused and on-track and ensures I do not let any of my goals slip.

My personal implementation strategy is to create a weekly plan for each goal based upon the milestones set and then enter these into my calendar. I use a tabulation format similar to.

Example Two: Extract from College Strategic Plan 2009

(see above).

It is an approach I developed during my doctorate as facing a six-year goal to complete the Ph.D., it was the only way I could ensure my study was continuously focused on a long-term goal that at times seemed impossible to reach.

Example Three: Extract from Ph.D. Implementation Strategy

This example is from the second year of my doctoral work, and the columns remained the same throughout the six years with more focus on the left-hand columns early on in my studies and moving to the right as the research developed over the years.

Week ending (Sat)	Lit review reading	Methodology	Data collection	Analysis	Interpretation	Writing	Reflection
27th April	Finish Wink and Putney book Riel and Fulton article Discuss W&P chapter with SA and BS	Refine overriding philosophy—speak to JE on ideas from next week	Website work: upload pages requested last week Email and discussion board replies Finish conference page updates	How am I going to analyse the relationships realised in language—see reflection from last week	Next year hopefully	Continue methodology chapter Decide where reading can best be used	Weekly Sat. reflection on each element of study and where am I going with the ToC and data

Each of the six implementation strategy activities in the table would be added into my calendar each Saturday, so my doctoral work was always blocked off in the calendar. This is an approach I continue to use to this day in all my projects and tasks, and it has ensured that over the years I have rarely missed a deadline. The key to the effectiveness and success of this approach is the weekly reflection and having the confidence to change the ongoing plan as the reflection pinpoints new avenues of exploration and work to be done. Please also note that the activities include ongoing discussions with others; in the example above with JE my tutor and mentor, and colleagues SA and BS. Nothing we do in education, can or should be done in isolation, so use your support groups as noted in the section above.

Clearly, this methodical approach will not work for all of you, but I encourage you to develop an implementation strategy that works for you and one that includes ongoing reflection.

4.8 Review Strategies

Reflection

How Can I Best Reflect on the Progress I Am Making?

The implementation strategy above requires a weekly reflection and ensures that we adopt a reflective practice that meets the "essential strengths of reflective writing:

1. Documentation: Reflective writing creates a record, which you can use in later reflections and inquiries.
2. Versatility: Reflective writing enables you to adopt different approaches to teaching concerns—it's up to you what they are.
3. Analysis: Reflective writing can help you see connections and differences in your teaching.
4. Self-/collaborative study: Because reflective writing is a flexible tool, you can use it for self-study or collaborative learning.
5. A lifelong professional resource: Reflective writing has the potential to be a lifelong, flexible professional support" (Burton, 2010, p. 9).

This ongoing reflective practice is the cornerstone of our professional development and lifelong learning plans and ensures that our plans our cyclical and centred on lifelong learning rather than an annual disconnected snapshot from our careers. Rather than go into detail on forms of reflective writing (see Part Three: Engaging in Reflective Practice), I encourage you to read the sources listed in the 'Further Reading' section below, noting that reflective writing has probably influenced my professional growth and development more than anything else in my career.

4.8.1 Re-plan

Another key point to note as we draw to the end of the chapter is to listen to your reflections and those supporting you, and never look at your professional development and lifelong learning plan as something written in stone. The plan is a flexible, ever-changing document that ebbs and flows as our career is impacted by our daily experiences, which we hopefully see mirrored in our reflections.

Most appraisal systems have a mid-year review, but I would encourage a monthly review of the plan as part of the weekly reflections, thereby refining and updating the plan regularly, adding links and evidence and ensuring it is a true picture of your current position and beliefs.

An effective professional development and lifelong learning plan is only as good as its flexibility.

4.8.2 Retire

And a final note for those in the twilight of our ELT careers. I have found my professional development and lifelong learning plan has shifted its focus over the last couple of years as I near my sixtieth birthday and begin to think about how I want to continue my lifelong learning journey after my retirement (see Part Three: Thinking ahead to retirement). My plan is now focused more on how I can continue to contribute to the field after I move on from a salaried position, and how I can best share the knowledge and skills I have learned over the past few decades. And this in turn is generating new learning opportunities as I explore the latest educational technologies that will allow me to do that.

Learning truly is lifelong.

5 Conclusion

This chapter set out to introduce you to one strategy for the development of your own professional development and lifelong learning plan. If you are now considering how to develop your own plan, remember to personalise your approach and take only what works for you. Your professional development and lifelong learning plan must be a personal document developed using an approach that you are comfortable with and reflecting your learning and teaching beliefs and individual characteristics. That is what makes each plan effective.

6 Discussion Questions

As you read through the chapter, you can use the key questions of the approach outlined as discussion points with colleagues as well. I repeat the questions here:

1. What is my teacher identity?
2. Where am I now?
3. Where do I want to go?
4. What do I need to know to go where I want to go?
5. What milestones do I need to set to get where I want to go?
6. Who can best support me on this journey?
7. What do I have to do to achieve each milestone?
8. How can I best reflect on the progress I am making?

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Conference Organization as a Path to Professional Development

Melanie Gobert

Abstract Conference organization is a large and complex task that offers many opportunities for professional growth and development. Furthermore, many academics pursue organizing an international or regional conference as a means to promotion in professorial ranking at higher education institutions around the world. This chapter recounts numerous tasks that must be fulfilled in organizing a conference and offers insight into the best way to form a conference committee to complete these tasks. It also offers some preventative advice for situations that may arise and advice for dealing with situations that may need immediate attention when organizing a conference, and some perspectives on the future of professional academic conferences.

Keywords Conference · Conference organization · Professional association · Professional development · ELT · TESOL

1 Introduction

One of the best ways for English Language teachers to develop professionally is to organize a conference or participate in the organization of a conference. The benefits are many. In the academic world, conference organization has become part of faculty promotion. Attending conferences and presenting at conferences is part of tenure, not to mention the benefit to the conference delegate of learning about new research and research trends as well as receiving feedback for research in progress and networking with other researchers (Klemeš, 2016). Conference organizers also learn new leadership and managerial skills, including setting an agenda and chairing meetings, organizing a conference from A to Z, and how to develop and train other professional leaders. In addition to this, conference organizers reap the benefits of volunteerism,

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_23

including self-esteem and community service, which can lead to achieving the self-actualization stage in Maslow's Hierarchy of Human Needs (Baygi, Ghonsooly, & Ghanizadeh, 2017).

2 Timing and Theme

When planning a conference for English Language Teaching (ELT) professionals, the first order of business is selecting the date. It is important to see what other events you are competing with to avoid conflict. Conference organizers should look at local, regional, and international conference dates, as well as holidays (Algren, Dwyer, Eggington, & Witt, 2008) to assist them in setting a date for their event.

Once a date has been determined, conference organizers should decide on a theme. The theme is one of the most important factors affecting conference attendance, according to Sakas, Vlachos, and Nasiopoulos (2016). Nowadays, many institutions are not supportive of self-selected professional development, despite a growing body of evidence in favor of self-selected PD (Jacques, Behrstock-Sherratt, Parker, Bassett, Allen, Bosso, & Olson, 2017). For example, many institutions believe that if a school evaluation or inspection report shows that the school or institutions' students are weak in reading, for instance, or that the institutions' teachers are not adept at using educational technology in the class, that these areas must be targeted for professional development. In this scenario, everyone gets a one-size-fits-all professional development experience. This can be very off-putting for teachers seeking professional development because there is a continuum in professional development. All teachers may not be at the same stage of their professional development in these areas at the same time. Some teachers may be actively seeking professional development in an area not considered as needing improvement. These teachers will often be uninterested or even hostile to the institution's proposed professional development. Conference organizers can counter this situation by designing their conference around a theme, which incorporates many different sub-fields in the profession, such as pragmatics, educational technology, research, testing, intercultural communication, and so on in ELT. In this way, all conference attendees can find various sessions that are of interest for them to attend for their own unique professional development trajectory.

The theme should be decided in collaboration with other conference committee members. (More will be written about the conference committee later). It is also a good idea to look at the themes of recent regional and international conferences in one's own field or other fields before deciding upon a theme, as themes for conferences tend to run in cycles (Stapleton, 2013). Some key words in themes run the risk of being overused and may have a negative impact on conference attendance (Campbell, Race, Robinson, & Brown, 2003). For example, recently terms like "innovation," "twenty-first century," and "technology" tend to be overused and will not set your conference apart from others. In addition, putting out a "call for a conference theme" to the conference committee members can enlarge the stable of possible conference themes, allowing everyone to come to a consensus on what the best conference theme is. This will unify conference organizers in attaining the objective of the conference.

Another important characteristic of an ideal conference theme is brevity. Sometimes discussions go on too long and, in an attempt to please everyone, too many buzzwords and priorities are identified in the selected conference theme. The conference theme is the unifying orb of the conference, everyone can touch it and relate to it, and it will assist greatly in designing the poster, the conference logo, and the website. The conference theme also provides a framework for the selection of proposals (Algren et al., 2008).

3 The Venue

Once the date and theme have been determined, it is time to source a venue. The venue is probably the most important aspect of the conference and is definitely linked to the conference attendees' perceptions and evaluations as to the success of a conference and the likelihood of recurrent attendance. Although many conferences are held at educational institutions, these tend to be smaller. As an organizer for the TESOL Arabia annual conference and exhibition, we decided to host the annual conference in an educational institution and hotel in alternate years for financial reasons. We found that attendance was higher when the conference was held at a hotel rather than in an educational institution. Many large conferences require hotels or even convention centers as venues that will hold upwards of 6,000 delegates.

While it is comfortable to organize an event at a venue where the conference organizer works, this may limit the audience of participants that potentially attend the event. The person organizing the event may feel most comfortable organizing the event at their place of work because they know the path to getting the various permissions involved, getting the support of the facilities staff working at the same college, school, or institution, and securing funding or security support staff. However, if the organizer's place of work is hard to reach, far away from where the attendees live, or is alienating in some way, such as inviting a desired audience of primary school teachers to a university or college venue, the conference may not attract the anticipated attendees. On the other hand, it is often desirable to host events in different institutions, or cities, as in the cases of TESOL International Association or IATEFL, to maximize attendance. One of the benefits of attending a conference is the opportunity for travel, and many delegates attend according to the location of the conference. However, conference tourism is a double-edged sword as only the keen may attend all of the conference and educational institutions funding the delegates and presenters may perceive of professional development as a leisure activity rather than an academic necessity (Klemeš, 2016). One good reason for hosting the conference at an educational institution or in a different city is to involve participants who may not travel to a chosen venue but are employed at the venue or near the venue where the event is held. Hosting conferences at an educational institution is usually cheaper than a hotel or conference center.

When deciding upon a venue, there are a few key considerations. The total number of meeting rooms is the first thing to consider. Colleges and universities usually have an unlimited number of presentation rooms, especially if the conference is held on a weekend. On the other hand, hotels are often short on an adequate number of large concurrent presentation rooms that can hold 15–20 people seated in theatre-style. The minimum number of concurrent presentation rooms for a conference with 1000–1500 attendees is about fifteen. A second consideration is audio/visual equipment. If the venue allows you to source the equipment from outside or bring your own, this can reduce the cost of the conference as renting this equipment from a hotel or conference center can be costly. Nowadays it is also very important to have unlimited access to the Internet through WiFi for all conference attendees, presenters, and exhibitors. Most venues supply this as part of the rental cost. If the conference is held at an educational institution, WiFi and Internet are often available at no extra cost.

Other considerations are the cost and availability of food and beverage. Conference attendees will need access to these at a reasonable cost and enough outlets must be provided so that they do not have to wait a long time to be served. There can also be charges for parking at hotels and conference centers. All of this adds to the overall cost of attending the conference for the delegates (Algren et al., 2008), especially if they are self-funding.

Once the date, timing, and venue have been chosen, it is time to design the poster, website, and Call for Proposals (CfP).

4 The Call for Proposals

The conference organizers will need a poster to advertise the event and to send out with the CfP. Both the poster and the CfP need to follow the same theme and include the same information, although the CfP will include additional information. The poster should include the date, timing, and venue of the event, with the theme, and any additional information such as sponsor logos and registration cost, as well as how to submit a proposal for the conference and the website of the event.

Nowadays most CfPs and posters for conferences are designed and sent out electronically. It is a good idea to have someone on the team who is good at designing posters or CfPs, or a ready media student volunteer, to assist where these skills may be lacking. Depending on budget allowances, this can also be outsourced. Once the conference has a poster, which must be in electronic format and may also need to be reproducible in hard copy, the elements of the poster can be incorporated into the conference website, always keeping the organization logo prominently displayed for brand recognition.

While there are many online proposal submission platforms available for free or for a cost, one of the simplest ways that proposals can be submitted is by making a form on Google docs, especially if the conference is small, but the form will still have to be adjusted before sending proposals out to peer-reviewers because the reviewers should not see the name or affiliation of the proposal submitter. If the conference is large or small, and the organizers hope to apply for being a SCOPUS-indexed conference and proceedings, all submissions must be peer-reviewed and the conference proceedings must have a historical publication of at least two years (SCOPUS, 2019). A larger, but still free, conference proposal management platform such as Easy Chair (Easy Chair, 2019) should be considered for use for conferences that are hoping to attract more than 50 proposals, as managing the peer-reviewing process of that many proposals by email or a database on a shared drive can be an ominous undertaking.

The CfP should be sent out at least nine months in advance and should be repeated monthly until one month before the deadline. One month before the deadline, the call should be sent out weekly and the week before the deadline, every two days, and certainly the day before the deadline, to insure the maximum number of submissions.

The proposals or program chairs of the conference should also decide if proposals will be limited to one per individual or if multiple proposals will be accepted from the same presenter. Accepting multiple proposals from one presenter can ensure a higher caliber of presentations if the proposals are blind-peer reviewed, but it can limit the number of attendees because many institutions no longer fund conferences for professional development unless the delegate is also a presenter. It can also limit the number of novice presenters that are accepted, which does little to encourage proposal submitters to “try again” in subsequent conferences, and thus deprives ELT professionals, especially less experienced ones, from becoming more experienced and contributing to both the development of the organization and their own professional development. The CfP also needs to specify the types and durations of the sessions that potential presenters can submit a proposal for. These could include 20, 30, 45, 60, and 90-min sessions and include individual or group presentations, workshops, panel discussions and moderated discussions (Algren et al., 2008), on a full range of different ELT topical areas, such as intercultural communication, language skills, educational technology, research, K12, English for Specific Purposes, and so forth.

The proposal submission platform must elicit all the information needed including the name of the presenter, email address, session title (usually with a word limit of seven words), short session description for the program (50 words or less), and proposal submission category and timing (i.e., 90-min workshop, 45-min presentations, etc.), with a longer and more complete description of the session (approximately 250 words) to be sent out for peer review (Algren et al., 2008). For transparency’s sake, both the submitter and reviewer should have access to the rubric on which proposals will be evaluated with criteria such as the title clearly indicating the content and the proposal being clearly written (Algren et al., 2008).

The timeline of scheduling the proposals and notifying the presenters that their proposal has been accepted is crucial. When the CfP goes out, ideally at least nine months before the conference, if the conference has an early bird registration, a pre-registration, and an onsite registration, presenters must know if their proposal has been accepted before the early bird deadline in order to apply for funding from their institution. So, the timeline for reviewing the proposals can be very tight, especially if all the proposals are reviewed during the same period, approximately a two-week to one-month period between the closing of submission for proposals, reviewing the proposals, and notifying potential presenters if their proposal has been accepted. About 30–40 reviewers should be recruited to help in the reviewing process if more than 500 proposals have been submitted. It is desirable to have at least two people review each proposal and if there is any disagreement to enlist a third. If proposals are reviewed as they come in before the deadline, the program committee runs the risk of accepting proposals that may not be of the same caliber as proposals received closer to the deadline. This could affect the quality of the program, which may have a negative impact on the attendance of future conferences.

5 The Conference Committee

This is a time when the phrase, though trite it may be, “It takes a village” is perfectly apt. Organizing a conference is a very demanding and complex task (Klemeš, 2016), and it cannot be achieved by one person working alone. Before finalizing the committee, the conference chair, or chairs, must determine what aspects of a conference they want to offer delegates. For example, Job Fairs and Professional Development Certificate Courses may be offered to attendees in addition to the regularly scheduled concurrent sessions. Both have proven extremely popular with TESOL Arabia International Conference and Exhibition attendees, as candidates can have on the spot interviews with potential employers and leave the conference with a certificate of participation in an intensive 6–8 hours, course featuring presentations and workshops with some of the leading names in the field. These two events are available at an additional cost to attendees, but often add a great deal of value to the conference experience when delegates receive extra professional development in addition to the regularly scheduled concurrent sessions and invited speaker (plenary) sessions. The conference organizers can maximize the income for the conference by charging recruiters for interviewing space and the facilitation of on-site interviews, including resume submission and facilitating anonymous screening.

The conference committee needs to include a proposals and program chair, an invited speakers chair, and an exhibition chair at the minimum. It is advisable to have an additional committee member to liaise with the venue and potential conference hotels in the surrounding area where delegates may opt to stay at different price ranges, a conference committee member responsible for sending out a call for and editing the conference proceedings, and an additional conference committee member to design and edit the conference book or work with the webmaster or web designer to create the program online or conference app. Someone also needs to be in charge of marketing and publicity for the conference, and someone needs to be in charge of educational technology for the presenters as well as an electronic village if one is offered.

The participation of different people working together, with a common goal, can lead to many positive interactions and stimulate creative thinking (Nasiopoulos, Sakas, & Vlachos, 2013). It is very important for the conference chair to consider the strengths and weaknesses of the various people involved in the conference committee and how they will work together to achieve the objectives of the conference. Everyone does not necessarily need to like each other to be an effective conference committee member, but everyone must respect each other. Another position that many conference committees contain is that of volunteer chair or volunteer coordinator. Many people will want to volunteer to help make the conference successful and they will need to be thanked and appreciated (Algren et al., 2008).

6 Post Conference

Many conference attendees will want to access handouts and slides from presentations they would have liked to attend but missed due to conflicts in scheduling of their preferred sessions. Algren et al. (2008) recommends that this material be reviewed for quality, but this may be difficult to achieve even with having a member of the conference committee being in charge of this task because a lot of wind goes out of the sails post-conference. Evaluations of conferences often reflect this. In our attempts to collect post-conference evaluation data at TESOL Arabia, we actually received very few post-conference evaluations whether we offered the opportunity to give feedback on paper, electronically, or both.

On the other hand, face to face feedback was readily available during the conference, and usually it reflected dissatisfaction with one aspect or another of the conference from attendees having to pay for parking, the poor quality of the food on offer, or no-show presenters. The caveat for this is, if everything goes fine during a conference, delegates go away happy and not a lot of positive feedback will be forthcoming. The true success of a conference will be reflected in the number of returnees over the coming years.

Face to face dissatisfaction received during the conference must be addressed in subsequent years, if it is not possible to fix on the spot. We found out that the decision to have delegates pay for their own valet parking (about \$10 per person) in an effort to cut down on the overall cost of hiring the venue, would have cost us a minimal amount if the hotel provided extra staff for valet parking on the three days of the venue, at a cost of about \$800. For food and beverages, we selected the option of a cookie and a cup of tepid coffee for each delegate once per day over three days at a cost of about \$4 per day, while the hotel was providing additional cost sandwiches and salads with a drink for about \$8 right next to the cookie/coffee station. The next year we informed the hotel that we would cover the \$8 cost for each delegate to have decent food.

There is very little conference organizers can do to cope with no-show presenters on the day. Some conference organizers say they have or will "blacklist" no-show presenters, but this is very difficult to achieve unless the conference is very small. Most conference management software requires manual cross-checking to determine if a presenter's proposal was accepted and the delegate has paid the conference registration fee. With on-site registration, the presenter could pay on the day of the conference. Usually conference registrations and proposal submissions are handled by two different functionaries, the proposals/program chair and the conference management company, which take the registrations often with an online credit card payment gateway.

A third post-conference essential is publishing the proceedings of the conference. The conference proceedings contribute to the promotion of the conference, motivating qualified academics to participate by getting their work published in a subsequent volume of the conference proceedings with a well-reputed publisher (Nasiopoulos et al., 2013), especially if the conference is or hopes to become SCOPUS-indexed (SCOPUS, 2019). This requires a conference proceedings editor and peer-reviewers, but can probably be handled by email as the limitation for a book publication may be about 30 chapters of 4000 words. With the publication of an online proceedings volume, this could change as the capacity for hosting and publishing many more chapters from a book is feasible and cost effective with online publication.

7 The Future of Conferences

Although competition from online professional develop and webinars is growing, and conferences and presenters now have the capacity to present by distance, Klemeš (2016) says if they were going to replace face to face professional development at international and regional conferences, it would have already happened. This technology is not new, so the conclusion is that the opportunity for networking and communicating with peers, face to face has not been superseded by social media (Klemeš, 2016). In addition, Nasiopoulos et al. (2013) state that the large number of strong working teams across institutions that occurs at conferences during sessions which appeal to academics from different institutions and which in turn create solid scientific and business relationships cannot be duplicated outside of face to face conferences. In fact, academic conferences are growing stronger and stronger and offer incredible opportunities for professional growth and service, not only to delegates, but also to conference organizers.

8 Conclusion

This chapter has provided an overview of how to organize a successful conference in the ELT field. Steps include setting the date and deciding on a theme and venue, as well as establishing a conference committee. Advertising the conference and sending out a Call for Proposals and a review committee, setting up a schedule, and dealing with hiccoughs during the conference as well as post conference follow up are all part of conference organization. Organizing conferences is an excellent way for English Language Teachers to develop their professionalism by giving them opportunities to learn new skills, such as marketing and design, and to develop their leadership skills in an environment outside of their workplace. In education, since practitioners can experience very long careers, opportunities for leadership may not be readily available or accessible in the workplace. One of the ways that conference organization can contribute to leadership development and professionalism in a way that on-the-job promotions cannot, is that leaders must learn how to lead by getting people on their side and seeing their vision, motivating them and getting them to contribute their best in a professional manner. Coercion is not available as a strategy when leading a team of dedicated conference organizing volunteers with diverse personalities, work experience, and skill sets. All of the skills developed in organizing a face-to-face conference apply equally to virtual conferences, which may be the coming trend.

9 Discussion Questions

1. What do you think is the best way to become involved in organizing a conference?
2. How does organizing a conference contribute to experiential learning and how can conference organizers leverage that learning professionally?
3. What characteristics would you look for in your ideal conference co-chair?
4. What other opportunities for growth and professional development can be offered by organizing a conference?

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Engaging in Professional Associations: Professional Organizations as a Critical Component of the ELT Profession

Rosa Aronson

Abstract Individual English Language teachers belong to a profession that needs more visibility and stronger public recognition. This chapter outlines how teachers can leverage their professional associations in order to deepen their content expertise, enhance their leadership skills, network with colleagues, and strengthen their ability to influence policy decisions that affect their professional lives.

Keywords ELT organizations · ELT leadership · ELT professionals · Content expertise

1 Introduction: How Other Professions Have Earned the Public Trust

Whether your experience as an ELL professional spans decades or you are just beginning your career, it is important to recognize that you belong to a specialized profession. Why is this so critical? Because as a member of a profession, you are more empowered than you are as an individual professional (Lamb, 2012). When you are part of a profession, you draw on its collective body of knowledge, a self-imposed code of ethics, and policy efforts of many to advance not only your own individual career but your professional community at large.

But what constitutes a profession?

According to the Professional Standards Councils (2018), as defined by Professions Australia website,

> A profession is a disciplined group of individuals who adhere to ethical standards. This group positions itself as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and is recognized by the public as such. A profession is also prepared to apply this knowledge and exercise these skills in the interest of others.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_24

Looking at professions that have earned the public trust, such as the medical professions, one is struck by the presence of several noteworthy characteristics. First they are represented by professional associations. Through these organizations, they establish and safeguard a common body of knowledge that represents their professional domains. Based on this body of knowledge, they generate and update professional standards and a code of ethics that earn the public trust. They also create learning opportunities that advance their professional expertise. Finally, they advocate for policies that honor the important role they play in society at large.

Although the English Language Teaching profession can claim to possess those characteristics, it is fair to say that our discipline has not yet achieved the almost universal prestigious social status that other fields, such as medicine, law, or engineering seem to enjoy. One indicator of having reached a positive reputation is the extent to which the public and policymakers view and trust the profession. For instance, how often are you invited by a decision maker to offer your professional opinion on a proposed policy? In your own school or institution, how often are you consulted in matters related to English language learners? Is your answer "never" or "not enough"? If so, consider playing a role in improving how decision makers and the public view your professional standing, your expertise, and the role you play in improving society. If you are already a member of a professional association, you have taken the first step. The status of the teaching profession at large varies widely from culture to culture. In general, however, the ELT profession has been undervalued even as the demand for English teaching and learning continues to grow globally (TESOL, 2016).

Professional associations have played an important part in ensuring that the occupations they represent accede to a level of recognition within policy makers circles and the public at large. According to the American Society of Association Executives (ASAE), a professional organization representing association personnel and leaders, there are over 92,000 associations in the United States alone. English Language Teachers Associations number at least 110 across the world. These organizations provide continuing education, advocacy, research, and networking opportunities for their members. In addition, the British Council estimates that by 2020 2 billion people will be using and learning English worldwide, underscoring the critical role of English language teaching associations across the globe. This chapter addresses how you can engage with your ELT association to help achieve the public recognition you deserve as an ELT professional in your community and to do your part to advance the entire profession globally.

ELT as a distinguished professional field through professional associations.

Professional associations were established to elevate occupations into professions. At the origin, organizers recognized the need to affirm a common vision, mission, and a set of core values as guidelines for their work. To date, individuals join professional associations that represent their voices in policy, provide ongoing training and research to help refine their practice, and elevate their professional standing in society. In the medical field, professional associations outline career paths for their members, from students to professionals. The American College of Physicians (ACF) for example offers a career path that includes resources and information on the various steps required to become an internist in the United States. The ACF continues to offer resources and benefits once the students have achieved internist status.

Notwithstanding cultural differences, ELT organizations across the world have a similar purpose but they are only as effective as their members' willingness to actively partake in this ambitious goal. As an ELT professional, consider lending your voice and expertise to an existing ELT professional organization near you. TESOL international Association and IATEFL are arguably the two most important ELT organizations in the world. They each have a network of affiliates representing various geographical and professional areas. These vary widely in their capacity. Although TESOL International Association and IATEFL each has a full staff and an executive director, many of their affiliates and associates partially or entirely rely on members and volunteer leaders to carry out the work of their organizations.

In 2017, TESOL International Association held a Summit on the Future of the TESOL Profession. All ELT professionals, their representative organizations, and other stakeholders were invited to participate in a Pre-Summit online discussion. These discussions as well as the face to face event exposed many questions and concerns related to the current status of the ELT profession and outlined a set of strategies designed to improve conditions and policies affecting the profession. It was the first effort by ELT professionals to assess on such a large scale the state of their profession and to reclaim, as content experts, the conversation about their field. This was necessary, as for too long, entities and individuals outside the profession had dominated the conversation about what constitutes the ELT profession.

This effort represents an historical opportunity for EL Teachers' Associations to follow suit in their own contexts. Your new or renewed engagement with your preferred Association (not just your membership) as detailed in the following sections will ensure that the future of our profession is defined by those who practice it. No medical doctor would allow non-doctors to define the medical body of knowledge or the professional training needed. Similarly, it behooves ELT professionals to take charge of their specialized field. With the continued increase of English Language Learners around the world, and the growing emphasis on the teaching of English, it is even more critical for our ELT field to gain the prestige that already characterizes other professions. Equally important is that we, as ELT professionals, serve as the architects of this effort. We invite you, as an individual professional to partake in this work.

Deepen your content expertise and develop your professional skills with your English Language TA.

As stated earlier, a key function of professional associations is to define and populate the body of knowledge that constitutes the content of a specific discipline. For EL Teachers' Associations, the body of knowledge includes theories of language instruction, methodology of English instruction, competencies required to be an ELT professional, and socio-cultural and pedagogical factors affecting language learning. This body of knowledge varies according to context, but the effort to assemble, formalize and monitor what constitutes the ELT profession is the responsibility of ELT Associations and their members.

Recently, TESOL International Association released a framework outlining six foundational principles for Exemplary Teaching of English Learners. This framework was the product of a group of volunteer experts in TESOL who created it over a period of one year. Although this initial framework applies mainly to the United States elementary and secondary school context, it can be adapted to other settings, and other products focusing on different setting will be released in the future. This is an example of a significant contribution to the ELT body of knowledge. Whether you teach elementary or secondary students in an English as a Second Language setting or in a teacher training program in a Chinese university setting, you can, as part of your engagement with your professional association, contribute your knowledge through presentations, workshops, and publications, based on your experience, education, and/or research to the development or revision of the ELT body of knowledge. A professional association cannot do this work without you. Even when organizations are staffed, they need you, the professional in the field, to participate in this work for the benefits of the next generation of members. If you are an experienced teacher trainer, you can share with your professional association what you have learned over the years: is the curriculum of your program aligned with the knowledge and competencies required of the classroom teachers? How is it changing? What areas of research are needed? Your experience represents an important piece in the complex puzzle that characterizes the ELT profession and will add to a body of knowledge that is currently not well defined, yet can represent the foundation of a highly respected profession. It would be impossible to list all roles and/or potential contributions to the ELT body of knowledge. The table below lists a few examples of contributions you can make based on your position in the ELT profession and the specific geographical region in which you reside (Table 1).

In your own setting, what content pieces are missing from the body of knowledge and how would you go about filling the gap? The answer to this question may well lead you and the organization of whom you are a member to pursue a path similar to the one that led to TESOL's *6 Principles.*

2 Apply Professional Standards to Hone and Share Your Skills as an Accomplished English Language Teacher

As previously stated, a Profession distinguishes itself through the existence of professional standards and code of ethics. Professional standards are a coherent set of guidelines intended to outline the competencies needed to be a member of the Profession, as defined by peers. Professional standards can vary according to regional contexts, institutional settings, and other variables but their existence signal the significance attributed to a Profession. Standards must be grounded in research and widely accepted by those charged with upholding them as well as by government entities. Unfortunately, that is not always the case. When standards are developed by entities outside of the profession, they do not reflect the knowledge and expertise

Table 1 Potential contributions to the profession by ELT role and context

Your position	Your geographical region	Teaching level	Characteristics of your students	Possible contributions to the body of knowledge
Classroom instructor	All	Elementary-secondary	ELLs	Methodology topics Content topics Refugee-related topics Proficiency standards Mentoring new teachers Professional development topics Advocacy and policy topics
Adult educator	All	Adult education	Adult ELLs	Methodology topics Multilevel classes topics Multicultural- related topics Refugee-related topics Proficiency standards
ESP educator	All	Adult Education for professionals	Adults with professional goals	Methodology topics Multilevel classes
Higher Education professional	All	ESL in higher education	Undergraduate or graduate students needing English	Methodology topics Multicultural-related topics
IEP professional	All	Higher education	Students who need to acquire proficiency in English within a short time	Multicultural-related topics Methodology topics
Teacher educator	All	Higher education	Students preparing to teach ELLs	Language topics Pedagogy topics ELL advocacy issues
Researcher	All	All levels	N/A	Help define research priorities Conduct quantitative or qualitative research that informs or refines knowledge in any of the categories listed above. Share findings with colleagues in your association. Contribute to the research agenda in your association

of those who actually know the work, and therefore are more likely to be criticized or rejected. But when professionals themselves take on this important task, they can provide useful guidelines for performance assessment and for professional learning and improvement. Professional standards are typically developed by professional associations' volunteer leaders in collaboration with staff, when the association has enough resources to hire professional staff members. This is not always the case, particularly in under-resourced regions of the world. In those cases, much of the work of professional associations is the responsibility of members like you who commit to sharing their expertise with their peers. As an ELT professional, get to know the professional standards guiding your practice in your local context. Even better, provide feedback to your professional association on how useful and applicable the standards are to your situation and suggest improvements for the next revisions. Standards are not static; they evolve with changes in policy or practice contexts.

A few years ago, TESOL International Association created a set of guidelines for developing EFL professional teaching standards (Kuhlman & Knezevic, 2013), with examples in different countries. The book is available on line at https://www.tesol.org/docs/default-source/papers-and-briefs/tesol-guidelines-for-developing-efl-professional-teaching-standards.pdf?sfvrsn=6. As an ELT professional in an EFL context, you can familiarize yourself with those guidelines, and, perhaps even undertake, with others, the development or revision of professional standards in your own region.

In addition to standards that emphasize professional competencies, a code of ethics, outlining a set of principles of conduct within the ELT Profession is a critical piece of building a positive reputation and earning the public trust. For example, how do ELT researchers ensure the ethical application of research on their students? How do ESL instructors in the United States ensure that undocumented students receive a solid education and have a positive experience despite a policy climate that is hostile to these students?

A profession without well thought out and relevant standards and ethics cannot gain the reputation it deserves. Consider working in this area as part of your professional association work.

3 Become a Policy Expert and Influence Your Elected Officials

The public policy domain represents perhaps the most challenging topic for ELT professionals. It is often perceived as intimidating and out of reach for teachers and researchers in our profession, because there is an alleged separation between practice and policy. Yet, public policy also presents the greatest opportunity for action. According to the Concise Oxford Dictionary (2014), policy is "a course or principle of action, adopted or proposed by a government [or individual]." Policies affecting English language teaching vary enormously from country to country, and, in some cases, from state to state or region to region. In this section we argue for a more active role of practitioners and researchers in the public policy domain through the work of professional associations.

Policies affect your daily professional lives. Your qualifications to do the work, what you teach in your classes, how you assess your students, their level of proficiency, and even your perceived effectiveness as a practitioner are all policy-driven. Shouldn't you, then, have a say so in how these matters are determined? They affect not only your standing as a professional, but the way your students are treated in school and in the community at large. They are decisions too often made by so-called experts with no experience in the demands of the ELT profession and no understanding of the impact their policies will have on your practice. Yet, your intimate understanding of the work you do represents an asset that can be used to influence policy. You can use your knowledge to educate policymakers as they consider broad policies. You can act as a valuable resource to them. But it is difficult to act individually in this arena. The power to effectively implement change is in the collective force represented by professional associations, those organizations that represent you. Professional associations have a critical role to play in advocating for policies that support the ELT profession. And they need you to accomplish this important task. The combined forces of individual members and organizations representing them have proved to be an effective way to push informed policies. In this domain, there is a unique opportunity for researchers and practitioners to join forces. Researchers can produce solid data and practitioners can share their stories, all in the service of appropriate policies. The two combined can help professional associations become more effective advocates for the profession. Typically, professional associations organize an annual policy and advocacy conference that includes meetings with policymakers, and/or several webinars or online learning programs that empower participants to become active in policy and advocacy issues.

Acknowledging that every context is unique, let us use an example: TESOL International Association offers an annual Advocacy Summit. The event includes a day of information sharing with member participants. Presenters with expertise in educational and ELL policy provide a scan of the policy environment in the context of the United States (where TESOL is headquartered). Speakers focus on salient issues and share key talking points to help participants prepare for their meetings with their elected officials in Congress. The Summit also includes roleplaying as a way to prepare participants for their face-to-face meetings with policymakers. A key purpose of such meetings is to introduce yourself to your elected officials and to tell your stories. Numbers and data are important but stories illustrate them in a way that will be remembered. Meetings are scheduled in advance and take place during the last day of the Summit. At the end of that day, there is a debriefing during which ELT professionals share their experiences.

Each context is different, so professional organizations can approach this type of program in a way that makes sense for them. The greatest benefit of an Advocacy and Policy even is the empowering effect it has on participants.

Whether or not you already hold a leadership position in your association, consider participating, organizing, or suggesting such events in your own context. There are, of course, other ways to influence policymaking, for example through letters to the editors, blogs, or conference presentations. Contexts and cultural norms drive strategies. Regardless of current situations, however, influencing policy decisions is one of the most empowering activities ELT professionals can undertake.

4 Sharpen Your Own Leadership Skills and Help Define the Future of Your Profession

Whether your interest is in professional development, content expertise, research, or policy, the best way to contribute and to grow as a professional is to become engaged in a professional association (Coombe, et al., 2008). But your influence on the profession can be even greater if you make the commitment to serve as a leader. Organizations offer opportunities for leadership development. Your leadership pathway has a home in your organization of choice. If you have never belonged or been engaged in your association, it may seem like an unachievable goal, but remember that your colleagues who are currently serving on the Board of Directors or as Presidents were once in your position. The only difference is that they chose to step forward, made the commitment and followed through. Leadership in an organization is certainly not for everyone and varies widely depending on context. The decision to take on a leadership role in a professional association is a serious one, with a significant time commitment, therefore due consideration is necessary. Be clear about the reason for your decision. Organizational leadership requires vision, selfless commitment to the profession and a high sense of trust that those in charge of the day to day management of the association can do the work (De Cagna, 2016). Your role as a leader is to oversee the ethical and professional use of the association's resources (Gazley, 2014). You will be called on to make decisions that should positively impact the entire profession, not just your professional category. Therefore, a high sense of integrity is a critical characteristic of an effective leader.

Although it is possible to seek a leadership position early on, most leaders choose a more gradual pathway. This is because it is important for prospective leaders to know various aspects of the organization they seek to serve. Typically, an association President will have been a long-time active member with experience serving on councils, committees, task forces, and Board of Directors, or other structures within the organization. TESOL International Association, for example, offers a Leadership Development Certificate Program (LDCP) to TESOL members interested in developing organizational leadership skills. TESOL and other associations such as IATEFL, also provide guidance for aspiring leaders. Organizational leadership requires a skillset that is somewhat different from the skills needed to be a content, research, professional development, or policy expert. So it is critical to develop these specialized competencies. Mentors who have served as leaders can help you navigate your own pathway to leadership. Mentoring programs such as the Leadership Mentoring program offered by TESOL are an effective way to develop new leaders. Even outside of these formal programs, one may benefit from informal mentors within the profession.

Despite the time commitment and the demands placed on organizational leaders, the duties are also highly rewarding: Leaders envision and define the future of the profession. Their names are forever associated with the noble work of advancing the ELT field.

5 Conclusion: ELT Associations Are an Essential Component of Your Growth as an English Language Teacher and Leader

Professional teachers' associations play a critical role in advancing our profession. ELT organizations, regardless of their size, play a role in supporting, expanding, and re-imagining the role of the ELT profession as a discipline. Their role has moved from a simple representative function to a more active purpose that includes defining a specific body of knowledge, creating professional and ethical standards, outlining relevant research areas and sharing findings, and actively advocating for sound policies and for the students we serve. ELT associations also help create a network of colleagues that can prove very helpful in addressing problems at the local level. Ultimately, though, ELT organizations are only as strong as the commitment and engagement of their individual members. If you read this book, you are clearly invested in your profession. Consider taking the next step by pledging to become more engaged with your professional association at any level that fits your schedule. You will do this not just for the organization to which you commit, but also to benefit your peers and the future generation of ELT educators and their students. You will also reap the benefits of your investment. Networking with colleagues from across the world, engaging in a collective conversation about what it means to be an ELT professional in the twenty-first century is affirming and powerful, leading to innovation and creativity.

Citing research findings from the National Foundation for American Policy, Stuart Anderson, a contributor to Forbes Magazine in the United States wrote:

> In 2016, all six American winners of the Nobel Prize in economics and scientific fields were immigrants. Moreover, since 2000, immigrants have been awarded 40 percent, or 31 of 78, of the Nobel Prizes won by Americans in Chemistry, Medicine and Physics.

These numbers underscore the importance of our profession. Without educators like you helping them reach their highest level of academic success through mastery of English, these immigrants may not have had the opportunity to excel. No other vocation has quite the same positive effect on society. It is time for us to claim our rightful place among the noblest and most highly regarded professions in the world.

6 Discussion Questions

1. Why is it important for ELT Professionals to be represented by a professional organization?
2. Reflecting on your own context, what are some of the advantages and barriers related to working with an ELT professional association?
3. What is your personal vision for the future of the ELT profession?

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Professionalizing Practice Through Research

Dudley Reynolds

Abstract Research engagement supports professionalism in language teaching in multiple ways. It leads to improved outcomes but also serves to empower teachers. Because many people associate research with something done by university-based academics, it is helpful to consider what the term actually implies with respect to processes and outcomes. As a process it involves structured inquiry, a connection to practice, and a commitment to dissemination, with each of these phases allowing for a range of types. Overcoming barriers to research requires strategies for unpacking this process in a way that allows for scaffolding and support. Strategies for conceptualizing and planning, conducting and reflecting, and disseminating and receiving feedback are discussed along with various resources that teachers can turn to for support.

Keywords Research definition · Teacher research · Research process · Research engagement

1 Introduction

Advocates for professionalism in language teaching frequently note the importance of teachers not only making use of, but actually conducting research (Borg, 2010; Coombe et al., 2014; Edwards & Burns, 2016; Paran, 2017). In a recent volume featuring action research projects carried out in conjunction with an online mentoring program supported by the IATEFL Research Special Interest Group and TESOL International Association's CALL Interest Section (Sağlam & Dikilitaş, 2019), we find teachers Maria Marta Mora and Giulia Bertagnolio Licio speaking to the benefits:

> Firstly, I have become aware that I need to be more self-critical, and learn to stop and observe my work. Secondly, and in a way reinforcing the previous idea, I have discovered that it is only through evidence that one can think critically and take time for reflection. (Mora, 2019, p. 21).

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_25

> After I completed and presented this research during the webinar, I realized something about my teaching: I had taken for granted lots of good practices which I did not apply at all. I imagined I could deal with assessment in a satisfactory way, but it was just mere marking and grading. Instead, thanks to the research, I had the opportunity to investigate my methods and question them; what is more, I managed to involve students in the assessment process, so to make them more aware and to give myself more space for feedback and understanding of students' learning. I don't think I got a final answer, but I have started, and I want to move forward. (Licio, 2019, p. 31).

As an element of professional development, research can be both empowering and lead to improved outcomes in the classroom. With this goal in mind, the following chapter begins by examining ways in which carrying out research as part of teaching intersects with different understandings of professionalism. This is followed by a more detailed consideration of "research" conducted as part of professional language teaching: what is it and why do it? The chapter concludes with a discussion of strategies and resources for teachers who want to become more "research engaged" (cf., Borg, 2010).

2 Professionalism and Research

For both professionalism and research, there is often a tension between conforming to external expectations for what is perceived as "high quality" and a more internal, self-motivated drive to develop as a teacher. Leung (2009) refers to the tension between "sponsored" and "independent" professionalism. Sponsored professionalism encourages teachers to work towards licensing and promotion standards, whereas independent professionalism is driven by a system of ethics and criticality that may even lead teachers to question the very policies and priorities promoted by more sponsored notions of professionalism.

For research, the tension manifests between what is variously referred to as publishable, large-scale, scientific and/or generalizable "academic" research on the one hand and work that may be described as action-oriented, exploratory practice, localized, or small-scale on the other (cf., McKinley, 2019). Unfortunately, the former is often associated with "university researchers," while the latter is perceived as the domain of "classroom teachers." This status differential disempowers teachers, communicating that anything they might attempt in the way of research will not be valued by others, and therefore not valuable to them (Xerri, 2017).

It is tempting simply to say that teachers should follow their hearts; that independent professionalism and localized research represent the higher good and should be pursued without worrying about external validation. The truth is, however, that all four poles of the professionalism and research continua describe socially-useful forms of human activity. Professional standards set by the community may be limiting at times, but they also serve to inspire achievement and communicate ways of doing that have proven success. Similarly, practitioners who spend more than half of each working day in a classroom with large numbers of students may feel they do not have the time, financial resources, and/or experience to conduct publishable research. That does not mean, however, that they cannot benefit from the perspectives and methods pioneered in such research to inform their own investigations or find collaborators with more time and complementary resources; nor should they see their own contributions to professional knowledge as less valid or valuable. The trick is to find a healthy tension at the intersection of the professionalism and research continua.

3 What is Research?

Two recent attempts to define research conducted in the context of language teaching suggest a template for reflection that can be used by teachers looking to enhance their professionalism through research. In a critical review of "language teacher research engagement," Borg defines "teacher research" as

> systematic inquiry, qualitative and/or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers and/or external collaborators), which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms, and which may also inform institutional improvement and educational policy more broadly." (2010, p. 395).

With many similarities, TESOL International Association's 2014 *TESOL Research Agenda* posits that

> research refers to a spirited inquiry and systematic investigation that contributes to the knowledge base of a field. It provides a principled basis for making decisions about policies, plans, and actions. TESOL research focuses on many areas of practice including language learning, teaching, and designing programs and materials. It should be guided by and contribute back to a theoretical approach to understanding and knowledge. (Coombe et al., 2014, p. 1).

Both definitions characterize the nature of the activity as inquiry that is systematic and motivated, connected to professional practice, and productive both for the individuals carrying out the research and the larger field. Although the scope of these definitions is broad, they provide a useful rubric for defining and describing the role of research in our own professional practice.

3.1 Inquiry

The starting point for both definitions is to understand the implications of the term "research." It could be argued that as long as people have asked questions, people have conducted research to answer them. What characterizes most modern understandings of research, however, is a describable systematicity in how a question is answered. If the method is an internal thought exercise employing reflection about previous information generated on a topic, much as I am doing in this article, then the system is considered "conceptual" in nature. When the method for answering the question involves experimentation or some form of principled observation of the world, it can be described as "empirical." Most teacher research falls within this second domain.

In describing empirical research, a number of further distinctions are often made. One is whether the question being researched has been asked before. Porte and Richards (2012) contrast "To Date Little Research" studies in the domain of second language writing research with "replication" studies that attempt to determine if repeating a study, perhaps with slightly different conditions, produces similar findings. Distinctions may also be made based on the nature of what is being observed in order to answer the research question. When the observations can be represented numerically (e.g., word count in an essay), the research may be referred to as "quantitative." When the observations are open to interpretation on the other hand, such as findings from interviews, the research becomes "qualitative." If both types of observations are employed, the study is called "mixed-methods."

3.2 Connection to Practice

The second area that the definitions of language teacher research prompt us to reflect on is how our research is connected to our practice: how do we frame the topics we ask questions about? Focusing on scope, the *TESOL Research Agenda* distinguishes between questions that focus on individuals, communities, and societies (Coombe et al., 2014). Questions about individuals typically examine patterns of individual change and development in relation to factors associated with identity, experiences, and/or goals. These might include, for example, contrasting how different students in a class respond to error correction or the stages that a teacher goes through learning how to integrate a specific technology into a class. Community questions examine change in group settings such as classrooms or work environments. These may include studies of specific teaching activities but also the impact of modes of interaction and negotiation of language. With societal questions, the focus is often not language development per se, but rather how instances of language learning may impact a society or environment where it occurs. For example, a study could examine changes in the attitudes and awareness of non-language teachers in a school environment as a result of an influx of refugee students.

3.3 Products

The final area for reflection and description relates to why the research is being conducted. National laws in many countries specify that research involving human participants must be reviewed by an impartial body to ensure protection of the participants (Reynolds, 2015). In my university, one of the criteria for whether work I am doing must be reviewed rests on whether I intend to share findings with others or am doing it for my personal learning and development. Borg's definition of teacher research above stipulates that the activity is intended to be made "public" while the *TESOL Research Agenda* states that it should "contribute back to a theoretical approach to understanding and knowledge."

Intent to disseminate should be a clear goal for anything we label as "research." Professionals have a responsibility to contribute to the advancement of the profession; generating and confirming knowledge is one way they can do this. Recognizing that work we are currently doing will be disseminated is an important benchmark for the process as well. It prompts us to ask questions that may be relevant to others. It reminds us to document what we are doing in a way that we can explain it later. It may suggest that there are questions we should not ask because they could cause harm to the people who answered them if the answers are made public. Finally, it motivates us to do work that we will be proud to share.

In understanding the implications of research for professionalism, however, we need to be careful not to focus only on the externally disseminated products, the conference presentations and publications. Indeed, much of the literature on teacher research stresses its contributions to development in teacher cognition (cf., Burns, Freeman, & Edwards, 2015) and identity construction (Edwards & Burns, 2016; Trent, 2010). Mora's reflection on her action research project quoted in the first paragraph of this chapter suggests that the experience of doing research prompts us to value evidence-based critical thinking. It enhances our confidence in our abilities and practices. Allwright emphasizes this dimension when arguing for "exploratory practice" that employs principled reflection to "understand" language learning as it happens in classrooms (2003, 2005).

Although Allwright distinguishes exploratory practice from "action research" oriented at problem solving (cf., Burns, 2009), Borg (2010) points out that it is probably unnecessary to separate the general understanding that derives from principled classroom-based inquiry and practical applications of the understanding. Both are bound up in the ways teachers develop as teachers, and it is notable that a recent handbook issued by the British Council supports what it terms "exploratory action research" (Smith & Rebolledo, 2018).

4 Strategies for Leveraging Research as Part of Practice

Many teachers understand the value of research and earnestly desire to do more of it. What holds them back is both their perceptions about the requirements for socially-valued research and the practical constraints imposed by classroom responsibilities. Addressing both of these concerns requires strategies for unpacking the research process in a way that allows for scaffolding and support. To this end it may be helpful to divide the research process into three phases: conceptualization and planning, conducting and reflecting, and disseminating and receiving feedback.

4.1 Conceptualization and Planning

Conceptualization of a research study begins with the identification of an area of interest and the formulation of guiding questions. The *TESOL Research Agenda* frames the area of interest as a point of intersection between a change driver (e.g., a new activity type, a population influx, a new theory) and the scope of focus (individual, community, or social). Within this space, the agenda posits that we must then consider the nature of the observations we will make: "we can move from *observing* and describing phenomena to *questioning* and comparing alternatives and finally to principled *investigating*" (Coombe et al., 2014, p. 11). This progression captures the three main types of research questions: descriptive, comparative, and experimental hypothesis, all of which are further explained in the agenda.

Because randomized control studies are viewed as essential for high-stakes decisions in many fields, there is a tendency to see experimental hypothesis-driven research as more important than descriptive or comparative studies. If the goal is deeper understanding and problem solving, however, then no one type of research should be viewed as more useful than another. Descriptive studies are particularly useful when we cannot even formulate hypotheses because we do not understand a phenomenon well enough to have intuitions. This may be the case with, for example, conversational interactions where we think some kind of learning is happening but we do not know why and we want to understand better the affordances for learning provided in the interaction. Similarly, comparative studies are particularly useful when we understand the parameters of change well enough to identify possible relations. This may be the case with alternative methods for promoting a specific learning outcome or wanting to understand the role of different identity variables in learning. Descriptive and comparative studies are presented first in the progression because they often lay the basis for further research that is more carefully controlled.

In selecting research questions, it is important to understand the relation between the question and the work necessary to collect and analyze observations. For descriptive studies, the researchers will need a system for coding observed behaviors and making inferences about them. Both comparative and hypothesis-driven studies often need a principled way of assessing learning outcomes. Such measures do not have to be created from scratch, however, and so a useful technique especially for beginning researchers is often to look in published literature for coding schemes and assessments of language use and knowledge that have been used in other studies. The use of previous measures also makes it easier to benchmark findings against those of other studies.

4.2 Conducting and Reflecting

When it comes to carrying out a research study, the primary challenges relate to the time necessary to design instruments and procedures for collecting and analyzing observations, often in the context of little institutional support or recognition. The most obvious way to address this is to advocate for more institutional support as noted in a recent report on how four university-based language centers in different countries support research in their units, which are perceived as service units within the universities (Gass, Juffs, Starfield, & Hyland, 2018). It is also possible to form peer networks in order to share the load within a community of practice as in Lesson Study approaches to professional development (Dudley, 2007). Finally, external programs are also possibilities, such as the British Council's Champion Teachers programs supporting exploratory action research projects in Chile (Rebolledo, Smith, & Bullock, 2016) and Peru (Rebolledo, Bullock, & Smith, 2018) or the Electronic Village Online programs run over several years by IATEFL's Research Special Interest Group (Sağlam & Dikilitaş, 2019).

The technical expertise needed for storing data systematically, performing automated analyses, and making valid inferences may also present a challenge. A number of recent articles call for increased collaboration between university-based researchers and classroom teachers as a way to overcome this (e.g., McKinley, 2019; Rose, 2019; Torshizi, 2018). These articles all argue that the notion of "help" should not be seen as one-way, however, that is as academics who are rewarded for research by their institutions helping teachers who do not have the support or expertise to conduct the study themselves. Building on broader reviews of educational research (e.g., Hemsley-Brown & Sharp, 2003), the articles note that the ecological validity, likely impact of the research, and even access to data are greatly enhanced by having classroom teachers involved in all phases of research. Cobb et al. (2003) describe a number of possible models for such partnerships under the rubric of "Education Design Research."

4.3 Disseminating and Receiving Feedback

Rose argues that "increasingly TESOL research has become more conceptual, theoretical, and written for a researcher readership, rather than directed at practitioners" (2019, p. 896). As implied in Rose's claim, the activity of research is often reduced to published findings. Moreover, when those findings are written up in ways that alienate broader audiences, teachers may come to feel that research dissemination is someone else's conversation. The only way to change this bias is for teachers to become more involved in framing and sharing research about their work. Rose goes on to acknowledge a number of positive trends in this regard, including books published by TESOL Press and the British Council featuring research by teachers and teacher-academic partnerships as well as journals such as *Language Teaching* and *TESOL Journal* that dedicate space for write-ups of teacher research.

In considering dissemination strategies, it is important not to limit ourselves to publications. Often the most important audience for a research project is a local one: other teachers in a school or a local professional association that will involve others teaching in contexts similar to the research site. In these venues, research findings may be shared as oral presentations, poster sessions, or discussion starters. Taking advantage of such opportunities to share is not only part of our commitment to improve the profession, it is also an important chance to listen to how others perceive our interpretation of findings. One mistake sometimes made by novice researchers is thinking of dissemination as a data dump. They share every piece of information collected followed by a multitude of tables and a long list of inferences. The effect is to shut down any meaningful conversation about how the research relates to other people's experiences. Often a better approach is to limit the scope of what is reported to the most interesting finding, the one most likely to spark a conversation.

5 Resources

For teachers looking to increase their professionalism through engaging with research, their most important allies may be others in their school or local context with the same desire. Initiating a local community of practice with a focus on improving research skills and literacy (Coombe & Hiasat, forthcoming) possibly through an organized approach to professional development such as Lesson Study (Dudley, 2007; Lewis, Perry, & Murata, 2006) offers both an incentive to stay focused on the task and a way of crowd sourcing more resources. Being able to show that there is a critical mass of teachers interested in research in a particular location may also attract outside support and expertise from, for example, the British Council, a Regional English Language Office connected with a United States embassy, or a non-governmental organization such as the A. S. Hornby Educational Trust (www.hornby-trust.org.uk), which supports both research and professional development projects.

Local and international teacher associations offer an excellent place to start in the search for educational and logistical resources. The English Teachers Association of Switzerland, for example, recently published *Becoming Research Literate: Supporting Teacher Research in English Teaching* (Xerri & Pioquinto, 2018). TESOL International Association has a page on its website (www.tesol.org/advance-the-field/research) that outlines a number of ways to learn more about research as well as opportunities to apply for mini-grants that support research projects. The website for IATEFL's Research SIG (resig.weebly.com) provides links to information about webinars as well as publications focused on teacher research. Finally, professional associations through their conferences also offer excellent venues to begin disseminating findings and networking with others interested in research.

6 Final Thoughts

At the heart of professionalism, whether sponsored or independent, is a commitment to improving the conditions for, and effectiveness of, teaching and learning. Implicit in this commitment is a willingness and a desire to change and develop, not to stay the same. This will not happen automatically, however, just because we awake in the morning and go to work day after day. Engagement with and in research gives us the nudge we need to ask challenging questions and seek informed answers. It prompts us constantly to consider new understandings and possibilities. It forces us to reflect on our decision-making processes. It allows us to frame what we have to give back to our profession.

7 Discussion Questions

1. What is your personal definition of "research"? When you think of it, what examples come to mind? What implicit connotations does the word have for you?
2. How does research, both as a published form and an activity, inform your practice? How would you like it to inform your practice? When do you think it is helpful, and when is it not?
3. What is one question you have about your own teaching and learning context or your own professional development? How could you research that question? What would make it easier for you to research that question?

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A Research Group as a Professional Learning Community: Collaborations Within and Across Institutions

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Abstract This chapter presents a professional learning community (PLC) that has served a dual-purpose in promoting collaboration among university colleagues, while simultaneously fostering a meaningful partnership with a local elementary school, bridging the research-to-practice gap. At the university level, this PLC has opened a space for scholars to collaborate on different research projects, and at the partnership level, the PLC has established valuable connections that allowed scholars from the university to work with teachers in order to promote language and literacy learning in their classrooms. Throughout this chapter, we explore this PLC, unique in both its contextual features and its approach to collaborative learning. Drawing from our experiences, successes, and challenges, we propose an optimal application for implementing a PLC that facilitates collaboration within and across institutions to enhance teaching practices and to promote positive student learning outcomes.

Keywords Professional learning community · Collaboration · Research group · Partnerships

1 Introduction

In recent decades, schools across the world, including the United States, have witnessed a dramatic and ongoing demographic shift, with a substantial increase in the number of culturally and linguistically diverse learners (Ryan, 2013). This shift in the U.S. school-aged population has been felt in schools across the nation. In fact, nearly three out of every four public schools have had at least one emerging bilingual

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_26

(EB) student, and over half of all public school teachers have taught at least one EB (Penner-Williams, Díaz, & Worthen, 2017; U.S. Department of Education, National Center for Education Statistics, 2015). Although it is widely acknowledged that teachers' ability to address EBs' cultural, linguistic, and overall academic needs is crucial to their success (Hite & Evans, 2006), the majority of teachers are unprepared to work with this diverse population, especially when it comes to scaffolding their English language development (Zeichner, 2018). This contributes to the persistent opportunity gap encountered by EBs across the United States, resulting in significant differences in educational opportunities and academic achievement (e.g., Carter & Welner, 2013).

This clearly demonstrates the need for quality professional development (PD) of in-service teachers who serve this population. The purpose of PD is to provide opportunities for teachers to grow in their knowledge and practice in order to positively impact their students' learning. While almost every school district offers some form of PD, research has shown that many of these initiatives fall short in their intended purpose (Darling-Hammond, Hyler, & Gardner, 2017; Penner-Williams et al., 2017). Literature focused on addressing these shortcomings has highlighted the idea of collaboration within and across institutions through both professional learning communities (PLCs; DuFour, DuFour, & Eaker, 2008) and collaborative partnerships between university teacher educators and their local educational communities (Zeichner, 2018). This chapter presents our combination of these two approaches in order to showcase how a PLC can serve a dual-purpose in promoting collaboration among university colleagues while simultaneously fostering a meaningful partnership with a local elementary school, bridging the research-to-practice gap (Tung, 2013). At the university level, our PLC opened a space for us to collaborate to on different research projects, and at the partnership level, our PLC allowed us to work with teachers to promote language and literacy learning in their classrooms.

2 Conceptual Framework

Recognizing that educational practices are socially constructed, and that learning occurs through social interactions (Vygotsky, 1978), this chapter is grounded in a sociocultural theoretical perspective of PLCs as "a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way; operating as a collective enterprise" (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006, p. 223). While the definition about what a PLC is varies throughout the literature due to the complexity of applying it in real-life situations (Lomos, Hofman, & Bosker, 2011), there are some basic characteristics that are present in the majority of definitions proposed by different scholars, such as shared goals and reflective dialogues (Prenger, Poortman, & Handelzalts, 2018; Stoll et al., 2006).

The concept of a PLC was first designated by Kruse, Louis, and Bryk (1995). Since then, several researchers (e.g., Lomos et al., 2011) have been using the following five interconnected variables to define the concept of a PLC in a broad approach so it can be applicable to varied settings: (a) reflective dialogue, (b) deprivatization of practice, (c) collaborative activity, (d) shared goals, and (e) a collective focus on student learning. Multiple other researchers have added other elements to the aforementioned ones in an attempt to define this complex concept (Lomos et al., 2011), such as inquiry into best practices and teaching (e.g., DuFour et al., 2008), leadership and structural supports (e.g., Katz & Earl, 2010; Rucinski, 2017), and trust (e.g., Stoll et al., 2006). As all these different behaviors and structures are interconnected and do not operate separately, a change in any of these elements has the potential to impact the others (Lomos et al., 2011).

3 Literature Review

Teaching has long been identified as an isolated profession; however, much of the current literature has advocated for professional collaboration by pointing to the numerous benefits that can result from participation in PLCs (Patrick, Arredondo, & Tomek, 2016; Rigelman & Ruben, 2012; Vescio et al., 2008). In recent years, PLCs have been implemented across contexts, in various settings, disciplines, and modes. These settings have ranged from a regional primary school in the United States (Chaseling, Boyd, Robson, & Brown, 2014) to the Teaching and Research System in China (Mu, Liang, Lu, & Huang, 2018). In accordance with the varied settings, teachers from an array of disciplines have taken part in PLCs, ranging from English as a foreign language (Cheng & Wu, 2016) to science (Harris & Rosenman, 2017). Consistent with the wide-ranging settings and disciplines, PLCs have also been implemented in several modes, ranging from web-based PLCs (Hardman, 2012) to more traditional face-to-face PLCs (Hollins, McIntyre, Debose, Hollins, & Towner, 2004) to hybrid models which incorporate a mixture of virtual and real-life interactions (Matzat, 2013).

The body of literature focused on implementing PLCs in educational contexts, varied as it may be, generally supports the idea that these learning communities enrich teaching practices (e.g., Patrick et al., 2016; Vescio et al., 2008). Meta-analyses (e.g., Vescio et al., 2008) conducted in recent years have uncovered positive changes in instructional practices that can be attributed to active participation in PLCs. These positive changes have included more student-centered teaching, changes in the pace of instruction to accommodate for varying levels of student content mastery, and the use of new instructional approaches. In addition to changes in individual teaching practice, research has also shown that implementing PLCs has impacted the professional culture of schools. More specifically, the key characteristics of PLCs, including collaboration, focus on student learning, teaching authority, and continuous teacher learning, have contributed significantly to shifts in the "habits of mind" that teachers bring to their work in the classrooms (Vescio et al., 2008).

Apart from enriching teaching practice, studies have also found that participation in PLCs can positively impact student learning (e.g., Patrick et al., 2016; Vescio et al., 2008). The body of literature which links the implementation of PLCs and student achievement is smaller, but there have been a number of promising studies in this area. Several researchers have documented the impact of PLCs using results of standardized assessments. In many cases, these results have shown significant improvements (e.g., Berry et al., 2005; Hollins et al., 2004). In recent years, meta-analyses (e.g., Patrick et al., 2016), which have examined both published and non-published research, have highlighted the link between PLCs (i.e., shared and supportive leadership and vision) and increases in reading and math achievement. Overall, this body of research has demonstrated that PLCs have a positive effect on student learning outcomes (Patrick et al., 2016), positioning PLCs as a promising practice for teachers working with EBs who are in the process of learning English.

4 PLCs Within and Across Institutions: A Unique Case

The body of literature explored above captures the diverse nature and applications of PLCs across a wide variety of contexts. This chapter presents a PLC that was unique in both its contextual features and approach to collaborative learning. Our aim is to showcase the many advantages of developing a PLC at the university level that established meaningful partnerships with local K-12 educational communities in order to bridge the research-to-practice gap. Drawing from our experiences, successes, and challenges, we propose an optimal application for implementing a PLC that facilitates collaboration within and across institutions to enhance teaching practices and promote positive student learning outcomes.

At the time of writing this chapter, our PLC was comprised of the following four individuals, with the first three as authors of this chapter: (a) Luciana, a university professor whose research focuses largely on educating culturally and linguistically diverse students; (b) Loren, an advanced doctoral candidate with eight years of secondary teaching experience; (c) Sharon, a second-year doctoral student with three years of elementary teaching experience; and (d) a veteran teacher with over thirteen years of experience across multiple grades at the elementary level. This PLC was established in the summer prior to the 2016–2017 school year and was preparing to begin its third year. Throughout its existence, it provided us, the university team members, an opportunity to engage in educational practices that work towards enhancing student learning, both directly through our collaboration with the elementary school teacher and indirectly through our contributions to the developing body of research on pedagogy, teaching, and learning. What started as a PLC at the University of Miami has continued over time as the three of us have moved on to other positions and continue to collaborate on several projects.

The PLC evolved from established relationships with the school in which the teacher works. The school was a Professional Development School (PDS) for the University of Miami. PDSs are school-university partnerships with the goal of educational change and support for teacher education and professional development for all educators involved in the partnership. This particular school often hosted student-teachers and provided clinical support for them as part of the partnership, a two-way relationship. Faculty from the university worked closely with teachers on research and professional development for teachers. This kind of partnership is essential in education, as it leads to several benefits for all involved.

Before each school year began, our entire PLC team met to discuss the anticipated language and literacy needs of the elementary teacher's incoming students, based on the preliminary information provided to her by the school administration and her previous experiences in this grade level. Our PLC team used this preliminary needs-assessment and the state's established curriculum standards to develop overarching goals (e.g., providing all students with quality literacy instruction that meets each one of their individual needs and facilitates their growth in multilingual settings) and a corresponding tentative plan of action that would directly enhance student learning and that was aligned with the school mission. Although the teacher was responsible for classroom instruction, we frequently observed her literacy lessons, sometimes up to four days a week for a period of several weeks during certain units. As the school years progressed, the entire PLC team periodically revisited the goals and plan of action in order to debrief the observations, to reflect on student progress, and to design instructional literacy activities that were appropriate and responsive to the dynamic, evolving needs of both the teacher and her students. This approach was utilized throughout each school year with the aim of directly impacting students' language and literacy learning.

At the same time, as educational researchers, we had the additional opportunity to indirectly impact student learning by contributing to ever-growing body of research in the field of teaching and learning. We met on a weekly basis, and these research group (RG) sessions were centered around a two-part agenda. The first part of our agenda was focused on our collaboration with the elementary school teacher and involved discussing ongoing units, researching innovative practices emerging in educational literature, and proposing new ideas. The second part of our agenda was concentrated on the multiple components of research, such as analysis of the data we had gathered from our observations of and interviews with the teacher and the preparation of manuscripts to disseminate our findings, which we hope will indirectly have a positive impact on teacher practice and opportunities for student learning. While student learning related to our collaboration with teachers cannot be directly measured, interviews with the teacher indicated that she believed that she had grown as a practitioner and that the activities that she implemented appeared to provide her students additional learning affordances.

In order to maintain the alignment between our university RG and the PLC in which it was situated, we drew on the established literature on PLCs (discussed in the previous sections of this chapter) to guide our work. In the remaining part of this section, we highlight how we used the five interconnected characteristics of PLCs (e.g., Kruse et al., 1995; Lomos et al., 2011) to ensure the mutual success of our RG and PLC: (a) reflective dialogue, (b) deprivatization of practice, (c) collaborative activity, (d) shared purpose and goals, and (e) a collective focus on student learning and success. The order in which we present our RG and PLC practices in relation to these characteristics is not indicative of a sequence of activities; rather, all characteristics are important elements of our PLC that were constantly and simultaneously taking place in an iterative process.

4.1 Reflective Dialogue

Reflective dialogue consists of educators participating in open and critical conversations surrounding pertinent educational issues (Lomos et al., 2011; Rucinski, 2017). This dialogue facilitates knowledge-building when PLC members are able to jointly explore ideas in an experimental manner. While research has shown that this type of talk is often missing in PLCs, resulting in missed opportunities for knowledge-building (Popp & Goldman, 2016), in our RG and PLC, this exploratory dialogue was the cornerstone of our work. Due to the nature of research as an inquiry-based activity, we were constantly utilizing discourse moves that are emblematic of this type of talk, such as questioning, proposing, elaborating proposals, negotiating, and explaining thinking (Popp & Goldman, 2016) when we discussed language and literacy learning for students.

Our RG established a practice of utilizing purposeful questioning when meeting with the classroom teacher in order to identify opportunities for tailored professional development. During our PLC's first year, our focal area for tailored development was genre-based writing instruction. This area was selected by both the RG and the teacher, with the intent of positively influencing student learning. Our RG proposed integrating the teaching–learning cycle (TLC) into the teacher's existing literacy instruction and elaborated on what this might look like in her classroom (e.g., de Oliveira, 2017). Due to outside demands (e.g., time, an established curriculum, standardized assessments), our entire PLC team had to work together to negotiate what phases of the TLC would be most beneficial for her specific students' literacy development. Since the initiation of this research project, questioning and explaining thinking were intertwined with all of the discourse moves and played a vital role in moving forward with the implementation of the TLC.

4.2 Deprivatization of Practice

Deprivatization of practice consists of educators opening their classroom and office doors and sharing their work with the goal of mutual growth, achieved through giving and receiving honest feedback (Lomos et al., 2011). In order for deprivatization to actually occur in PLCs, an established sense of trust is necessary among all participants (Stoll et al., 2006). Within our RG, we made it a priority to set aside time each week to openly discuss and share what we were each currently working on with the aim of engaging in reciprocal feedback to help each other advance as scholars. Deprivatization of practice took place within our larger PLC since its initiation. Not only did the teacher welcome us into her classroom to observe her teaching, but she also continually encouraged us to provide her with constructive criticism and feedback. This mentality was reciprocated by our university team, as we purposefully involved the teacher in all phases of the research, embracing the idea of research *with* practitioners, not *on* them (Gravemeijer & Cobb, 2006). Along with sharing all the information and resources at our disposal with the classroom teacher, we also continually shared our research practices and findings with the teacher, which gave us the opportunity to verify our interpretations, to receive suggestions for improvement, and to validate our findings about language and literacy learning.

4.3 Collaborative Activity

Collaborative activity consists of educators professionally engaging with each other (Lomos et al., 2011) in collective inquiry into best practices and teaching (DuFour et al., 2008). Encompassing and extending beyond reflective dialogue, collaborative activity focuses on carrying out proposed and negotiated strategies, activities, and lessons. A relevant example of collaborative activity from our RG is our team members working together to jointly design literacy units based on our shared knowledge and experience. This collaborative activity was further extended to involve our entire PLC team when we met with the teacher to review and revise these units in order to best meet the current instructional needs of her students.

4.4 Shared Purpose and Goals

Shared purpose and goals takes place when there is mutual agreement among educators on the aims of the PLC. Ideally, these goals align with those of the larger institution(s) in which the PLC is situated (e.g., the elementary school, the university, the school district). Our PLC team identified our overarching goal as providing all students with quality literacy instruction that met each one of their individual needs and facilitates their growth in multilingual settings. This goal aligned with the school mission of providing a comprehensive global education facilitated by highly effective educators that would enable students to become world leaders. Throughout this collaboration, our RG worked hard to make sure that our individual and collective research goals were aligned to this larger purpose.

4.5 Collective Focus on Student Learning

A collective focus on student learning is defined as the shared commitment of teachers to continuously strive for student growth and success (Lomos et al., 2011; Rucinski, 2017). Our PLC embodied a mutual commitment to student improvement, which was reflected in our shared purpose and goals. This pledge to continuously improve student learning was rooted in a culture of optimism and belief in student potential, resulting in a focus on increasing teacher knowledge and expanding instructional practices (Rucinski, 2017). This characteristic was apparent in our PLC's activities, such as the RG working alongside the teacher to research best practices and to further develop all team members' collaborative knowledge about effective genre-based literacy instruction. While this partnership initiated with this teacher, since then we have been invited into several other teachers' classrooms and are making plans to start collaborations with them. In addition, our partnership with this school also opened up doors for other researchers to start collaborations, such as implementing a robotics program.

5 Forming Meaningful Collaborations Across Institutions: Strategies for Teachers

While the section above showcased the many benefits of a PLC that connects a university with its local K-12 educational communities, we acknowledge that the idea of starting this process can be daunting. Therefore, in this section, we outline a set of practical strategies that teachers can draw on when attempting to initiate a similar collaboration.

1. Discover whether your school or district has an existing relationship or ongoing collaboration with a local university or similar institution.
2. Make connections with professionals both at the university/other institution and within your own school. At the university or other institution, you might consider including professors and doctoral students within the field of education, especially those that specialize in your specific area (e.g., math, bilingual education, literacy). At your own school, you might include classroom, ESOL, and other specialized teachers, paraprofessionals, and/or administration.
3. Once you have an established group of like-minded individuals, come together with the purpose of initiating open dialogue surrounding the needs of your students, topics of concern, and areas for growth.
4. Based on the ideas that emerge from this meeting, collectively identify a common vision and set of corresponding goals that will be used to guide this collaboration.
5. Using these goals, define what each individual in this PLC will contribute to ensure that these goals are met. It is important for everyone to be clear on the action steps that will follow.
6. As individuals, implement the agreed upon action steps, ensure that self- and collaborative reflection and evaluation are taking place in order to identify areas for revision and growth.
7. Recognize that that this type of collaboration is an iterative process that is centered around the shared purpose and goals and focused on student learning

and success. Success of this PLC is dependent upon consistent engagement in reflective dialogue and a consistent commitment to the deprivatization of practice throughout every step of this action cycle.

6 Conclusion

This chapter presented the unique case of a PLC that bridged the research-to-practice gap by bringing together a university RG and a local elementary school in a meaningful partnership through student-teaching placements and collaborative research activities. In doing so, we expounded on the five interconnected characteristics of PLCs (e.g., Lomos et al., 2011) and the way they were manifested within our own inter- and intra-institutional PLC and the RG situated within it. Throughout this collaborative process, student learning and success was our overarching focus. Not only have we noted that the teacher has verbalized the direct benefits both for her students and for herself, but this collaboration has also culminated in our own growth and development as researchers and practitioners, as we have learned more about literacy and language learning and how to collaborate with classroom teachers. It is our hope that showcasing this relationship has underscored the countless possibilities for unique PLCs and will inspire other educators to pursue new and innovative collaborations in the future.

7 Discussion Questions

1. What are some of the potential benefits for you and your students that could result from your participation in this type of collaboration?
2. Where do you see potential for developing new collaborations within this PLC, your own institution, and across other contexts?
3. What part of this process do you foresee as being the most challenging? What steps might you take to meet facilitate this process?

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Contextualizing Your Research Project

Ali Shehadeh

Abstract In research, contextualization is a way of approaching our research project, or linking it to the relevant research and to the setting of the study. Contextualization gives credibility and support to our research project as a whole. Research contextualizing takes various shapes and forms. The two main ways in which research is contextualized will be illustrated and discussed in this chapter. First, we contextualize our research in relation to the established literature and prior studies. Second, we contextualize our research by linking it to (a) the specific context in which it was conducted like institution and workplace (micro-level); and (b) the location or general setting of the study like geographic territory and location (macro-level). Based on these two main ways of contextualizing research, a further two-fold wider contextualization of our research project will be identified too, namely, linking our research to other disciplines (domains of study) and other contexts (locations). In all cases, our research must be contextualized and grounded in theory and/or practice. This chapter, consolidated by abundant illustrative examples, takes the reader along these paths of contextualizing research.

Keywords Research contextualization · Related literature · Location · Research setting

1 Introduction

The term 'context' comes from a Latin root meaning 'to knit together', 'to make a connection' or 'to link'. In research, contextualization is a way of approaching your research, or linking your research project to the relevant research and to the specific setting of the study (Rousseau & Fried, 2001, p. 1). Research contextualization is a vital aspect of any research project because it gives credibility, meaning and support

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_27

to the whole project. Such contextualization occurs at virtually every aspect and every stage of the research process including:

- Review of the relevant literature and prior studies.
- Question/hypothesis formulation.
- Design and methodology.
- Data analysis.
- Reporting of findings.
- Interpretation and discussion of findings.
- Implications and conclusions.

It is possible to identify two main ways to contextualize research: Contextualization in the relevant literature and contextualization in the setting of the study. These two types of research contextualization will be described and discussed in detail in this chapter with illustrative examples.

2 Contextualizing Research in the Related Literature

As researchers, we must first contextualize our research project in the related literature and ground it in the relevant theory and/or practice. The related literature can be divided into two main (conceptual) parts. Part one is the established literature in the field that shows theory, trends, consensus, or lack thereof. This might be termed 'background research.' Background research surveys and describes the relevant and established literature in the form of theories, models, strands, and frameworks that have been developed and examined by researchers over the last two to three decades. The researcher's task here is to review, synthesize, and summarize this literature in which he/she highlights the importance of the field or the topic of the research and demonstrate researchers' continuing interest in it. This background research also describes any possible trends, consensuses, agreements, and disagreements among researchers in our chosen area.

Part two of the related literature focuses on the research that was carried out on the topic of our current research or related areas in the last five to ten years. This might be termed 'prior research.' A review of prior research—alternatively called 'past research,' 'prior studies,' or 'previous studies'—focuses more closely on the specific studies that have investigated our chosen area of research or related areas in the last few years. It describes and illustrates in more detail the handful of studies that have investigated variables, issues, or aspects relating to our chosen area of research. The task of the investigator here is to explicitly show who did what (specific focus); how they did it (methodology used); and what they found (results obtained); as well as the significance or importance of these previous findings. At the same time, this review enables the investigator to identify a gap or gaps in prior research with respect to the variables, issues, or aspects of their chosen area of investigation, prompting him/her to identify areas for possible investigation—i.e., what still needs to be done—so that his/her research study is justified, grounded in theory, and contextualized in the relevant literature (Shehadeh, 2015, p. 170).

Such contextualization shows how our research project (including its purpose, rationale and motivation, research design and methodology, findings, discussion, and interpretation of the findings) relates to the existing body of knowledge in the field.

For instance, if you want to investigate the utilization and implementation of the task-based language teaching (TBLT) methodology by school teachers in the English as a foreign language (EFL) classroom in the UAE educational setting, you would first need to review, synthesize, and summarize the literature on TBLT in the last 20–30 years to highlight the importance of the field and the topic of your research, and demonstrate the researchers' continuing interest in the field. This review enables you to identify any possible trends, consensuses, agreements, and disagreements among researchers with regard to TBLT. After that, you zoom in, moving on to review the studies that have investigated variables, issues, or aspects relating to TBLT utilization and implementation in the world in general and more specifically in the UAE educational setting in the last 5–10 years. This latter review enables you to know who did what with respect to TBLT utilization and implementation (specific focus); how they did it (methodology used); what they found (results obtained); and the significance of their findings. At the same time, this review enables you to identify a gap or gaps in these past studies, prompting you to identify areas for possible investigation in the research on TBLT in general and in the UAE context in particular. This contextualization justifies your proposed research on TBLT and shows how it relates to the existing body of knowledge in the field of TBLT as a whole.

3 Advantages of Contextualizing Research in the Related Literature

As can be deduced from the discussion above, contextualizing our research in the related literature has multiple advantages and benefits for our research project. These include the following:

- It helps us create a niche or slot for our research.
- It helps us provide rationale for our study and justify it.
- It helps us demonstrate the need for further research:
  - A new or different sample data.
  - A further confirmation of existing theory/perspective/research.
  - An extension (theoretical or pedagogical) of existing theory/perspective/research to new boundaries.
  - A challenge to existing theory/perspective/research.
  - An application of a specific theory, perspective, research, or model.

  - A research agenda to propose (theoretical or pedagogical).
  - A way of evaluating and moving the field forward.

- It helps us choose the best –or most appropriate- way to approach our topic with regard to research questions, hypotheses, methodology, data collection and analysis, etc.
- It demonstrates the value of our research and justifies its contribution to the field:
  - Making an original contribution to the field.
  - Contributing to the theoretical interest in the field.
  - Providing implications for practitioners.
- It shows that we have consulted books, articles, etc. that are relevant to our work.
- It makes us aware of the basic research conventions like citations and referencing requirements.

For instance, a review of the previous literature helps us arrive at our research questions or hypotheses and justify them. Good research questions or hypotheses quite often arise from the previous literature and are grounded in it, when, for instance, we develop these questions and hypotheses through suggestions made by other researchers (e.g., Andrews, 2003; Lussier, 2010; Mackey & Gass, 2005; Nassaji, 2019; Sunderland, 2010). For example, Andrews (2003, pp. 17–18), commenting on the advantages of arriving at research questions through a literature review, states that "the questions will be well-grounded in existing research (assuming the literature review is a good one; [and] there will be a coherence between the literature review and the rest of the thesis (again assuming the rest of the thesis is driven by the questions)." Similarly, Mackey and Gass (2005) state that "Most reasoned research questions come from a reading of the literature and an understanding of the history of current issues."

Likewise, reviewing the relevant literature helps us in identifying and choosing, or deciding on the most appropriate way to approach the design and research methodology of our study, including the selection of a target population, methods of data collection, data collection procedures and treatment, and analysis of data. Indeed, it is very difficult to think of a sound methodology or research design, defined as a framework around which we organize our data collection, away from the related literature and the relevant theoretical background. For instance, Rasinger (2010, p. 57) argues that "research design, theoretical background and actual method used are inseparably linked and form the overall framework for our study, hence it is crucial that these three parts work well together."

Finally, reviewing the literature helps us discuss, contextualize, interpret, and judge the findings of our study in reference to the previous literature in the field. For instance, we would like to know if our study provided confirmation or further support for prior research, how, and in what way: Did our study provide full or partial confirmation or support for prior research? Why? Why not? In what way? For example, Lussier (2010, p. 191), commenting on discussing and interpreting the findings of our study in reference to the previous literature, states that "[c]learly state if your results supported or did not support each of the important prior studies. As in the lit review, synthesize by combining the prior studies that did and did not have the same results." (For detailed overviews of these and other advantages of contextualizing our research in the relevant literature, see Andrews, 2003; Lussier, 2010; Paltridge & Starfield, 2020; Shehadeh, 2015.)

Indeed, contextualizing our research in the related literature gives *credibility* to our research project as a whole.

4 Contextualizing Research in the Setting of the Study

The second way to contextualize our research project is to link it to the setting of the study including research setting, participants, data collection tools and procedures, timing of the research, configuration, and comparison with prior research. Such contextualization places our research in perspective and gives it meaning in relation to prior research. The various factors/aspects relating to research contextualization in the setting will be described separately below; but no attempt will be made to separate the micro-level (or specific) factors/aspects of the research from the macro-level (or general) factors/aspects of it because these are closely interrelated and interconnected as will be shown below:

4.1 Research Setting

Following Rousseau and Fried (2001, p. 3), contextualization is designed into our research through the choice of the research setting by providing a rich description of the setting of the study including its geographic location and other contextual factors relevant to the issue(s) under investigation. For instance, if the aim of the research is to investigate middle school students' use, attitude, and perceptions of collaborative writing (CW) in a Chinese EFL setting, a proper contextualization of this setting involves a detailed description of the Chinese EFL setting in general, Chinese schooling system, middle schools in China, the textbooks and syllabus used in the school, methodology used by teachers, type of teachers employed (NSs and/or NNSs) and their gender, the geographical location of the school (urban or rural area), and any other relevant factor.

4.2 Participants

Contextualization is made by providing a rich description of our research participants and research assistants including their number, age, gender, educational background, etc. For instance, in the example above on the Chinese students use of CW in their EFL classes, a good contextualization of these research participants involves a detailed description of a host of aspects and factors (profiles) relevant to these research participants (informants) including their age, gender, whether they are a homogenous or heterogeneous group, their socio-cultural and educational backgrounds, their number in the classroom, their attitude towards English in general and English language teaching in particular, and their attitude towards their teachers and their school.

4.3 Data Collection Tools and Procedures

Contextualization is further made by providing a rich description of how data were collected, namely, the tool(s) employed in collecting or gathering the data, and the procedures (i.e., methods) followed in collecting these data. For example, if the purpose of the research is to investigate the role of high school teachers' preparedness, views and attitudes towards utilizing and implementing task-based language teaching (TBLT) in an EFL setting in the Gulf, the investigator is likely to use observation, teacher lesson plans, interviews and/or surveys, and the class course book(s) as tools to collect data. As for the data collection procedures, the investigator might consider making daily logs, daily journals and diaries, use teachers' notes, create specific observation rubrics to gauge the teachers' level of expertise, their views and attitudes, use retrospective and introspective interviews with the teachers, and closely *observe* how these teachers are *actually* implementing the recommended methodology.

4.4 Timing

Research is a product of its time. With the passage of time, the meaning of various constructs, their values, and the factors giving rise to them can change. As such, research must be contextualized by taking into account any historical factors (year and semester/term data collected, investigating a new trend/methodology introduced, or an established one) when describing the research settings, including the timing of data gathering (Rousseau & Fried, 2001).

4.5 Configuration

Configuration is defined as "a set of factors, when considered together, can sometimes yield a more interpretable and theoretically interesting pattern than any of the factors would show in isolation" (Rousseau & Fried, 2001, p. 5). As such, investigators should try to configure as many variables in their research as they possibly can for more robust and theoretically interesting findings. However, Rousseau and Fried acknowledge that "All studies omit variables" (p. 5) because it is virtually impossible to control every single variable that can or might affect our research. Nevertheless, Rousseau and Fried warn that we must be aware of the potential effect of range restriction (i.e., unwarranted limiting of the variables of our research) on the results of our study because if the "neglected variables are causally significant, their omission creates problems in interpreting the results" (p. 5). By the same token, omitting important variables might lead to having inconsistent findings across studies when drawing comparisons with other research (Johns, 2001).

4.6 Drawing Comparisons with Prior Research

Finally, we must contextualize our research in other studies that have used similar or comparable *settings, participants* and *data collection tools and procedures* to our research, not just similar or comparable issues or aspects to our chosen topic of research (as discussed in Contextualizing Research in the Related Literature section above). Virtually all empirical studies review previous research as mentioned earlier; however, these reviews often give little attention to the research setting, the participants and the data collection tools and procedures. For instance, in contextualizing our research with prior research, one would need to know if our research and a previous one actually have the same or similar setting or not (e.g., An EFL setting or ESL setting? ELT in inner circle or outer circle or expanding circle? An intact classroom condition or a contrived learning condition?), the same or similar age group or not (e.g., Young children, older children, or adult learners?), and the same or similar data collection tools or not (e.g., Observations, interviews, or surveys?). Any change in these variables is likely to have an impact, sometimes a significant one, on the results of our study and consequently its comparability with prior and other research.

5 Wider Contextualization of Research

Based on the two basic ways of contextualizing research discussed here, it is possible to identify a two-fold wider contextualization of our research project; namely, connecting it to other disciplines/domains of study and/or other settings, that is, emphasizing its interdisciplinary nature and/or its cross-territorial relevance, respectively.

5.1 Connecting Our Research to Other Disciplines

When our research project is interdisciplinary in nature, we will need to connect it to other disciplines and domains of study. For example, if the goal of our research is to do an Ethnography of Speaking study, we would need to review the related literature in the disciplines and sub-disciplines of Discourse Analysis, Anthropology, Linguistics, and Language-using in cultures, sub-cultures and social groups.

5.2 Connecting Our Research to Other Locations or Settings

When our research project is carried out in more than one location or setting, we will need to link it to these other locations and settings including the participants, data collection tools and procedures, timing of the research, amongst others, in all related settings. This applies to research that is carried out, for instance, in an EFL setting and an ESL setting, in a large public university and a small private university, in two or three different cities or different countries, etc.

In spite of that, the same two essential ways of contextualizing our research project illustrated and discussed earlier in this chapter hold true. That is, we review the relevant literature in each discipline or sub-discipline related to our research, and also contextualize our project in each setting or location linked to it.

6 Conclusion

It is widely acknowledged that 'context is everything'; that is, context enables us to make sense of what is written or said, giving it its true meaning. In research, this is no different. This chapter has illustrated and discussed the two main ways in which research is contextualized: Contextualization in the relevant literature(s), and contextualization in the setting(s) of the study. Indeed, virtually any good research is linked to the relevant literature(s) and the setting(s) in which it was conducted. A thorough and accurate description of these contextual factors of both the relevant literature(s) and setting(s) of the study makes our research project and its findings meaningful, credible, generalizable, verifiable, and replicable.

7 Discussion Questions

1. Think of a recent research project you have carried out. How did you contextualize your research in the relevant literature (established literature and prior studies), and the specific setting or location of the study (micro and/or macro level)?
2. Think of research papers or studies you have recently reviewed for a research project you were working on. Did the investigators contextualize their research projects satisfactorily in the relevant literature and the setting of their studies? If not, what was missing? How significantly did this affect the meaningfulness,

credibility, generalizability, verifiability, and replicability of their studies and findings.

3. In what way do you think this chapter will enable you to achieve better contextualization of your research project?
4. Are you aware of any other contextualization issues or aspects that have not been discussed in the chapter? What are these? How significant are they?

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Growing Our Research Impact

Minh Thi Thuy Nguyen and Willy A. Renandya

Abstract Research impact is important because as researchers we want to ensure that our research is useful and relevant to its beneficiary. When we say that our research has impact, we usually mean that it helps contribute to building new knowledge and that this new knowledge contributes in some way to the well-being of the community in which we live. In this chapter, we begin by first defining what research impact is and how it is usually measured and reported. We then discuss a set of effective strategies to make our research more visible using both traditional and non-traditional means (e.g., social media and online repositories), and to showcase our impact to relevant stakeholders (e.g., reporting officer or supervisor) in our workplace.

Keywords Research impact · Research in applied linguistics · Academic impact · Impact factor

1 Introduction

The ultimate value of research is not just to generate new knowledge but to apply the knowledge to solve real-life problems and transform the world in which we live. Thus, when we say that our research has an impact, we are essentially saying that our research makes an important difference to its beneficiaries. For example, perhaps our research has led to an improvement of language teaching and learning, contributed to policy-making, or inspired fellow academics to apply or develop our ideas further in their own research and teaching. The purpose of this chapter is to offer tips and suggestions on how we can grow and demonstrate our research impact to relevant people in our field. We will share our thoughts on the following questions: What is

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Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_28

research impact? How is research impact measured? What are some of the strategies to make our research more visible and impactful? How do we demonstrate this impact to relevant stakeholders?

2 What is Research Impact?

Research impact can be understood in different ways. However, there is a growing consensus in academia that true impact is measured not only by how well our research is received and to what extent it is used by fellow academics, but also by what kind of changes it makes beyond academia. For example, the UK Research and Innovation website (n.d.) defines impact as contribution that excellent research makes not only to the advancement of scientific knowledge, but also for the social and economic benefits. This, according to them, can happen through creating new knowledge and cutting-edge inventions, informing effective policy decisions, and enhancing individuals' well-being and quality of life. In our field, research impact is demonstrated in the contribution to broadening our understanding of how we learn, teach, and use language in today's global society, impacting language planning and education policies, and renovating language pedagogy and classroom practices.

Research impact is important to researchers because, first and foremost, we want to ensure that our research remains relevant and useful to its beneficiaries. Research in applied linguistics, for example, should be useful to the educational fraternity, including scholars, language teachers, teacher educators, and education authorities such as curriculum managers and policy makers. Further, research impact matters to us because it matters to people who fund and appraise our research. Funders want to ensure the best possible return of their investment into research projects. Staff's research excellence helps improve their university's ranking, which in turn can attract more competitive funding and talent. In many research-focused universities nowadays, research activities and output such as grants and publications are the main areas of performance evaluated for promotion and tenure. Academics are hence under pressure to demonstrate research productivity and impact. As such, from a practical perspective, enhancing our research impact may also enhance our chance of career promotion and success.

3 How is Research Impact Measured?

It is a quite common practice in academia to evaluate research output based on a single journal ranking metric. However, as eloquently put by Collini (2012, p. 120), "not everything that counts can be counted". In assessing research impact, both quantitative and qualitative assessment criteria need to be used. In line with the UK Research and Innovation (n.d.), we find it useful to make a distinction between academic impact and societal impact and how each kind of impact is measured.

3.1 Academic Impact

Academic impact is broadly understood as the difference that our research makes to the field of our work and related fields. Quality research contributes to shifting paradigms and advancing knowledge and application, across and within disciplines. Academic impact is generally demonstrated in how widely our work is being read, discussed, and used by fellow academics. There are different tools for assessing that. Author-level metrics such as the number of citations and Hirsch's (2005) h-index are the most common measurements of an individual researcher's impact. Hirsch's (2005) h-index is based on the number of papers (h) that have been cited at least h times. That is, a researcher with an h-index of 10 has 10 publications that have been cited at least 10 times. The more influential papers a researcher has, the higher her h-index may be. The number of citations, on the other hand, indicates the total number of times that a researcher has been cited. Despite some limitations, citation metrics are assumed to reflect the overall impact of a researcher on the field. In applied linguistics, de Bot (2015) has found a correlation between citations and leadership, with those identified as field leaders having higher citations and h-indices than others.

There are also journal-level and article-level metrics to assess the impact and quality of a researcher's individual publications. The most familiar journal metrics are perhaps the Journal Impact Factor (JCR, Web of Science) and the SCImago Journal Rank Indicator (SJR, Scopus) which measure the relative importance of a journal within its field (Falagas, Kouranos, Arencibia-Jorge & Karageorgopoulos, 2008). Both are based on the ratio of citations to documents (Falagas et al., 2008). Accordingly, journals that are listed in the top 25% of the citation distribution are considered the most impactful, and those in the bottom 25% the least impactful. In language and linguistics, *Applied Linguistics, TESOL Quarterly, The Modern Language Journal, Studies in Second Language Acquisition,* and *Language Learning* are listed among the top journals in both JCR and SJR ranking systems. Interestingly, they are also considered the most important journals in applied linguistics by field experts (de Bot, 2015). Another journal metric that is becoming more popular is Google Scholar Metrics. This metric is based on a five-year h-index and covers publications in a wide range of languages (not only English publications). Using Google Scholar Metrics, *Applied Linguistics, Language Learning,* and *Studies in Second Language Acquisition* are also among the top English language journals in language and linguistics (Google Scholar Metrics, n.d.).

There are warnings, however, that impact factors alone, for many reasons, are inadequate indicators of the value of a journal. Some new journals may not yet be listed in the Web of Science or Scopus, but this does not mean they have no or little value. The American Association of Applied Linguistics (AAAL) Promotion and Tenure Guidelines (2015) recommend that the evaluation of journal rankings or individual scholar's impact should combine both quantitative and qualitative assessments and rely on more than one assessment criterion. Qualitative criteria for journal assessment may include, for example, the peer-review status of the journal, the reputation of its editorial board and editors, the stature of the authors and readers, and the journal's acceptance/rejection rate. Top journals in applied linguistics tend to have a fairly low acceptance rate. For example, the *TESOL Quarterly* has an acceptance rate lower than 10%, while *Language Learning, Studies in Second Language Acquisition,* and *The Modern Language Journal* all have an acceptance rate below 20% (see Renandya, 2014a).

In addition, the quality of the article per se is also as important as the reputation of the journal in which it is published. It is no myth that not every paper will get cited, and even when it is cited, not all citations may be positive. Hence, quantitative indicators alone such as the number of times an article is downloaded, read, or cited cannot be adequate indicators of its value. It is also important to evaluate how the article is treated by the citing reference, for example, is it referred to favorably or negatively? Many times, an article may not be cited but may still be read and used. For example, if your article has been used by fellow academics for teaching in an undergraduate or postgraduate course, that may also be evidence of its usefulness.

3.2 Societal Impact

If we envision impact as the beneficial changes that our research makes to the real world, we should try to ensure that our research is shared beyond academia. However, this does not seem to happen very often. In the article "Why academics are losing relevance in society—and how to stop it?" published in *The Conversation*, Professor Hoffman (2016) has warned researchers against becoming disconnected with society. According to him, much as we wish our research to contribute significantly to society, ironically, not many of us are willing to step forward to communicate our research to the general public and politicians to impact public opinion and the government's policy decisions. In applied linguistics, the same concern has been raised about practical applications lagging behind developments in theory (see de Bot, 2015; Tomlinson, 2016). An important reason for this gap, according to Tomlinson (2016), is the inaccessibility of academic research to classroom practitioners. Second language learning theories are often presented in highly academic language that is not always easy to understand by typical classroom teachers and are often published in journals intended for researchers. Fortunately, the number of academics engaging with the public is increasing. According to Professor Hoffman (2016), at least 43% of the scientists who respond to a survey conducted by a research centre believe in the importance of sharing their research in news media, while 51% of them have actually publicized their work via news media, 47%—via social media and 24%—individual blogs. University managements also increasingly see public communication as an important activity that can enhance the impact of academic research for the community.

4 What Are Some Strategies to Make Our Research More Visible and Impactful?

Making our research visible is important if we want to create an impact both within and beyond our discipline. By ensuring that our research is available and accessible to a wide audience, we increase the chance of it being noticed, read and ultimately used by relevant people. Here are some tips on how to boost the visibility of our research.

4.1 Choosing the Right Journal for Our Research Paper

In our field, journals are among the most common venues for sharing our research with fellow academics (other venues are books, monographs, and book chapters). However, choosing the right journal for our research paper is not an easy task especially when you are a novice researcher. On the one hand, publishing in high quality journals can increase the chance of our work being read by relevant people in the field. High impact journals are also often valued by our institution, and hence, having publications in these journals can give us credit points for career promotion. On the other hand, it is extremely competitive to publish in good journals. The most established journals in our field probably have a rejection rate of about 70%. That is, only 3 in 10 submissions may have a chance of being included in the journals. Knowing which journal is most suitable to our paper is perhaps an important first step to reduce the chance of rejection. It may also be a good idea to try to target different journals at the different stages of our career.

For novice writers, Renandya (2014a) offers eight tips for choosing the right international journals for their work:

(1) Find a journal that matches the type of paper you have written. There are academic (research) and teaching (pedagogical) journals. If your paper has a clear focus on classroom applications, a teaching journal will probably be more suitable. It is also useful to know whether a journal focuses on a broad range of topics or certain niche topics within applied linguistics. Although it is difficult to generalise, generalist journals (e.g., *Journal of Asia TEFL*) tend to have a higher acceptance rate than niche journals (e.g., *Journal of Second Language Writing* and *Journal of Pragmatics*).

(2) A journey of a thousand miles starts with the first step. If this is your first attempt at publishing, you would probably not want to send your manuscript to journals with high rejection rates (e.g., *TESOL Quarterly* and *Applied Linguistics*).

(3) Do your homework. Make sure you know the journal inside out and follow the submission guidelines as closely as possible. What is the scope of the journal? Who is the target audience? What kinds of papers and topics does the journal publish? What do the instructions for authors say? Understanding and following instructions will increase your chance of getting accepted.

(4) Publish strategically. Practice journals tend to have higher acceptance rates than the more research-oriented journals. Newer journals tend to be more lenient, compared to the more established ones.
(5) Well-established non-refereed journals can be a good stepping stone to getting published in fully refereed journals. Examples of well-known non-refereed journals include *Modern English Teacher* (https://www.modernenglishteacher.com/), *Language Teaching Professional* (https://www.etprofessional.com/) and *English Teaching Forum* (https://americanenglish.state.gov/forum).
(6) Target different types of publications. If you are not ready yet to write a full paper, you can try your hand at writing a short commentary or a book review. This is a good practice exercise for junior researchers in learning how to write for publication.
(7) As you gain more experience and develop more confidence, try to aim higher and submit your papers to more impactful journals. Even if your paper is not accepted, you could still learn from the reviewers' feedback, which you could use to revise your paper for submission to another journal.
(8) Beware of predatory journals, that is journals of dubious quality published by dishonest publishers who exploit the author-pays model of open-access publishing for their own profit. These publishers often target inexperienced writers and publishing with them can damage your reputation and career.

For the tell-tale signs of journals of questionable quality, see Renandya (2014b).

4.2 Making Our Research Available Online

Making our publications available online also helps increase the discoverability and accessibility of our work. Open access papers tend to get more downloads and citations than papers available only to journal subscribers. Many journals nowadays offer open access options in addition to the conventional publishing options. Most journals also give authors a share link to their articles so they can share with their colleagues for a certain validity period. Some publishers take a step further in supporting authors to promote their articles. Elsevier, for example, has recently introduced AudioSlides, an easy-to-use, free-of-charge web-based tool that allows authors to create a short, webinar-style, personalized presentation of their article. The presentation will be made available next to the article and can be embedded in other sites, for example the authors' homepage, to increase the visits to the slides. There are also free-of-charge publication repositories such as academia.edu, researchgate.net or institutional databases where authors can self-archive a version of their papers, such as the pre-print or post-print. Some journals may also allow self-archiving of the full text after a certain embargo period, so make sure you know what you are permitted to do. Nowadays many researchers also consider sharing their research data online, as this can allow fellow academics to validate the findings and develop the work further, hence opening up collaboration opportunities and enhancing the impact of the work.

4.3 Promoting Our Research via Other Platforms

Academic publications are not the only possible venues for sharing our work. There are many other possibilities for disseminating knowledge and making sure it reaches the relevant people. According to Reed (2016), sharing our research from an early stage is a way to achieve early impact. For this purpose, professional platforms such as conferences, workshops, brown-bag seminars, or research interest group meetings are good places to get relevant people interested in our work-in-progress. Major international conferences in our field such as the AAAL Annual Conference, the TESOL International Association Convention and the AILA World Congress bring together thousands of scholars, policy makers, and practitioners, and are ideal forums to build networks, learn about cutting-edge research, obtain peer feedback, and disseminate our research findings to interested audiences even before these are published.

Academic and professional social networks are useful, too. English Language Teaching scholars, for example, may find online professional development forums such as Teacher Voices (https://www.facebook.com/groups/teachervoices/) highly useful for engaging with fellow academics and practitioners. This forum currently has more than 11,000 members and new research information and ideas are shared every day. Online research communities such as academia.edu and researchgate.net are also convenient platforms for broadening our professional networks, keeping up with conferences and meetings, and reaching potential collaborators and readers.

It is also advisable that we keep our professional webpages (such as ORCID, LinkedIn or institutional webpage) up-to-date, and share links to self-archiving repositories for readers' easy access to our work. Aside from personal blogs and institutional websites, more and more researchers today also choose to promote their work via social media platforms such as Facebook and Twitter. These platforms allow researchers to share links regarding their new publications and projects, update on their professional activities, and follow and interact with fellow academics. Facebook and Twitter also allow researchers to use hashtags (#) to make their updates visible to more people and ensure larger followings. According to Reed (2016), in order to make effective use of such platforms, it is essential that we know who our audience is so we can add value to them, and whatever platform we use, we should not wait for people to find us but should take initiatives and promote actively.

4.4 Reaching Out Beyond Academia

Being strategic about promoting our research and achieving widescale impact probably also involves engaging potential users of our research other than fellow academics. People need to know about our research before it can be applied in some way in the real world. This sharing requires an understanding of the types of publications that may engage different audiences and writing about issues that are of significance and interest to them. For example, while research articles are more likely read by researchers, briefs and reports are more accessible to practitioners and policy makers (Reed, 2016). It may also be a good idea to consider writing a feature piece for a newspaper to reach a wider audience. For example, *The Conversation*, an independent online media outlet that sources contents from academics and researchers (https://theconversation.com) boasts a community of 91,000 academic authors from 2,981 institutions. The news outlet has columns for topics in different disciplines such as Education, Arts and Culture, Social Sciences, Technology and so on, and editions in several countries around the globe. They attract a massive readership of 14 million unique online users monthly and reach an additional 42 million through websites that republish their articles. A majority of the readers are non-academics working mainly in sectors such as government, education and healthcare. After reading an article, 83% discuss it with their friends, 53% share it on social media, and 23% comment on it. Sixty-three percent change their attitude or behavior, 55% use articles to inform, discuss, and debate, 39% do further research, 12% use articles to develop strategy and inform policy, and 15% to support policy or business decisions (The Conversation, n.d.). Apparently, this is an extremely efficient platform for researchers to reach out and disseminate knowledge beyond the researcher community, impact policy decisions, and raise public awareness of relevant issues.

5 How Do We Demonstrate Research Impact?

When demonstrating our impact to relevant stakeholders such as funding bodies and the university management, it is a good idea to combine both quantitative and qualitative evidence.

Quantitative evidence of the impact of our work may include the following.

- Our citation counts and h-index. These numbers can be retrieved from Scopus or Web of Sciences when you search your name in the respective databases. To find out your citation index in Google Scholar, set up an account and add all of your articles that can be tracked by Google Scholar.
- Citation counts to individual articles (e.g., what are our most cited publications?).
- The number of views and downloads of our articles from the journals' websites (e.g., if our articles make it to the top read list, it is good evidence of its visibility, too).
- The impact factors of the journals where we publish our research papers (e.g., Journal Citation Reports impact factor and the SCImago Journal Ranking indicator).
- Alternative measurements of journal ranking such as Google Scholar Metrics.
- The amount of funding we have secured and the level of competitiveness of the grants (e.g., in terms of the acceptance rate) as an index of impact.

Qualitative evidence of our impact as scholars may include the following.

- The stature of the editors and editorial teams of the journals and the reputation of the publishers where we publish our work. For niche or new journals that do not (yet) have an impact factor, these would be useful indicators of quality.
- The stature of scholars who have cited our work and how positively our work has been viewed.
- Whether our research has led to capacity-building such as teaching students, training teachers and developing professional development courses.
- Whether our research has led to changes in policy and practices (e.g., leading to an improvement in classroom practices, curricular innovations, or impacting education policy decisions).
- Whether our research has raised public awareness of important matters (e.g., the importance of home language maintenance).
- Other forms of recognition such as research awards, or invitations to deliver keynote or plenary speeches, guest-edit special issues in journals, or review grant proposals, and so on.

Finally, whatever evidence we use, we must make sure it is accurate and credible and contributes to creating a coherent narrative of who we are as scholars (Reed, 2016).

6 Conclusion

In this chapter, we have defined what research impact is, how it is usually measured, how we can make our research more visible and impactful, and how we can showcase our impact to relevant stakeholders. One key theme that we have tried to highlight in the chapter is that our research should make meaningful contributions to people in academia *and* also to society at large. When our research inspires other researchers to explore new areas of research, when our published research articles or books are used as required or recommended readings in schools and universities, when our research work helps teachers find new and more effective ways of teaching and learning, and when our work influences public debates and policy making, then we can truly and proudly say that we have achieved our goal.

7 Discussion Questions

1. How is research impact understood and defined in your institution?
2. How do you demonstrate your research impact to your peers and supervisors?
3. What suggestions would you give to a beginning researcher who wants to get their first paper published in a journal?
4. Suggest three ways of making your published research article more visible to its target readers/users?

5. How would you qualitatively demonstrate your research impact for your annual appraisal purposes?
6. How would you quantitatively showcase your research impact for promotional purposes in your institution?

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Doing a Conference Presentation

Christel Broady

Abstract Many emerging ELT/ESL/language professionals attend conferences and conventions. Some of them consider sharing their expertise by giving a presentation. Others would like to be an accepted presenter to further their career and to work towards a promotion. And some want to improve their professional standing before applying for a new position. However, it is often difficult for many emerging leaders to understand the process of submitting a proposal and then giving a presentation. Much of the knowledge on how to be successful in this area is only available anecdotally from other colleagues. This chapter makes the knowledge of sending in a conference proposal and presenting it later accessible to all readers in easy to follow steps, thus enabling all professionals to pursue their goal of participating in the profession in a new way.

Keywords TESOL professional skills · TESOL conference presentation · TESOL professional development · TESOL career building

1 Introduction

Many professionals, whether we are teachers, instructors, program directors, professors, or graduate students, have attended conferences. And when we do, we may ask ourselves if we should present a session ourselves. As tempting as this idea is, much thought must go into the decision to submit a proposal, to commit to attending the conference, and to become a presenter.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_29

2 Reasons to Present

There are various reasons to consider presenting at a conference. For most professionals, the reasons are tied to our annual work performance evaluations or to building a strong tenure or promotion dossier. In such cases, professionals should carefully check their workplace policies to learn what expectations are outlined regarding presentations to find out which presentations will count towards their evaluations and which ones will not count. Others may want to share content about which they feel passionately. Some others see presentations as career building tools. By often presenting in one area, presenters can, over time, build up their expertise and become known as specialists. By having their names in program books, and by speaking to audiences of peers, they can build their reputation and may find it easier to secure a position later.

3 Should I Become a Presenter?

In our deliberations about whether or not to be a conference presenter, we should consider the following questions:

1. Do I have the time to submit the proposal by the deadline?
2. Will I have time to draft the presentation?
3. And am I available during the time of the conference?

Also, we need to ask ourselves if we have the resources to attend the conference. Teachers need to carefully add up the expenses of the registration fee, transportation, lodging, food, and other transportation. They need to investigate if they can apply for travel support through their organization. They should be sure that they can afford the conference registration fee before sending in a proposal. If they answered all of the above questions with a 'yes,' teachers may consider how good their time and project management skills are and how much they are interested in a long-term project that takes up to six to nine months or sometimes even longer. Lastly, they should consider how able they are in dealing with rejection as many conferences have a high rejection rate of over 80%.

4 Where Should I Present?

There is a wide variety of choices when it comes to conferences, ranging from university campuses- or school district ones to local communities of peers, regional, state, national, or international events. There are reasons for all professionals to present at any of these venues.

4.1 Local or Regional Conferences

Although local, regional, and state conferences may not count highly for tenure and promotion, they build community and offer a lesser expensive way of engaging in conference presentations. Also, for many professionals, such conferences provide a safe place to conduct their first presentations.

4.2 National or International Conventions

Attendees at national or international conferences have to spend many resources to be able to attend. They do this to be exposed to the best and the latest professional learning. They expect to see highly professional sessions with excellent content. Therefore, every presenter should carefully consider if they are ready to embark on facing an audience of their peers.

5 How Should I Prepare for a Submission?

One way to learn how to submit a session is to attend conferences. Another way to learn is to serve as a proposal reviewer for an organization. Reviewers have access to the evaluation rubric and can draw from many examples of submissions to develop a more refined idea of what the expectations are and what it takes to meet them.

6 What Type of Session Format Should I Choose?

Most conferences offer a variety of formats ranging from short poster presentations to full-day workshops. Before submitting a proposal, presenters should carefully study the call for proposals and the type of sessions for which they seek to apply.

6.1 Poster Sessions

Many beginners start with a poster presentation. This kind of format is great for graduate students and action researchers who can share the outcome of a study in poster form. Trainor (2012) states, “A poster is a powerful tool to share your research. It allows for more intimate interaction with colleagues interested in your research and can allow for in-depth networking" (p. 22)." Likewise, many organizations offer sessions for graduate student presenters. Again, they are great for emerging professionals to share new trends.

6.2 Panels

Another format of presentation is a session presented by several colleagues. Such sessions may be called roundtables, panels, or discussion sessions. Such sessions often seem like a good idea because each presenter's speaking time is short, and sharing the stage with peers may lessen the anxiety. However, panels often turn out to be much more stressful later. There are many areas for pitfalls. Some organizers ask too many presenters to join the panel, which cuts the time for each presenter so short that the content is not worth presenting. Some members may not collaborate well with one another in preparing the actual presentation, they may not pull their weight, they may not stick to the agreed topic, they may go longer than the time allotted to them and cut into another presenter's time, and they may present poorly in the session. In summary, it is a risk to submit as a panel. If presenters chose to create a panel, it is a good idea to designate a leader who will organize all aspects of the presentation, beginning from choosing the right number of presenters, allocating the sub-topics, speaking times, and sequence, and assuring that all logistics are covered.

6.3 Individual Sessions

Such sessions may range from 20 min to 2 h. A topic presentation may discuss research, a new technique, or an innovation. However, such a session should not be scripted and require a presenter to tell a story.

6.4 Workshops

Presenting a workshop is an excellent choice for presenters who are skilled and can guide an audience to acquire new skills in a certain amount of time. In many cases, workshops are often paid, or presenters receive a free conference registration. As tempting as it may be to receive compensation or free registration, presenters should always make sure that they have the ability and content to meet the audience's expectations. Last, many workshops are offered before or after the actual convention days to allow attendees to make use of both, the regular conference program and their professional learning. Presenters must carefully balance the benefits with the additional lodging expenses.

7 What Topic Should I Present On?

A proposal to a conference should be on a topic on which presenters have substantial knowledge and from which other professionals can benefit. Since professionals in the same discipline attend a conference, a presentation should bring a new and exciting aspect of the professional field that adds new knowledge for professional colleagues. Each conference has a conference theme and the requirements are outlined in the call for proposals. The chances of acceptance are much higher if the topic meets all criteria. The most crucial issue is that the presenter has in-depth knowledge of the content.

8 Which Conference Should I Go To?

Once a topic area is chosen, presenters should spend time and investigate which conference would be most suited for them and their proposed content. At times, it may not be the professional home organization but another discipline that works best. Miller (2012) states: "When choosing a conference, consider how closely your work overlaps with the group sponsoring the conference … Virtually all conferences have a "call for submissions" or "call for papers" that are posted on their websites. The call includes important information … Read the call for submissions closely. Panels are rejected for not following these guidelines exactly" (p. 4).

9 Getting Serious

If chosen, the session is placed on the program. Therefore, submitting presenters should be sure that they can attend the conference. It is a major faux pas to not appear for the presentation. One essential question is if the needed funding is available. Presenters should investigate if their employer offers support. Many employers offer a stipend if an employee is a presenter. Many organizations offer stipends, travel grants, and other awards that help defray the cost of attending a conference. The chances of securing an award are excellent. However, awards are usually not usually allocated until very close to the actual conference.

After having done all the needed research on the best conference venue, the most suitable session type, and the length of the session, it is time to write up the proposal. If the proposal is for a group session or panel, the lead submitter must have the needed information for each group member in hand before attempting to draft the submission. As to content, presenters need to keep in mind that reviewers have a strict rubric by which they judge each submission. Therefore, it is imperative to adhere to every detail of the proposal instructions. Malmfors, Garnsworthy, and Grossman

(2000) state that “these rules should be followed carefully … or your paper may be rejected” (p. 27).

Presenters should write out the content of each template section in a word document and paste each section into the template after thorough proofreading. Also, this is the only opportunity to request technology. It is also essential to know that national and international conferences cannot always honor a request for presenting on a specific day or at a particular time. Creating a program is a huge undertaking that coordinates many factors. More often than not, the acceptance letter includes the date, time, and room of the session.

Last, once you are finished, ask a colleague to review the proposal while using the rubric that will be used to evaluate the proposal. McVeigh (2012) recommends to “print out a draft of your proposal and a copy of the proposal rating rubric. Ask a colleague to review it critically. Incorporate their suggestions into your draft”.

10 The Post Submission Waiting Game

After submitting, the waiting time begins. Big conventions may get back to presenters after four or five months with a rejection, waitlist, or acceptance notice. Smaller conferences may have a quicker turn-around time. It is, therefore, essential to check the email on record frequently including Spam mailboxes. If presenters are the lead person for a panel, it is crucial to share the outcome with all team members immediately. Presenters should always prepare for a rejection letter and know how to deal with it. Being rejected does not mean that a presenter is an unworthy professional. All it means is that the reviewers did not think that the proposal met the rubric criteria in their judgment. Presenters will sometimes receive feedback from the reviewers in the form of comments about their project. Reviewers may not be diplomatic, and at times, the reviewers may be plain wrong in what they say. Miller (2012) notes, “If you are rejected, don’t focus on the rejection. Find a different conference or section and try again” (p. 10).

11 Accepted. Now What?

If the proposal was accepted, presenters need to secure travel and accommodations. At national and international conventions, hotels and flights fill up fast. As to the actual presentation, it is now time to make a plan about when and how to work on the project to complete it before the event takes place. For panels, this is the time to set clear deadlines for when who needs to do what and to find a virtual collaboration space everyone knows how to use. The team must agree on a delivery format such as PowerPoint and also on the look and feel that will be used. The presenter must carefully check the flow of all sub-sessions to see that they all create a meaningful and cohesive session that reflects the wording of the proposal.

12 Converting Notes into a Presentation

The most important question at this stage is which platform presenters will use. Many individuals select PowerPoint. They do so because it can be used to organize content, and most professionals know how to use it. However, at times, PPTs can also be boring, primarily when slides feature too much text. In such a case, attendees have to split their cognitive attention between the speaker's delivery and the text of the PowerPoint presentation. Presenters should add more interest so that participants can connect to the message. According to Christison and McCloskey (2006), digital media should be used minimally.

When creating the presentation, it is a good idea to start with the name of the conference event, the organization's logo, the date and time of the conference session, the session title, and the presenter name(s). It is also useful to provide a roadmap for the session content mimicking the session abstract. For the remainder of the presentation, the text should consist of talking points. Presenters should stay away from text-heavy and full sentence projections for the audience. Instead, they should tell a story. It is good to remember that the audience should listen to the presenter and their message instead of expanding the cognitive effort on reading text on the screen. Instead of text, it is a good idea to use visuals representing the message. Edwards (2012) states:

> We've all sat through poor presentations…he begins to read from a paper, speaking in a soft monotone…He shuffles paper, becoming flustered and confused. (so do you, if you're still awake)…Why do otherwise brilliant people give such soporific talks? For one thing, they're scared…But second, and more importantly, it's part of academic culture- especially in the humanities and qualitative social sciences. It's embedded in our language: we say we're going to "give a paper." As a euphemism for a talk, that's an oxymoron. *Presentations* are not journal articles. They're a completely different medium of communication, and they require a different set of skills. (p. 24).

When preparing a presentation, one must be mindful of telling a story. It is essential not to forget to list all cited work, including the sources of images as well as the contact information. It is useful to upload a presentation to a webpage and to create a QR Code that is displayed in the presentation. This way, the audience can instantly access a presentation on their device. Presenters must build a Q & A section into their presentation. They need to communicate to their audience clearly at the beginning when questions will be taken. Some presenters prefer to schedule the Q & A time at the very end to maintain better control of time.

After the presentation is drafted, it is crucial to practice it and to keep track of time carefully. It is not a good idea to schedule every detail since such scripted behavior may take away from more natural storytelling. At the same time, however, time must be respected.

Hawthorn (1989) summarizes the preparation process well in stating, "Just as there is a logical order involved in writing a project, so there is a logical way in planning its presentation. The essential points in this context are: preparation of the text, preparation of the visual aids (if any) and the rehearsal" (p. 129). Capes (2015) summarizes the preparation process in this way:

> …you'll need to think about creating a clear, logical structure that will help your audience understand your work. To start, it can be helpful to provide a brief overview of your presentation, which will help your audience follow the structure of your presentation…In the main part of the presentation, talk about your work…Keep a clear focus on what is important and interesting to your audience…Finally, summarize your main results and discuss their meaning. This is your opportunity to give the audience a strong take-home message and leave a lasting impression…When you are considering how long each section should be, it is helpful to remember that the attention of the audience will usually wane after 15–20 min.

Once the presentation is completed, it is a good idea to set aside all the resources needed for the presentation. Some presenters use props, books to display, technology items, easels, markers, sticky notes, pencils, or a list of collaborative tools for the audience, depending on the type of session. If the presenter gives a workshop, it is always a good idea to engage the participants in collaborative activities. To that end, presenters must provide all the needed tools. In general, all participants today have a phone or handheld device and technology can replace paper and pencil.

13 The Day Before and the Presentation Day

On the day before the presentation, you should practice one more time. Edwards (2012)

states, "Practice everything, including improvising. The day before your talk, or even the morning before (or both), run through your entire talk at least once, preferably twice, *exactly as you plan to deliver i*t. If your dry run doesn't sound right or doesn't fit into the allotted time, your actual performance won't either. So, fix your talk, or cut it back, and then rehearse it again until you get it just right. Never tell yourself you'll fix it on the fly, this is bound to fail" (p. 29).

On the day of the presentation, it is essential to put special attention into your appearance. It is not necessary for all conferences to wear very formal business attire. However, out of respect for the audience, who give their time and attention, and out of respect for the profession which presenters represent, it is always good to be more formal than not. It is important to remember that presenters may encounter their future colleagues or superiors or other individuals with whom they may want to collaborate in the future. Therefore, presenters should always be well-groomed and well dressed. They should also remember to wear their conference badge with their name and affiliation visible.

When at the conference site and making the way to the actual room, it is essential to stay calm and to take some deep breaths. Kerber (2008, np) asks, "Are you nervous? Good. You should be. Anxiety means you are taking the enterprise seriously, and your adrenaline is flowing…Without adrenaline you will be a boring speaker. But too much anxiety will get in the way of what you have to do; too much adrenaline, and you will not think straight. So, presenters must be prepared to be anxious and to face a stressful period of setting up before speaking".

Unless they are scheduled for the first morning session, presenters can often find the previous presenter and audience members still in the room, the previously used computers not removed from the presentation cables, and the speaker area taken. Because the turnover time between sessions is often very short, it is not impolite to begin the set-up for the session signaling to the last presenter that it is time to pack up and leave the area. It is important to carefully place all supplies so that they can be easily reached without interrupting the presentation later. It is most critical to assure that the technology works. Edwards (2012) warns:

> Plan for Disaster. Computers introduce many points of failure into presentations. So Murphy's Law– "whatever can go wrong, will go wrong"- applies and it applies directly to you. Something can and usually does, go wrong with the computer, the projector, the software, the connector cables, your thumb drive, and your presentation itself. Never assume that what works on a PC will work on a MAC or vice versa. You also can't assume your host will have the same software PowerPoint (or Keynote, etc.) that you do. Inquire in advance. (p. 36)

If the presentation includes any video clips or sound bites, the speakers must be tested. It is also essential to check that the computer is connected to the projector and that the projector points to the correct area. At some conferences, computers are provided. In these cases, the presentation should be uploaded to the device by an external drive, such as a flash drive. At times, conference computers may have different software than presenters use for the session. Therefore, enough time must be allotted to upload the needed software or to seek the assistance of tech support. The minutes before the start of the session are very hectic and filled with tasks. Presenters must be prepared for this hectic time and need to keep their composure even if something does not work right away. In the case that the tech support troubleshoots and the session is delayed, it is a good idea to engage with the audience and to make the time meaningful.

Presenters also benefit from a trusted person serving as timekeeper. It is beneficial to have a person signaling when the last five, two, and one minute have arrived. As a speaker, it is often difficult to keep track of time, and many devices turn off after a few minutes so that presenters cannot easily tell the exact remaining time.

Before beginning to speak, it is useful to take some deep breaths and to focus the mind. It helps to forget for a moment how many attendees are in the room, and how nervous one is. When starting, it is essential not to speak too fast or to raise your voice unnecessarily. Again, it helps to be mindful of your self and to listen to your voice. It is crucial to connect with the audience and engage with them. This goal can be achieved with humor, eye contact, and strategically placed pauses. The beginning of the talk is your opportunity to communicate that you are qualified to talk about the topic to gain the audience's attention, an important aspect, according to Markham (1988).

The TESOL International Association Presenter Guidelines (2018) list valuable tips for audience experiences:

> What Your Attendees Will Remember
>
> - What they actually did in your session, not what they saw or heard

- Exercises that demonstrated your point
- Stories and examples that painted a mental picture
- Particularly powerful metaphors that can serve as reminders
- Small group discussion of key points
- Interaction with peers.

What Your Attendees Won't Remember

- Your incredible statistics, even though such facts will build your credibility
- Most of your jokes, although giving them a few laughs will make them more receptive to your information and thinking
- How eloquent you were, although your clarity of thought will help them comprehend what you are trying to say.

Like the beginning of the presentation, the ending also deserves special attention. Presenters should end a session with a parting statement so that attendees can leave the talk with one major takeaway Kushner (2004).

Presenters need to have a plan of how they want to conduct the Q & A session. They need to consider if everyone in the room can hear the questions and answers or whether a microphone might be needed. It is always an excellent strategy to walk over to the person asking a question and to loudly repeat the question for the audience.

In many cases, after the end of the presentation, attendees will approach you with comments and questions. While attending to them, it is essential not to forget that the next presenter is waiting for the workspace so they can set up their session. It works well to unplug and bag all items while keeping eye contact with other individuals and slowly directing them to the door. At that time, it is critical to assure that nothing is left behind. At large gatherings, it is not always easy to get lost items back, unfortunately.

14 Now the Work Is Done. Not

When the conference presentation is completed, follow up with all attendees who requested any information, resources, or other contact requests. Not doing so will leave an unfavorable professional impression. After returning home, shortly after the conference, most organizers will share session feedback with each presenter. Before reading it, it is a good idea to find a quiet place and collect oneself. As always, when working with human beings, there may be the occasional negative comment that stings. Kerber (2008) states, "To give a conference paper is to make yourself vulnerable; it's the intellectual equivalent of stripping naked. You are taking your ideas out to strangers, so you are vulnerable to their criticism…. Yes, in the aftermath, they may judge you, but put that aside. At the outset, they have come in good faith".

Also, after the conference, presenters should consider writing their presentation up as an article or even a publication on social media such as a Blog post. The main work is already done, and the invitation to present is a stamp of approval for the topic and content. Therefore, using the content and expanding it into an article makes sense. At times, some presenters are invited to submit their session as an article by the organization that hosted the conference. Presenters must be careful to screen such invitations since there are fake journals that send invitations to each presenter and then demand payment for the actual publication. Presenters should continue to serve as proposal reviewers to hone their skills as members of the professional community and discipline. Most of all, presenters should celebrate their decision to have become part of the professional discipline by presenting their work at a conference.

15 Conclusion

With this chapter, the rules of the profession regarding presenting at a convention were explicitly stated. Guidance was given on how to participate in conventions and conferences starting by identifying the best venue to which to send a proposal, how to submit a proposal, and finally, to give a presentation. The steps outlined in this chapter encourage professionals to leap into becoming nationally and internationally respected scholars and to shape their profession with their expertise, research, and innovative initiatives.

16 Discussion Questions

1. What is your motivation for wanting to present at a conference?
2. How do the following issues impact your conference proposal: the conference expenses, the conference submission procedures, and the audience expectations for a particular type of conference presentation?
3. Based on some of the presentations you have attended, what do you think are the characteristics of an excellent conference presentation and a good presenter?

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The World Needs You: Sharing Your Work and Getting Published

Andrew Littlejohn and Hayo Reinders

Abstract In this chapter we look at the topic of getting published and—more broadly—at disseminating your work. We start by looking at the many reasons (personal, professional and academic) that teachers have for sharing their research, observations, reflections and experiences with the wider community, and the range of possible forms of 'outputs' to get published. We review the broad range of platforms and channels available nowadays, from traditional anonymous peer-reviewed journals, published teaching materials, practitioner-oriented forms of publishing, as well as less formal social networks. We highlight some of the potential pitfalls and some strategies for choosing the most appropriate avenue for publishing your work. In the latter part of the chapter we offer guidance on how to develop your writing abilities and some 'insider tips' to increase the chance of getting your work published.

Keywords Getting published · Publication outputs · Publishing strategies · Publishing platform

1 Introduction

The first scholarly journal was published over 350 years ago, in 1665 (Philosophical Transactions of the Royal Society, London, https://royalsocietypublishing.org/rstl/about) and since then peer-reviewed journal articles have become the gold standard in academic publishing, including in the field of language education. In this article, we consider some of the types of journals that exist for language teaching professionals and ways of getting articles accepted. However, it is important to recognize that there are many other, equally valuable types of publications, as we will show. In fact,

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_30

perhaps rather than asking where to ‘publish’ one’s work, it may be more useful to ask how best to ‘disseminate’ it. Although ‘publishing’ often refers to research studies, there are many other types of writing that teachers can share, such as evaluations, literature reviews, classroom experiences, critical reflections, and so on. Even the word ‘writing’ does not capture all the different ways in which teachers can share their work, with audio and video allowing the teacher to add their personal voice. But before considering which options are best for you, it is important to ask why you would want to share your work and this will be the focus of the first section.

2 Why Share Your Work?

When we ask colleagues and teachers we work with why they spend often considerable amounts of time to get their work in front of others, we get a range of responses.

So others can learn from my mistakes

I want to share my findings/show what works

It is a requirement from my employer/the ministry/official body

My job depends on it

I need to publish to get promoted

We get rewarded financially for publishing

I want to go to conferences

To learn/as a form of professional development

To get my name out there

I want to connect with others who have similar interests

It’s satisfying to see my own ideas in print

Which of these applies to you? It is likely that there is more than one reason and you can probably think of others. It is also likely that your answers would change for different areas of interest and at different stages in your career. The point here is that in some situations your motivation to disseminate your work may lead you to consider producing a research paper for submission to an academic journal. In other situations, you may instead choose to create a poster to present at a conference or to write a short reflective piece for a website or a teachers’ newsletter. We will look at the range of options in the next section. Here it is worth pointing out that there can often be a mismatch between what people aim for and what they achieve. For example, when pressed, many people will admit that the idea of other people reading their work and perhaps as a result even becoming ‘known’ in a particular area is a motivator. It can be sobering to consider that, according to some sources, 98% of all publications in the arts and humanities are never cited (this is a very much disputed estimate, but it does give an indication of the chances of ‘getting read’!). This is not to say an author’s work has not been meaningful in other ways, but it may not have the exposure they were hoping for.

It is reasonable to consider a decision to share your work from a cost–benefit perspective; what is the required effort and what is the return, either personally or professionally? A short reflective piece or a book review may require much less time than a research article or a book. This then begs the question: what can be shared and what counts as a 'publication'? In recent years many universities and governments have started to better recognize the importance of practitioners' work in forms other than research articles. This is reflected in the use of the term 'outputs' rather than 'publications'. An internal document from the institution where one of us works has a rather impressive list of possible outputs:

Book Authored	Performance Written
Book Chapter	Edited Book
Book Review	Educational Material
Conference Abstract	Essay—Published
Conference Poster	Intellectual Property
Conference Presentation	Journal Paper
Conference Proceedings	Monograph Copy
Artefact/Object/Craftwork	Presentation (non-conference)
Composition	Report
Design Output	Scholarly Edition/Literary Translation
Dramatic and Literary Texts	Software
Exhibition—Solo	Awarded Doctoral Thesis
Exhibition—Group	Awarded Master's Thesis
Exhibition—Curatorial Exercise	Discussion/Working Paper (published)
Film/video Documents	

Although not all of these are relevant for most teachers (and others could be added, such as teaching ideas and experiences), they do demonstrate that journal articles and books are far from the only possible outputs. Thinking about your reasons for sharing your work and the range of outputs, mentioned here, which might be the most appropriate for a project you are working on now?

3 Where to Share Your Work

As the lists here suggest, there are many different avenues for sharing your work. In general terms, it is possible to see some categories in the range of places where you can get your ideas heard. Here is a list, with some examples at the time of writing.

Practitioner publications such as magazines or newsletters for teachers, produced commercially (e.g., *ET Professional, Modern English Teacher*).

Practitioner publications produced by international and local professional organisations or societies (e.g., IATEFL Special Interest Group newsletters and magazines).

Academic journals published by major publishing houses (e.g., *Applied Linguistics*, published by Oxford University Press).

Academic journals published by professional organisations (e.g., *TESOL Quarterly*, published by TESOL International).

Open-source journals (e.g., Language Learning and Technology).

Edited collections of papers or chapters (such as this one).

Publishers of teaching materials (e.g., Cambridge University Press).

Social media groups for teachers (such as Twitter #tesol and public Facebook groups such as Global English TESOL).

Online discussion forums (such as those hosted in eslcafe.com).

Online sites for resources (such as Teachit English).

Online repositories of articles (such as Academia.edu and Researchgate.net).

Wiki sites, for sharing resources (such as teflpedia.com).

Personal blogs (often using the Wordpress platform).

Personal websites of educators and authors.

Many teachers find it is useful to 'start small' by writing up a brief article about a teaching idea or experience for a teacher's magazine or newsletter, whether local or international. A writing project that is too ambitious risks never being completed or being too complex to sustain. Innovative ideas for classroom use, accounts of projects, reviews of new texts, and small-scale classroom research, particularly if they include examples of learners' outputs are often welcomed by publications which publish frequently and are continually in need of good content. Typically, these kinds of publications look for short contributions of around 850–1500 words, although some will accept contributions up to around 2000. In these cases, the decision to accept or reject a contribution is made by the magazine editor, usually fairly quickly.

More academic publications, such as peer-reviewed journals, normally follow a policy of 'double blind peer review'. This means that submitted articles are sent out to two or more 'referees' who will read and make a recommendation to publish or not, or to ask for changes. These journals often take many months to make a decision, as they await the reviews from the referees. Very few of these journals will pay the writer a fee, but they may give discounts on other publications that the publisher publishes. A number of 'open access' journals (meaning that they can be accessed by anyone, without a subscription, have now begun charging a 'publication fee', sometimes of several hundreds of US dollars. Before parting with any money, do check the journal's credentials, how long it has existed, the quality of articles it has published, and if, for example, it is listed in citation indexes such as SCOPUS. Unfortunately, there are now a large number of sometimes fraudulent or purely money-making businesses which are only too ready to take your hard-earned cash, and which apply very few quality control measures. A very fast acceptance decision (sometimes a matter of hours or days) usually indicates a less-than-thorough review process. These publications often have titles which sound prestigious or which sound very similar to well-established journals. Be wary, in particular, of journals that do frequent mailshots, asking for contributions, and which do not disclose the fee required. If there is a publication website, look carefully at the terms of publication and hidden charges. Do an internet search of the mailing address listed—if you see that there are many publications coming from the same address, that should raise alarm bells! Publication in these kinds of journals can sometimes give a future employer a rather negative impression as to why you chose to publish *there*; they are therefore best avoided.

Some teachers have successfully become authors of teaching materials, sometimes with some of the world's largest publishing houses. If you are interested in trying to get your teaching materials published, it is important to check publishers' websites to see what they require in a proposal. Most usually, this is a rationale for the materials, how they are different from what is already on the market, the proposed 'extent' (that is, number of pages, use of artwork, components, and so on) and some samples of complete units or chapters. If you get a rejection, do not give up. Because of the highly competitive nature of the markets they operate in, many of the larger publishing houses rarely accept or even look at unsolicited proposals for new materials but prefer to commission the works they publish from authors they know or who have been recommended to them. It is important to remember that for most publishing houses, publishing is a business which aims to make a profit. In this case, many publishing houses may wish to take few risks with 'new authors' and instead commission 'proven' authors with a detailed brief of what they want for their markets. It is often therefore wiser to approach the smaller publishing houses, which may have lower overhead costs and may be looking to expand their publishing list and may be more inclined to take a risk with something new.

Wherever or whatever you publish, it is always wise to check who will retain the copyright. Check the small print in any agreement you sign. Some publishers will require you to sign a contract which passes the copyright to them. This will effectively prevent you from using the same material elsewhere, even if it is just a short magazine article. Publishers make money from reselling or licensing the material for which they hold the rights to other publishers in other markets, so check the terms of any agreement you sign, and if possible, get legal advice if you are concerned. It is also wise to check when any rights you sign away will revert to you—for example, after a certain period of time or when the publication is no longer in print. You should also watch out for a clause which requires you to give the publisher first right of refusal on your next work. This would effectively limit your future options and possible earnings and may delay publication. Publishers may argue that this is part of their 'standard contract'. In fact, there is no 'standard' contract that cannot be negotiated and, when challenged on these kinds of clauses, most reputable publishers will back down. Membership of a writers' organisation, such as the Society of Authors (UK), can often offer excellent guidance in this regard.

4 Developing Your Skills

It can take a long time to develop the skill of effective writing, but for sure one of the most important requirements is to get as much practice and as much feedback as possible. Becoming a good writer is essentially a matter of learning to read through the eyes of another. That is, a good writer is one who can anticipate how the reader will understand and follow the text, and who can craft their writing accordingly. Writing is a dialogue, a dialogue between yourself and your future reader, whose 'turn' in the conversation you have to imagine. This fact suggests some basic strategies that you can adopt in developing your skills at writing, whatever kind of text you are producing.

4.1 Picture Your Reader

Think about whom you expect will read what you have written. What do they 'bring' with them in terms of their background knowledge, experiences and expectations? How might that affect how they understand what you are writing? This is important, for instance, if you want to use what you have written in one context for publication in another context. For example, it is unlikely that an assignment you have done on an academic course will be suitable, without modification, for a teacher's magazine. The audiences are different, and so are their purposes in reading.

4.2 Share Your Writing

If possible, give your writing to others to read before you submit it for publication. Ask for feedback. Ask what they think you are saying in your text. For example, you could ask them to write a brief summary of what you have written. It is often enlightening to discover that what you think you said is not what they have understood. In this case, it is likely to be your text that needs fixing, not your reader!

4.3 Write with a Co-author

Writing with a co-author can be difficult, but the benefits can also be great. Writing with a co-author can create a genuine conversation around your text, allowing you to check and refine your text together as you each try to express and understand each other's contributions.

4.4 Read and 'Reverse Engineer'

If you read a text that impresses you, or which you think is particularly well-written, try to identify *why* this is so. It could be in the kind of language that is used, the style, the use of examples, or in the structure of the text—that is, how it moves forward, step by step, taking the reader with it. Try to apply similar principles in the text that you produce.

4.5 Offer to Read and Review

You can learn a lot about writing by reading other writers' work, particularly if you can then discuss it with the writer. Writing reviews can help you focus closely on the nature of what they have written and see where writing strengths and weaknesses may lie.

4.6 Shadow an Editor

If you know someone who is an editor or someone who is proofreading for someone, ask if you can also read the text, and discuss why changes have been made. Similarly, if you know someone who is an experienced writer, ask them if they would 'talk you through' how they wrote their text.

4.7 Submit for Publication

When you have something that you think you would like people to read, send it for publication. Even if your work is rejected, you can learn a lot from the feedback you get. Most frequently, an editor will give you some kind of feedback, which you can use to improve your work.

4.8 Write!

In the end, the best way to improve your writing is by writing, and by writing a lot, frequently. Try keeping a teaching diary for yourself. Write letters to an imaginary reader. Set yourself a goal to write a certain number of texts in certain period of time.

5 Improving Your Chances of Success

Following the advice we have listed in the previous section should significantly improve your chances of successfully 'getting published'. There are, however, some further 'tips and strategies' for improving your chances. We want to warn readers that the advice given here can seem rather opportunistic, even cynical. We do not advocate that you lower your standards or look for shortcuts simply to 'get your work out there' but that you take the advice given here as a complement to producing good-quality work, and for improving the possibility of sharing it in a way that meets your needs. We will use the words ‘publish’ and ‘publication’ in this section as most of the tips here pertain to sharing work through more formal channels—but read these as also relevant to a wider range of dissemination options.

5.1 Be Strategic

Choose carefully what and where you want to publish. Think carefully about your reasons for wanting to share your work. Which outlet (journal, conference, magazine, website, and so on) will help you achieve your goals best? The journal *Studies in Second Language Acquisition,* for example, may have an excellent reputation, but is both difficult to get a paper accepted in it and is read by far, far fewer people than, say, an article in *English Teaching Forum.* Neither is better than the other, but they serve different audiences for different purposes. Which matches your aims better? Related to this, consider the issue of readership. Who are the readers of the publication you are thinking of submitting to? Are they researchers and academics or other teachers? Where are they? In your area or in a distant context? How is the publication viewed by other language teaching professionals? Does the publication best match your purposes in getting published?

5.2 Know the Purposes of the Publication

It is important to carefully consider the stated aims of the publication you are thinking of submitting to. The journal *Second Language Writing* really does want to publish articles that deal with writing and is unlikely to consider articles about very different subjects. Similarly, the journal *Innovation in Language Learning and Teaching* wants authors to describe an innovation in a particular context. Explicitly address the link with the aims of the publication early on in your article or in your letter to the editor that accompanies your submission. A poor or unclear match is the most common reason for a desk-rejection (a rejection of your paper without a review). Read a number of recent issues of the publication and identify the topic areas it covers and try to match your writing style (within reason) to that of the other contributions.

5.3 Weigh Up the Odds of Acceptance

Many journals will state their rejection rates (the percentage of papers submitted that are rejected, either outright or after review) and submitting to a journal with a lower rate may increase your chances. Newly launched journals may not yet have an established readership or high numbers of submissions and so may be easier to get published in. Clearly, you will have to weigh their less-established reputation against this. Choosing a publication that appears on a more frequent basis may also increase your chances of getting your contribution accepted.

5.4 Look for 'Special Editions' or Special Sections

It is also worth looking out for calls for contributions to special issues or books on a topic that closely aligns with your own. If yours is a particularly specific topic, there may not be that many other people to 'compete' with in the review process and a publication will have the advantage of being highly relevant to your area of interest. Similarly, it is worth considering special sections or columns that some publications offer. For example, *Innovation in Language Learning and Teaching* will accept 'innovative practice' papers that are shorter and report on new ideas. Although they have to meet similar quality standards, their format and audience may make them easier to write, especially if you are new to the process. Many publications include different types of contributions, which may have different criteria for acceptance. These include reviews, discussion points, questions and answers, letters to the editor, interviews, teaching ideas, 'spotlight' on a particular topic, news, conference reports, and so on.

5.5 Do Your Own Quality Control Before You Submit

A poorly written text, with many language or typing errors, or which is poorly organised with inconsistent use of formatting or headings, is likely to be rejected without full review. For the editor of a publication, poorly produced texts suggest that the writer does not take sufficient care or does not respect the intended readership. Editors are principally responsible for ensuring that the *content* of a contribution fits the aims of the publication. Problems with the presentation quality of a submitted text are likely to require too much attention from an editor, and so will almost certainly be turned down. Such problems may also suggest that the content cannot be relied upon anyway. The implication is clear: proofread your work many times, and get others to proofread it as well, before you decide it is ready to submit.

5.6 Respond Positively to Feedback

Knowing how to write to editors and (indirectly) reply to reviewers is an important part of the process. Ensure that you write in a professional manner, and are not too casual, which can give an impression of a lack of thoroughness. Remember that although feedback may sometimes be painful, in most instances it is intended to be constructive and oriented to your product (the article), not at you. Acknowledge feedback and ideas, even if you do not agree with them, politely and gracefully. If you are asked to resubmit your work, explain how you have taken comments on board, and where you have not, explain - in non-defensive terms - why not. Using a table or some other clear way to illustrate how you have changed the paper as a result of the feedback, with page or paragraph numbers where possible, is a real help and will increase your chances. See the review process as a learning process, not as a trial.

Of course, when a rejection comes, it hurts. Just remember that *all* authors, including the experienced and the most 'famous' ones suffer rejections—sometimes more often than you might expect. In fact, rejection is the norm. Ask yourself what you have gained from a rejection. What insights did you get, whether about your topic, your writing, the journal, or something else? Even though you may be upset, thank the editor(s) for their work. And remember, quite often a rejection may have nothing to do with the quality of your work but may have more to do with what the publication is looking for, who its readership is, and the range of contributions it wishes to publish. It is possible, for example, that your contribution is rejected because it is *yet another* article from a particular part of the world. As we said, the first key to success in publishing is to be strategic in *where* you submit for publication.

6 Conclusion

One of the determining features that makes English language teaching a profession is that ideas are shared, debated and refined in an ongoing manner. The vitality and strength of ELT today owes much to those who have gone before and who have stimulated others to think and engage in discussion. In this sense, and as the title of this chapter states, the ELT world needs you, and all of us, to contribute to the progress of our profession, so that we can continue to improve and understand the work we do. The aim of this chapter has been to provide ideas on how you can take part in this process, and contribute in a lasting way to our incremental growth as professionals and to improving the experience of language learning worldwide.

7 Discussion Questions

1. What would you like to publish? What do you hope to gain from the publication of your work? What risks do you think there are in getting published?
2. Look at the list of the range of places where you can share your work. Find an example for five or six different types of publication and try to define the audience, types of output and topic areas they specialise in and what they would *not* publish.
3. Look at the list of suggestions for ways to develop your writing skills. What do you think you can learn from using each of the suggested strategies? What

pros and cons do you think there are for each one? Can you add any further suggestions?

4. Find an article from a journal, magazine or website or something that you have recently written. How would it need to change for a different type of publication or a different audience?

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Publishing Pedagogical Materials

Gary Pathare and Emma Pathare

Abstract Many teachers write materials for their own teaching situation, but relatively few take the steps to become a professional materials writer, writing materials that will be published and used by a wider audience. Writing coursebooks and other pedagogical materials can be a rewarding and exciting area of development within the ELT profession. The rewards are not only financial; the process of following a brief, meeting deadlines and applying strict pedagogical standards is an excellent way to improve as a teaching professional and member of a teaching team. In this chapter, Emma and Gary Pathare, both successful and prolific writers of coursebooks, exam items and supplementary materials for international publishers and examination boards, demystify the process and explore the skills and attitudes required to succeed as authors.

Keywords Materials · Skills · Attitude · Writing

1 Introduction

In this chapter, we will look at why a teacher might be interested in pursuing this line of professional development, the skills and attitudes required, the likely outcomes, and we will give some hard-earned advice on how to get started, how to progress, and what to expect along the way. This is, incidentally, a personal and practical account, based on real-world experience rather than academic research. This reflects the professional world of materials writing, which seems to be populated by people who have come to it in much the same way as we have; as an organic, unplanned journey rather than a deliberate choice.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_31

2 Why Write and Publish?

Most, if not all, teachers have produced materials for use in their classes. Of these creators, most have probably shared some with colleagues, and some will have shared more widely. Fewer, however, will have gone on to publish or work on materials specifically for sharing, but it can be a highly worthwhile; indeed, several professional writers of our acquaintance claim to view it as the most rewarding part of their professional life in ELT.

We identify four basic reasons to publish materials.

Firstly, it can become a significant source of earnings. Working for a publisher, there are two basic ways of payment; royalties and fees (see section on payment below). Writing can be one of a range of income streams, alongside examining and teaching, for example.

Secondly, it is a great way to develop your skills, both at the 'chalkface' and more widely within the profession. Writing materials either for yourself or to a brief forces you to consider the pedagogical aspects of courses, lessons and activities, the links between them, the effect on learners, and the perception of other teachers and professionals of optimal ways of learning. If you enjoy understanding the nuts and bolts of classroom practice, you will probably enjoy writing materials.

Thirdly, it will enhance your professional status. It may help you get invitations to speak at conferences, give webinars, provide teacher training and so on. Publication of a coursebook or resource book is an impressive addition to your CV, serving as a demonstration of strong professional skills and values, such as the ability to work in a team, follow a brief, meet deadlines and maintain confidentiality.

Finally, and perhaps most importantly, it ultimately helps students, which is in turn a great source of personal satisfaction. Outside the usual realm of teaching, materials represent a concrete outcome that persist through time and may outlive your own classroom contributions. There is something deeply, existentially satisfying about knowing that something you have produced is helping teachers and students you will never meet. The perception that your work adds wider value is nowadays understood to be a significant factor in job and life satisfaction.

3 Required Skills

In order to be successful as an ELT writer, we offer this list of required skills. Acquiring these skills will take hard work and practice; for this reason, we suggest that if you find the writing process itself tedious, it might not be for you. However, with persistence, you will very likely become an efficient writer, which will serve you well in any teaching situation you may find yourself in.

First, you need to know how to write a text. You may ask why: surely, students need exposure to authentic texts rather than texts written for learning? This may be true to some extent, but the reality is that texts need to be written to a level that allows engagement of the student at a particular stage of learning. It is also best practice to embed language into a text to allow efficient use of space and learning opportunities: this might be vocabulary and grammatical forms that are currently being learned, pragmatic features, opportunities to practice reading or listening skills, cultural content, or a model for writing or speaking that students can learn and use. Short texts are often used for controlled practice of language, and longer texts for a variety of uses.

When accepting a writing commission, there is very likely to be a focus on your ability to write an original text which has an interesting new angle on a common topic, that is relatively 'futureproof' (in other words, it will remain interesting and relevant for the shelf-life of the edition of the coursebook). It should also appear 'natural' in terms of generic features (this is often described as 'semi-authentic'). Topic choice is therefore a key element of writing a text. As a materials writer, this is an area of much discussion and conflicting opinions are common, whether in the writer-editor, teacher-teacher, teacher-student or student–student domain. What makes a topic interesting? One person's hook is another person's disengagement. In our roles as teachers, and also as researchers, we have experienced several contexts when a text topic is declared amazing by one participant, yet dull by another. Another common refrain from teachers is 'my students aren't interested in that topic', while we have witnessed and been those teachers who responded 'but my students love it!'. So how can we, as writers, please everyone? Well, quite obviously we cannot, but we can bear some important points in mind, starting with the concept of 'freshness'.

Editors often talk in terms of topics being 'fresh' and 'intrinsically interesting'. These terms are worth bearing in mind, whether writing for publishers, for your own teaching department or even for your own class. For example, freshness most probably precludes a text about the sport of falconry in the UAE in a set of materials for Emirati learners. The topic may be fresh to you as a newly-arrived teacher to the region. It most likely will not be so for your learners. Equally, what you might consider common knowledge may need some unpacking for the learner, depending on the context. We need to explore our assumptions at every turn.

Having chosen a topic, the craft of writing plays a key role in engagement, along with the actual topic itself. A dull text will destroy an interesting topic; a dull topic can, to some extent, be saved by a well-written text. As text writers, our job is to present the given topic, information and purpose as engagingly as possible. This is the craft of writing. How can you improve? Read. Read. Read. Observe how professional writers structure texts and paragraphs. What makes for a punchy start and satisfying conclusion? How are paragraphs organized, ordered and varied? What can you learn each time you read about the craft of constructing a text? While you are reading, look at the commas, think about the structures, spot the features, sensitize to the genres. Without question, reading is the best education for a writer.

In addition, you must keep up to date with current language approaches and methodology. Although these do not generally change overnight, the impact of CEFR has been quite dramatic, and language now (especially vocabulary) is usually selected according to strict criteria. It also helps to have a bank of activities to draw on; you may be asked, for example, to provide three grammar activities for a workbook that are different from the ones in the student book, which can be a challenge, especially at lower levels, where the choice of language is more limited.

Different components and modes of delivery also require different skills. Writing materials for digital delivery may require you to get up to speed with a particular platform and the templates in which the activities sit initially. Dealing with templates also applies to paper-based writing, as publishers have their own in-house template for inputting rubrics, texts, scripts, texts and so on. Incidentally, they do not require you to design materials – that aspect is dealt with by design professionals—but they may ask you to select images from their image banks. For your own materials, however, design should be an important consideration. We learned a lot from reading *The Non-designers Design Book* (Williams, 2003), which has some excellent advice on four basic graphic design principles; alignment, repetition, contrast, and proximity. Paying attention to these will make your materials far more attractive, efficient as learning materials, and usable.

4 Required Attitude

Just as important as your skills will be your attitudes. Broadly, it is your attitude in combination with your skills that enable you to follow a brief, to work at speed while maintaining accuracy and quality, and to communicate in a timely and professional manner. Publishers are not averse to changing writers mid-project if an author is not following a brief to their satisfaction or is unable to meet deadlines. In our experience, given the brief is clear and well thought through, the most usual reason for a writer not following it is attitudinal rather than a lack of skills.

Your attitude is, to an extent, intrinsic; in other words, less easily acquired than skills. For example, if you fundamentally find it hard when an editor criticizes or rejects work that you are proud of, you may not enjoy the process of writing materials, and perhaps could consider a different area of professional development. Key attitudes include:

- The ability to take feedback objectively, and respond to it appropriately. This does not preclude standing up for your initial position, but it will usually require you to accept that you need to adapt or reconsider your point of view in order to fulfill the brief.
- The willingness and ability to organize your time effectively; this will inevitably mean sacrificing other aspects of your life, as being a materials writer is time-consuming and heavily interrelated with the jobs of other members of a team. If you don't meet a deadline, this will impact directly on other parts of the chain. In a professional writing context, this will often be non-negotiable; a studio and actors may have been booked to record your listening dialogue, for example. Generally, however, publishers are aware of the human side of the process and they build-in some flexibility to their project timelines. The important thing is to inform them

of any time tensions as soon as possible, to enable them to modify deadlines and so on.

- Ultimately, you need a lack of ego. This may seem ironic, as authors are perhaps perceived as 'show-offs' who are interested in getting their names on a cover and perpetrating their view of teaching practice. In reality, however, most professional authors will view the process in an objective light; in particular, they understand that in a publishing team, the author is a relatively small contributor to a much larger process. If your ego stands in the way of taking feedback or accepting that a text you wrote is too close to another text in another level of the course and therefore cannot be used, for example, it is unlikely that you will be re-commissioned. And it is unwise to believe that materials writing is a way to fame or fortune; for the vast majority, we remain unnoticed names on a cover. For every Michael Swan, there are a hundred Josepha Bloggs.

5 Payment

There are two basic ways in which authors are paid by publishers. Royalties is a good longer-term option; do not be disappointed by the rate (8% of sales is a high figure). To understand where the remaining 92% is going, consider the relatively small part a writer plays compared with all of the other players. There are the people who test the market, the project managers, editors and sub-editors who shape the product; the marketing team that takes the project to market during production and when the product is finalized; the design team, photographers, actors (for listening materials); the printers, the professionals in charge of distribution and storage, the advertisers, and so on. In short, the publishers produce quality product in which the writer is only one component, essential but replaceable. There is a risk in accepting a royalty payment; what if it doesn't sell? You may be offered some money up-front, but you will have to repay this advance payment from the royalties, which can be frustrating. Projects may take from a few weeks to a number of years to come to fruition; in the latter case, accepting an advance may be the only way to survive, if writing is a main income stream.

There is a general rule that in the first year you should do quite well, as major publishers are guaranteed some initial sales; the second year is when you find out if there is uptake on the product. If not, it may quickly die in an overcrowded marketplace. If there is uptake, your royalties may still be appearing as a pleasant reminder of the work you did in five or six years' time. Fees, on the other hand, are a no-risk option (if you are given an option). It may be galling if the product becomes very successful, but the initial fee is usually generous enough on a dollar per hour basis to compensate for this.

During the 10 years we have been writing for international publishers, the form of payment has shifted towards being fee-based. In the past, the common form of payment for authors of the Student Book component, in a multi-level course, was royalties, with an advance thrown in to support you through the writing and pre-publishing stage. Fees were more typical for Teacher Books and Workbooks. However, while royalties haven't disappeared, some of the more recent projects we have worked on were fee-paid for Student Books. Now, this isn't necessarily a bad thing. Due to the proliferation of ELT materials and the varying modes of delivery in today's market, the chances of a new course becoming that big name, outselling all other courses and make the author very rich are most probably over. Some courses struggle to get off the ground and sales never climb very high. For example, one royalties-based project we worked on barely paid back the advance. The fee would have been at least four times as much. Conversely, another project is selling very well; we are pleased and proud of our work, but watch from a distance now, as the fee is long since banked and spent. There is no one best way of being paid—there are unpredictable factors.

Another change in paid publishing is that authors are increasingly seen as content writers. As the opportunities for new big-name courses diminish, so do the opportunities to become new big name writers. Increasingly writers work in teams and individual writers focus on particular components within a course. This often means more focused work on specific tasks, the upsides of which can mean developing a reputation as the go-to-person for supplementary resources, or exam practice materials, for example.

Working for yourself, there are various options. A good *LinkedIn* profile specifying your specific skills (exam item-writing, online materials etc.) is one way to get work, usually on a fee basis. A company looking for a placement test, for example, may use this route to find a writer. If you do a good job, this can become a long-term financial relationship; the company may have further ELT needs that you can service.

Self-publishing is an option available to everyone to get their materials into the public domain. Success stories are always warming to hear, from self-published books which have then been picked up by publishers, to resources which make a reliable monthly income on teacher resource sharing sites, to apps which take off in a big way. However, it serves anyone entering this market well to enter for the love of creating and sharing materials you truly believe in, rather than for sole purpose of making your fortune. It is a competitive world, and most teachers and learners surfing the net for useful resources want something for free. After all, when was the last time you paid to download a worksheet?

6 Routes In

A key to success in materials writing (and this is probably true for many other areas of life) is: you can't wait for someone to give you the job (whether that's a publisher, a department supervisor, or whoever). Do the job anyway—that is, write your own materials. Write for your class; share with your colleagues; present the materials at conferences. As you develop your repertoire, move on from individual worksheets and develop sets of materials based on principles and research, materials which meet, identified learner needs and are built on pedagogic principles.

Once you have a body of work, then you can truly say that you are a materials writer. You will have gained valuable experience from writing for your own learners, trialing materials in class and reflecting on and revising them. You will have built confidence and thought more broadly about learner needs when you have shared materials across your department and begun to develop a reputation as a skilled writer. By going public at a conference, you will have thought deeply about your materials and the rationale and pedagogy behind them.

Once in this position, you will have a set of peer-reviewed materials and feedback from learners and colleagues alike to further define and promote yourself as a materials writer. To return to the point about presenting at conferences, in addition to consolidating your own thinking and articulation of the materials rationale, conference presentations are good ways to connect with publishers. Commissioning editors and publishing representatives sit in the audiences of presentations all around the world, always with half an eye out for a new name to add to their list of authors. We have made several connections this way which have led to productive working relationships with publishers.

Finally, if a job comes your way, take it. Don't hold out for a Student Book with only your name on it; write the four worksheets that have been requested, or the teachers' notes, or the workbook exercises. Make sure you follow the brief, communicate in a timely way with the editor and meet the deadline. If you do this, there is a very high chance that you will be invited back for more. Above all, we can't reiterate enough that you must remember that you are part of a professional writing team, and how you maintain your professional relationships will be key to your continuity in the profession.

7 Conclusions and Follow-Up

As a follow-up, there are books on writing materials, but in our view they tend to be rather too theoretical rather than practical. As writing is essentially a skill learned through practice, a practical guide is more worthwhile, such as *How to Write Excellent ELT materials* (Wright, 2017). There are also Special Interest Groups (SIGs) or Interest Sections for writers within organizations such as IATEFL and TESOL, which can help you feel part of a writing community, as well as providing training and contacts.

We'd love to hear your stories if this chapter inspires you to take up writing. We feel that writing professional materials is a creative and satisfying way to develop within the profession, which will inevitably deepen your understanding of language, language teaching and language learning. If it also provides an income stream, professional pride, and wonderful personal connections within the profession, as it has for us, all the better. Happy writing and good luck!

8 Discussion Questions

1. How influential are course books on classroom pedagogy? How appropriate is this?
2. What are the advantages and disadvantages of using authentic texts in class?
3. Should materials be written for a global or a local market? Why?

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Navigating the ELT Employment Landscape

Jonathan Aubrey

Abstract Job search strategies are an important and often over looked part of one's life-long career development. While there are many job search publications available that range from how to write the perfect CV, to interviewing, the vast majority of them fail to address the complex nature of what's involved in an international ELT job search. This chapter aims to fill a gap in the literature by addressing the topics of preliminary documentation and how to keep abreast of a vast array of required employment information, the changing nature of ELT job search strategies and where to locate ELT job openings, approaches to certifying documentation for the purposes of an international ELT job search, and practical suggestions for how to stay motivated during an extended long-term ELT job search.

Keywords ELT · ESL · EFL,TESOL · Jobs · Job search · Employment

1 Introduction

For many teachers, the thought of living and working overseas is a dream. Getting to travel to new destinations, make new friends, and experience different cultures can be very rewarding as well as fun. Although teachers overseas may be the envy of some of their family members once they've settled-in, the transition from one job to the next is seldom an easy one, especially in a world that seems to be in the midst of intensified red tape and bureaucracy by various educational ministries, embassies, and human resource departments. While there are many job search publications available that range from how to write the perfect CV, to interviewing, the vast majority of them fail to address the complex nature of what's involved in an international ELT job search. This chapter aims to fill a gap in the literature by addressing the topics of preliminary documentation, ELT job search strategies, document certification, and long-term job search motivation.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_32

2 Staying Ahead of the Paper Avalanche

In some ways, the most difficult part of an international job search may be getting started, especially if you are a new teacher. Depending on the type of employment that you are seeking and the destination country, there can be a vast array of information to obtain and keep organized. While many positions may only require a few items in order to apply at the onset (most commonly a CV, cover letter, contact information for three references, and unofficial transcripts), at some point later on in the process you will undoubtingly be met with a string of further requests to provide additional materials. Since procuring some items in advance could potentially take months, becoming familiar with what might be needed is essential to ensure a smooth-flowing job search experience. With this in mind, the annotated list below provides a window into some of the most frequently requested documentation:

- *Cover letter*—Well-written and tailored to each specific position.
- *CV or Resume*—Consider having both a long and short version.
- *Designated email address*—Having all sorts of unrelated information constantly entering your inbox can make things difficult to navigate, so you may wish to set up a special account just for the purpose of your job search. Once this is in place, you may wish to give some further thought towards streamlining your messages by tagging, using prioritization tools, and creating built-in folders.
- *Passport*—This is a must for all international job seekers and certain countries may require that the passport remain valid for at least six months to a year. Some embassies will refuse to issue a work visa if the passport does not contain a certain number of blank pages. If applying for a new passport, try to get one with the largest number of blank pages permissible, as it will also be useful for future travel. Some embassies no longer allow extra pages to be added once a passport has been issued.
- *Contact information for three references*—Include name, email address, and telephone. At least one person should be familiar with your teaching. If you will be job hunting during the summer or at times when the institution is on break, make sure that your referees will be available to respond.
- *Letters of recommendation*—Both an original and a digital version. If possible, they should be written on official letterhead, with a live signature, and an official seal or stamp. Some institutions may request that the letters be sent directly to them by the referee, rather than by the applicant.
- *Transcripts*—You will want to have 3–4 originals that are each in a separately sealed envelope and sometimes HR departments may ask for one set to be certified. An unofficial digital version is often requested early on in the job application process. When sending for applications, combine transcripts from all universities that you've attended into a single document that doesn't exceed 2 MB. Some job websites limit both the number and file size of attachments.
- *Degrees*—You will want to have at least two sets of originals. Some embassies may require working with original documents only, while others allow the use of legalized copies. These may need to be government certified.

- *TEFL Certificate*—If your degree is not in TESOL or linguistics, then this may need to be government certified. Some employers may ask to see the original, others may accept a copy.
- *Teaching license*—Required for teaching in K-12 international schools. Some employers may ask to see the original.
- *Teaching evaluations*—Teacher performance evaluations as recorded by your supervisor. Some institutions may ask that they show a comparative evaluation with other teachers or with the department.
- *Course evaluations*—Student evaluations of your courses. Some institutions may ask that they show a comparative evaluation with other teachers or with the department.
- *Teaching portfolio*—A digital collection of many of the same items from this list. May also include lesson plans, course syllabi, teaching materials, exams, and examples of work done by students.
- *Teaching demonstration video*—Usually a short 10–20 min video of your teaching. The content of the video might often be specified by the employer. Videos are frequently requested by employers in Asian countries.
- *Photos*—These should be of professional quality. Embassies and HR will often have specific dimensions in mind that are non-standard, so be prepared to edit the size if needed. Passport and work visa photos often require the person to look straight ahead and that the picture be taken from the waist up. No smiling or glasses permitted. You may also wish to have a more friendly looking photo for use by the institution on its website.
- *Criminal background check*—With the exception of Europe and Latin America, these are routinely required for employment. Some countries may accept a local police report, while others require something more national in scope. The certificate may need to be government certified. Background checks are often time sensitive documents and they may not be accepted if they are more than 3–6 months old.
- *Teaching Philosophy*—Consider having both a short and a one-page version.
- *Letters of service*—An official letter from an HR department stating your title, how you were employed, and the beginning and ending dates of your employment. If possible, they should be written on official letterhead, with a live signature, and an official seal or stamp. Employers often ask to see the original documents.
- *Publications*—Digital copies of your articles, book chapters, and thesis or dissertation.
- *Diversity statement*—A short essay that addresses how you foster diversity and inclusion with your teaching. Sometimes requested for university faculty positions in the USA.
- *Statement of Research*—A proposal for upcoming research or a description of the research you are currently engaged in.
- *Visa*—Visas vary by destination country. Some require them in advance while others do not.
- *Medical forms*—Sometimes required in advance to obtain a visa.

- *Translated documents*—Some countries may require certain documents, such as background checks, to be translated after they have been certified. You may wish to locate a dependable and affordable translation service well in advance, so that they will be able to assist you when the time comes.

3 Job Search Strategies

3.1 Reflect Before You Leap

Contrary to what might seem intuitive, once you have your CV, cover letter, and references ready to go, you may wish to take a big step back and be reflective rather than forge ahead directly into the job application process. Taking the time to identify in advance employers that meet your standards has several advantages, including shielding you from potential 'mission creep' and wasting valuable time. In the upcoming weeks or months of the search process, you will no doubt encounter many positions that may seem very enticing on the surface. However, without having given some thought in advance into what you really want and why, you may be easily tempted to veer off track during the search process and apply to some positions without having thought things through. Then later, if contacted for an interview, you could find yourself turning it down because you've just realized that the position doesn't fully meet your standards. Worse yet, you could also end up accepting a position that you're not completely happy with, only to find your dream job advertised elsewhere months later.

3.2 Create a Personal Job Bank

One solution to the above-mentioned issues is to create a personal job bank to help you stay focused, be proactive, and remain on target. Begin by identifying 25 institutions that you would be interested in working for, so that you can contact them early on in the job search and then track them throughout the entire process. You may wish to include institutions with which you are already familiar and then expand your selections through networking and internet searches. While what matters most in a position can often vary a great deal from one person to the next, some factors that you may wish to consider, include:

- Location
- Salary
- Health benefits
- Housing
- Duty hours and overtime
- Types of courses offered at the institution

- Class sizes and the total number of students taught
- Work climate
- Holiday time
- Taxes
- Pension
- Schools costs and availability (if you have school-aged children).

As you progress and build a mini profile of each institution, record the information that you deem most important in a spreadsheet, and if possible, try to include the contact information of a hiring officer and institution’s HR page. Ultimately, what information gets recorded is up to you and it need not be as extensive as the list here, but at the very least aim to eliminate any intuitions that have important deal breakers.

To help supplement your search, consider visiting job discussion forums or visit glassdoor.com, where former and current employees review their employers and often offer an abundance of inside information. Locating previous job advertisements by the employer can also prove very informative, as they may contain information about the approximate salary range, benefits, and the preferred job skills that the intuitions are seeking.

3.3 LinkedIn

In addition to building your own job database, embracing social media networking is another way to hunt for jobs. As much as possible, it’s always a good idea to try to connect directly with the person who might hire you and the power of LinkedIn lies in its ability to foster connections with people and organizations.

In some ways, LinkedIn works a bit like Facebook, in that you can add various types of connections and message people privately, but it’s all about professional networking. The way people are connected are quite similar, but it uses different terminology. First-degree connections are those that you know personally, such a classmates, colleagues, friends, and family. Second-degree connections are people who also know one of your first-degree connections, so these are your friends of your friends. Third-degree members are friends of your friends of your friends, or in other words, people who know at least one of your second-degree members.

Once members have joined, set up a profile and added contacts, they can then take advantage of the platform’s offerings in a number of ways:

- showcase their work and achievements;
- locate friends and colleagues at other teaching institutions;
- expand their professional network by connecting with new professionals;
- participate in relevant groups;
- find and apply for jobs;
- let headhunters contact them;
- share articles and visual content;
- collect information;
- discover events in their area.

3.4 Educational Job Boards

At one point in time, job boards were a primary way for job seekers to learn about and apply for new teaching positions. Today, they still remain popular, however, some see them as being less effective than social media tools. One reason for this is that they often attract a high volume of responses, so a CV that gets sent into a system could end up being one of 500 or more. To assist with the volume, many HR departments are now using Applicant Tracking Systems (ATS) to rank and review the entries by the use of algorithms, so much of what gets collected may never actually be seen by a person who does the hiring.

Still, for those who are well qualified and good at crafting CVs with keywords, such websites may continue to be useful resources. Some sites of interest, include:

- Academic Careers: https://academiccareers.com/
- British Council: https://www.britishcouncil.org/work/jobs
- Chronicle of Higher Education: https://chroniclevitae.com/
- Educaloxy: https://educaloxy.com/
- Glassdoor: https://www.glassdoor.com/
- Higher Ed Jobs: https://www.higheredjobs.com/
- Inside Higher Ed: https://careers.insidehighered.com/jobs/
- Professor Positions: https://professorpositions.com/
- School Spring: https://www.schoolspring.com/
- TESOL International Career Center: https://careers.tesol.org/jobs
- Times Higher Education: https://www.timeshighereducation.com/unijobs/en-us/
- The International Educator: https://www.tieonline.com/
- Top School Jobs: https://www.topschooljobs.org/
- U.S. English Language Fellow Program: https://exchanges.state.gov/us/program/english-language-fellow-program.

3.5 Certifying Your Documents

Whether you are new to the ELT profession or a seasoned teacher with many years of experience behind you, chances are that you may find certifying your employment documents a daunting process. Employers and embassies are constantly updating and changing their requirements and keeping abreast of the latest developments can be a challenging part of the job search.

When starting the certification process, teachers will, no doubt, be met with a plethora of terminology that may seem a bit disorientating at first (notarized, apostille, authenticated, legalized). While there's no need to be a legal scholar, the important thing to keep in mind is that the process may go through various levels of verification. In general, things will move from local to national, then from national to an embassy,

Table 1 Certification comparison of UK and USA documents

Sample authentication process for non-members of hague convention	
Degree from USA	Degree from United Kingdom
Local Notary	Solicitor or Notary
(County Certification - some states only)	Foreign Commonwealth Office (FCO)
Secretary of State	Embassy or Consulate
U.S. State Department	(Ministry of Foreign Affairs)
Embassy or Consulate	
(Ministry of Foreign Affairs)	
FBI Background Check from USA	DBS Background Check from UK
U.S. Department of State	Foreign Commonwealth Office (FCO)
Embassy or Consulate	Embassy or Consulate

and finally from an embassy to a government ministry overseas (if needed). Each country is different and some may require just a few steps, while others may have as many as six or more. Table 1 illustrates a typical path that documents often follow for countries that are non-Hague apostille members, such as China and Qatar.

While the types of documents to certify will differ from country to country, it's absolutely essential to know well in advance the requirements and the approximate time frame needed to certify them. Not knowing this information may put you at risk of losing a job offer and it's best to check the website of the actual embassy that will be used for the work visa, as different embassies in the same country may have slightly different requirements. Should the country that you've decided to work in require anything out of the ordinary, such as a special letter from your university registrar, special transcripts, your high school diploma, or something that can only be obtained from your home country, then obtaining the needed documents could take months and far longer than you expected.

Another important consideration in the certification process is whether or not to use original diplomas and documents. Some embassies will allow the use of legalized copies (made from your originals and then returned to you); others may require the use of the originals, or a combination of both. With regards to diplomas, it's strongly advised that you never allow the originals to be used unless you already have in-hand an additional original replacement diploma that you have obtained from your university. Keep in mind, that once a diploma has been processed by an embassy, the addition of stamps, folding, and stapling will then render it useless to use again with an embassy from a different country. If in the event you were hired very late in the season and for some reason your employer decided at the last minute to cancel your job offer for an unforeseen reason, such as severe student under enrollment, then the chances of obtaining another job quickly could be jeopardized without an original diploma to use for visa purposes.

No doubt, ordering replacement diplomas to have on hand for certifying can be both costly and time consuming. In general, larger institutions and universities often provide quicker service when it comes to replacements, as they are very accustomed to dealing with large numbers of ongoing requests from graduates and often print their documents directly on-site. Some overseas universities are capable of processing a replacement diploma and returning it via courier in as little as two to three weeks. In contrast, small colleges may (or may not) take much longer to complete a similar request. Quite often, they do not print diplomas directly on campus, so they may send them off-site in small batches, rather than take individual requests. If a particular college also prides itself on having an authentic signature by the university president, then this may also add a considerable amount of time to the process. Lastly, a useful point to keep in mind is that the University of Cambridge does not offer replacements for the CELTA. Should you at some point want or need a replacement, they will only issue a certifying letter.

A final option that teachers may wish to consider for certifying their documents, is to use a professional document authentication service. The process usually starts by contacting the agent and requesting a price quote. Next, the agent might request a scan of your documents so that they can examine them. A good service will review the documents for free and advise you whether or not they think that the items will be accepted by an embassy. At that point, payment is made online and the documents are mailed to the agent for processing. Then, when the documents have been certified, they will be returned by express courier.

While the final price is often the biggest drawback (often US150 for a background check and US$350 and upwards for a degree, plus the price of shipping) professional services do offer several advantages. As they are experts in what they do, they can often offer specific advice on how to word special letters or other items that are needed by embassies, and many provide translation services as well. Another advantage is that they are usually located in strategic areas and will hand carry the documents to an embassy in person, helping to expedite the overall processing time. Lastly, many pride themselves on keeping their customers informed while the procedures are taking place and where in the process things are at any given time. In situations that involve the overseas stamping of your original diplomas and long wait periods, regular updates on a regular basis may feel very comforting.

4 Maintaining Job-Search Motivation

When job-searching for a long time, staying positive may pose a serious challenge. Candidates often spend countless hours on cover letters, CVs, and completing mandatory online job applications, and more often than not, they may never receive a response for all of their well-intended efforts. Meanwhile, they may also be faced with the growing financial pressures of under or unemployment, coupled with a sense that the end of the job hunt is nowhere in the immediate future.

In such circumstances, feeling frustrated is bound to occur at some point, as it's a natural reaction when things aren't going as planned. When this happens, working smarter and not harder may be what it takes to foster a positive outlook and become more resilient in the long-term. Although a positive attitude isn't always something that can just be switched on, embracing one or several coping strategies may prove helpful in maintaining job search momentum in the long-haul.

4.1 Develop a Routine

At times, looking for a job long-term may feel like a job in and of itself. Without a sense of boundaries and with the aid of handheld technology at your disposal, checking job boards and email messages can easily end up continuing from dawn to dusk and into the evening if not compartmentalized. To avoid it from enveloping your entire day and to provide a sense of balance for other important aspects in your life, establishing a regular routine at the same time each day can force you to be more efficient, more focused, and stay on task.

4.2 Set Attainable Goals

When the goal of getting a job may take months, it's easy to feel easily defeated is a sea of negative or non-existent feedback. Weeks may go by without ever hearing back from a potential employer and at times it may seem as if you are sending CVs into a black hole. For this reason, developing a set of small and measurable goals may offer one way of feeling some forward momentum during an otherwise stagnant time.

The types of goals are ultimately up to the job seeker, but not accomplishing them will only add to a sense of defeat, so it's best to not be too ambitious and concentrate on smaller tasks that will set you up for a win and make you feel positive about your situation. To track your progress, use a notebook to make a list of items to accomplish and check them off each day. After a week or two weeks, looking back on all that has been done and reflecting a bit on your accomplishments may help you feel a bit better about how the process is coming along.

4.3 Focus on Things You Can Control

The term locus of control is a concept that is frequently attributed to the work of Julian Rotter in the psychology literature. In general, it refers to the extent that a person's life is controlled by one's self or by other external factors. Those with an internal locus of control feel that they possess more choice over their circumstances, whereas those who are deemed to have an external locus of control feel more at the mercy of external events (Rotter, 1954).

For many, it may come as no surprise that people with a stronger internal locus of control often experience less stress and tend to feel happier overall (Achor, 2010). For this reason, it makes sense to spend time and focus on the aspects of the job search that you can take hold of, especially when things seem to be overwhelming. Rather than dwelling on the current state of the economy or the current job market, focus instead on writing a better cover letter, sharpening your interview skills, or crafting an attention getting LinkedIn profile.

4.4 Consider Volunteering

If you've been off the market for quite some time and are feeling a sense of being disconnected, then volunteer work may be of interest to you in at least two ways. The first way is that it may be a positive opportunity for you to receive training that a past job didn't provide. For instance, if you were a classroom teacher who would now like to move into management, then taking on a volunteer position at a language institute that provides training on how to process student visas or other aspects of management might prove to be a useful endeavor. Later, when you go to update your CV, you can then include the new responsibilities, and all with the added benefit of helping to fill a gap in employment.

Volunteering for an educational institution, NGO, or a charity can also be an excellent way to meet new people and make new friends, especially if you are new to an area. You never know who you might meet and how your network might expand. Keeping a list of contacts while you volunteer could be useful, as you never know how or who might be willing to assist you later in a time of need.

5 Conclusion

As we have seen, the international nature of ELT brings with it an additional set of complexities which extend beyond the traditional common ground for job searching. As markets change, so do the requirements for both employers and job seekers, and keeping up to speed can be a difficult if not illusive task. In this chapter, we examined the need to keep abreast of the vast array of documentation for employment, the changing nature of search strategies, certifying documentation, and how to stay motivated when encountering a lengthy job search. No matter how experienced we are as teachers, checking-in from time-to-time to witness the evolution of the employment landscape can be a useful part of our journey down a path of life-long career development.

6 Discussion Questions

1. What is your philosophy of teaching? Write a one-page statement.
2. Look back at the list of factors to consider when searching for a new job (see ‘Creating a Job Bank’). Add three more factors to the list. How important are all of these factors to you? Rank them from most important to least important.
3. List two foreign countries where you would like to work. Using embassy websites and other resources, identify any documents needed for certification. How long will it take you to obtain these documents and have them certified? How long will it take an embassy to issue you a visa?

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Expanding Your Geographic Horizons

John Schmidt and Liz England

Abstract Throughout their careers, English-language educators who expand their geographic horizons through travel to foreign countries acquire skills and knowledge unavailable without such efforts. Becoming familiar with new colleagues, supervisors and students at work enhances our professional effectiveness in teaching, research and service, as well as administration, materials development, and advocacy. Making the effort to expand our horizons allows us to contribute more effectively to our home communities through the impact we make there. In this chapter, we seek to contribute practical perspectives that provide information on opportunities for expanding our cultural horizons beyond our familiar geographical locations.

Keywords Professional development · Multicultural workplace · International projects · Language teaching associations · TESOL affiliates · Government agencies and non-governmental organizations

A note from the authors:

This chapter was completed and submitted to the editors some months ago; and the content reflects our experiences in a world where international travel was easy and possible—pre-global pandemic. There are lessons to be learned from what one can read here. Readers are forewarned that we know well that the future is online distance and remote projects. And ways in which those succeed will depend in large part on our ability to apply what we've learned in the earlier face-to-face settings described here.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_33

1 Introduction

For over a half century, English-language education has expanded greatly and has taken on new subspecialties, dimensions and formats around the globe and at the same time, it has become a profession unto itself. Worldwide growth and prominence of English-language teaching has even created a change in the name of one of our professional language teacher associations. Originally named Teachers of English to Speakers of Other Languages or TESOL when founded in 1966, the same association is now formally named TESOL International Association. The related academic discipline has often been referred to as "TESOL," as it is here in this chapter.

TESOLers are surrounded by bi- and multilingualism. In plurilinguistic instructional settings, students speak one common native language and gain proficiency in English for communication and collaboration with those from other countries, professions and languages. In other instructional contexts, students speak a variety of native languages. Frequently, our colleagues' and supervisors' backgrounds are culturally and linguistically varied. Possessing wide-ranging work experiences in many countries, colleagues and supervisors may be non-native speakers of English. Among all professionals worldwide, TESOLers are deeply and uniquely immersed in multicultural workplace contexts. The idea of heading out to a new country for a new work-related experience seems natural, and even very appealing, to many of us.

Both of us are among those TESOLers who love work-related travel. With this chapter, we hope to provide an incentive for all readers—those who may initially be put off by what may seem like too many opportunities and too much risk, as well as those who might think there are no opportunities and no risk! We welcome readers to the globetrotting world of TESOL and to a variety of opportunities for international exploration at home as well.

2 Benefits of International Travel

What can be gained through international travel? When we travel on work-related assignments in TESOL, we learn that there are many different ways of doing things in teaching, research and service. And upon returning home, our international experiences have expanded our minds to venture more deeply into TESOL in our work days—on the job and in our communities—with fresh eyes and appreciation.

More so than that of many other educators, as TESOLers, we have opportunities to take full advantage of foreign travel as a benefit of our work. Working as we do with fellow TESOLers in other parts of the world, we create communities of practice. Impacted by the international experience, we return home and find ourselves changed, motivated and more effective than we had been previously. In addition, those of us who have taken the risk and accepted a job or short-term contract abroad know well that we are somehow better prepared when compared to colleagues who opt out of job opportunities and/or contracts abroad. One of us was told by a search committee that hers was the favored application among the pool of job candidates because of one determining factor, her experience overseas.

How one navigates the rewards and complexities of international projects is the subject of this chapter. In addition to professionalizing English-language teaching through work-related travel to new geographic destinations, TESOLers also broaden their own personal horizons. In so doing, upon returning home, we enhance our careers and professional standing.

3 Practical Perspectives

With a collective professional reach spanning five continents, 60 countries and diverse teaching, research and service contexts, we offer numerous practical perspectives and strategies for TESOLers worldwide to increase and diversify their own professionalism through expanding geographical horizons. Although here we elaborate on projects with physical travel to new geographical locations (often in foreign countries but sometimes in our own country), we include involvement in organizations and activities both abroad and at home in the community.

Defined by the editors of this volume in the Introduction, professionalism is the conduct, demeanor and standards which guide the work of professionals as well as the attitudes and behaviors toward a job that help teachers achieve high-level standards. We hope you will enjoy the story of our journey, as you reflect on your previous journeys and preview potential ones!

3.1 In the Beginning—How Our Collaboration Started*:*

We met in 1993 at the Frankfurt International Airport, en route to Prague, Czech Republic, where we would begin an extraordinary professional assignment, sponsored by the U.S. Information Agency (since folded into the U.S. State Department). In collaboration with three British Council-sponsored teacher trainers, 60 teachers of Russian language and other secondary school subjects, were to be "miraculously" transformed into English teachers, according to Czech governmental policy. Influenced by the recent fall of the Berlin Wall and the Czech Ministry of Education's new emphasis on English in the national school curricula, we were to embark on the first of what would become numerous professional adventures overseas. We embarked on (and endured together) some challenging times and perhaps one of the most rewarding teacher-training experiences of our lives as language educators. And though we didn't know it then, over 100 "horizon-expanding" professional adventures and activities were to come—and still continue!

John and Liz bring a wide range of professional experiences to the presentation of this chapter, our most recent collaborative effort. In addition to a wide range of teaching projects with examples presented throughout this chapter, we have also engaged in publishing projects (see Coombe, England and Schmidt, 2012) and a long history of many service projects in TESOL International Association. Drawing on our experiences in (last count) approximately 100 professional projects in new geographical locales and at home, we divide geographic expansion pursuits into the following three broad categories–language teaching associations, governmental agencies, and non-governmental agencies.

3.2 Language Teaching Associations

Many professional projects are designed, implemented and evaluated by a language teaching association. Our experiences include projects designed to support English-language teaching through work with TESOL International Association (www.tesol.org) and several of the over 100 TESOL affiliate organizations worldwide in the U.S., Canada, and around the world. On some of those assignments, we have been fortunate to work with members from the International Association of Teachers of English as a Foreign Language (IATEFL—www.iatefl.org) and its 120 associate organizations worldwide. The TESOL and IATEFL websites have listings of all of their affiliate or associate organizations worldwide, many of which are affiliated with both professional entities.

Invited to a large affiliate conference called TESOL Arabia in Dubai in 2007, we enjoyed expanding our geographical horizons once again with an invitation to deliver keynote addresses, conduct workshops, and lead meetings among an enthusiastic group of participants. On this occasion, we discovered new ways of delivering instruction on a number of topics, including conflict resolution.

In addition to being active in roles within the TESOL International Association (Board of Directors, committees and annual conference organization), we have had opportunities to volunteer to travel in our regionally-based affiliates.

3.3 TESOL Affiliate Conferences

We've gained many professional insights at TESOL affiliate conferences in Canada, Mexico, Cuba, the Dominican Republic, Costa Rica, Peru, Venezuela, Hungary, Peru, Russia, Senegal, Egypt, the United Arab Emirates, Saudi Arabia, Pakistan, Thailand, Hong Kong, Taiwan, Indonesia, and Japan. Liz helped her then home affiliate (Michigan TESOL) to develop a wonderful TESOL affiliate partnership with the Association of Teachers of English in the Czech Republic; and with it she traveled to the Czech Republic for the organization's IATEFL Conference.

TESOL conference attendees from other countries are warmly welcomed by affiliate conference hosts and participants. Newcomers benefit considerably from exposure to different educational contexts and interaction with colleagues, ministry officials, former students, and professionals in allied fields (call centers, security and medical services, law, and military) attending an affiliate conference. One can learn of upcoming conferences on the internet by various means–reviewing event lists of affiliates on the TESOL and IATEFL websites or going directly to websites of affiliate organizations to find event information and open calls for proposals. Begin email communication early to attend or present at an affiliate conference.

Consider funding opportunities through one's own place of employment in order to undertake additional professional tasks while at an affiliate convention: student recruitment, set-up curricular preview or other tasks; consulting for a company to explore opportunities for business ventures in the host country; short-term instructional or publishing work. Presenters who draw significant interest among conferees may subsequently be invited to present at a future conference at another organization's expense.

3.4 Governmental Agencies

Hundreds of travel-related educational exchange programs involving English-language educators worldwide are managed by governmental agencies. TESOL International Association, IATEFL and other professional organizations work with government-related agencies to create workshops, give presentations and conduct meetings for English-language program representatives and other stakeholders who are interested in a broad range of projects addressing high-quality English-language teaching.

Since the authors of this chapter are both United States citizens, we have worked on a variety of projects for which our country's government has offered opportunities—both to its citizens and to non-citizens recipients of United States government-sponsored projects. We describe such in the following paragraphs.

In the United States, programs with the United States Department of State are available to U. S. citizens through various grants, the English Language Fellows Program and the English Language Specialist Program (www.exchanges.state.gov). The Fulbright Program also offers travel opportunities through many of its scholar programs, English teaching assistants (ETA) and other one-time opportunities (www.us.fulbrightonline.org). English Language Fellows are placed in countries throughout the world on ten-month fellowships to undertake projects in applied linguistics and related fields. Each English Language Specialist project tends to last two-week to three-months, although some may be longer. Career opportunities are also available to American citizens with State Department offices of these programs.

Valuable experiences in international living and work can also be found for U. S. citizens with the United States Peace Corps, Fulbright International programs, the United States Department of Education and other governmental entities.

Depending on availability and funding sources, grants are available for non-United States citizens for a variety of projects. At the time of this writing, such programs include the Foreign Language Teaching Assistant Program (FLTA), in which grant recipients teach a foreign language in a United States-based university or college. Additional programs include the following: Edward S. Muskie Graduate Fellows, Fulbright Scholar, Fulbright Visiting Scholar, Teachers of Critical Languages, Kennedy Lugar Scholarship, Community College Initiatives, Youth Ambassadors, and International Leaders. Program participants of United States government-sponsored English-language and educational programs are also eligible to undertake additional travel in line with the terms of their grants. The availability of these program and other application details for these programs are at https://americanenglish.state.gov.

British subjects can explore opportunities with the British Council (www.britishcouncil.org). Australia and New Zealand sponsor educational exchange projects as well. DAAD is the German Academic Exchange Service that operates around the world. While in Indonesia as a Senior English Language Fellow (2012–13), Liz worked closely with two retired German academic professionals assigned by DAAD to the same university where she worked during a sabbatical from her position at Shenandoah University (Professor). The German colleagues were from a program sponsored by their government to send interested academic professionals to complete needs-based academic projects for universities abroad in exchange for airfare and accommodation, in this case, in computer science and architecture at Alauddin Islamic University in Makassar. Details can be found at www.daad.de/en. University sabbaticals, such as Liz's, are offered in some countries for permanent and/or tenured faculty members who seek opportunities to engage in projects contributing to the faculty member's academic teaching and/or research.

It is important to emphasize that the opportunities described above that involve exchange programs and include professional travel expenses require citizenship of the sponsoring countries.

In one's own country, there are ways to get involved on the receiving end of a government-sponsored or affiliated program as a participant, a volunteer or paid staff member. We suggest that those interested start with officials at embassies and consulates around the world.

In addition to governmental organizations from English-speaking countries, Ministries of Education and other national offices and entities sponsor international travel for English language professionals. Although nearly all governmental funding for English-language educators is through federal offices, there are rare instances of funding through states/provinces and cities. In the next section, we highlight projects administered by non-governmental agencies (universities in our cases) and informal connections with the local community.

Liz's connection with Botswana (described in the following paragraphs) started with an English Language Specialist grant funded by the United States government, followed by a second trip to the same country during which she led a group of students, faculty and administrators from her home university.

3.5 *Non-governmental Agencies and Local and Informal Avenues*

Expanding geographic horizons as a TESOL professional often takes place at home, which may or may not include travel to a foreign country. For many, those opportunities come with affiliation with a university where international education and projects are seen as an essential part of those universities' missions.

John's first such experiences took place in Madison, as a sophomore at the University of Wisconsin. During the spring semester he volunteered to assist a Chilean family linguistically and culturally after they fled their country and sought political asylum. That summer while studying to be a Spanish teacher, he also volunteered as a first-time ESL instructor to a small group of immigrants from Mexico.

Following an English Language Specialist Program in Botswana in 2015, Liz maintained contact with TESOL and United States Embassy colleagues there. Two years later, when Shenandoah University Global Citizenship Program invited her to lead a group of students, faculty and administrators to a country in Africa, Botswana was a logical choice. Following her English Language Specialist trip, a network of colleagues and friends in Gabarone (the capitol of Botswana) welcomed the group from Shenandoah University in 2017. Students, faculty and administrators enjoyed their first-ever visit to Botswana. A year later, the United States Ambassador to Botswana and a staff member came from Gaborone to visit Shenandoah University in Winchester, Virginia to celebrate a reunion! Liz and others from Shenandoah on the 2017 trip remain in contact with friends made in Botswana. Liz's professional trip as an English Language Specialist in 2015 had laid the groundwork for many ongoing opportunities for friendship, community engagement and learning for all.

Liz also expanded geographical horizons in Madison, Wisconsin—a welcoming city for thousands of refugees and immigrants, unrelated to John's experience there, described above. Liz worked with a 24-member family of four generations of Vietnamese war refugees who arrived in Madison, Wisconsin, in December 1974. Of course, they experienced extreme relocation trauma; they needed assistance navigating the complexities of acquiring state and federal funding for relocation, and Liz's church provided housing and relocation support through volunteer member support for this family. Her visits with the family always ended with a delicious Vietnamese meal. Yes, she provided ESL lessons, documents for school enrollment for the children, job applications for the young man and woman, and transportation around town to various offices. However, what she gained in return, in addition to the home cooked meals, was an insight into the power of expanding her horizons! Since then, she has often told her graduate students that she "learned more about teaching ESL from that family than in my linguistics courses!" Many years later, Liz's 2018 publication entitled Communities of Practice, an entry in the Wiley TESOL Encyclopedia (England, 2018), drew on career-long efforts to build and define communities of practice beginning with her early experiences working with this refugee family from Vietnam.

Across the globe, there are many opportunities to provide valuable linguistic and cultural support to immigrants as a volunteer or for pay. In all of our experiences, non-paying volunteer work led to friendships, a greater understanding of cultural and political circumstances in diverse countries around the world fluency in additional languages, and unexpected careers in English as a second/foreign language.

John's volunteer work with Partners of the Americas subsequently led to organizationally funded travel to Peru and other countries in Latin America, and his volunteer work with the U.S.-Latin American Medical Aid Foundation led to five funded trips to Cuba. John was able to present at TESOL affiliate conferences while traveling to Peru and Cuba for these organizations.

Many other organizations around the world are global, such as Rotary International, Rotary Youth Exchange, Lions Club, and Toastmasters International Rotary International funds a variety of projects for international educational exchange. Schools and universities often seek homestays for international scholars on short-term visits. Liz hosted a high school student from Chile on a semester abroad program. Another family connection included a Spanish immersion program in Argentina for Liz's son Sam, where he was welcomed by one of his mother's long-time TESOL colleagues. Sam carries fond memories of his time in Argentina, in no small measure due to the efforts of TESOL and affiliate ARTESOL leader and friend, Ana Maria Rocca. Indeed, TESOL networks sometimes extend to our families, too!

Toastmasters International has clubs in 143 countries, and readers may find via its website <www.toastmasters.org> a "community" Toastmasters International club meeting open to the public to visit in person or virtually. Invite colleagues and students to accompany you on the visit, and become familiar with the lively, interactive meeting format. Guests are very welcome to visit for free and without an invitation, although it's useful to make contact in advance to confirm the time and place of the next meeting. You might join a local club and make friends in other countries if you visit their club meetings while traveling abroad, as co-editors Christine Coombe and Neil Anderson have frequently done. Also, network with the world from home by joining an online Toastmasters club.

"Connect globally. Thrive locally." That's the motto of Sister Cities International, that unites citizen diplomats and volunteers in nearly 500 member communities, some of which have over ten "sisters" around the globe. Where in the world are the sisters of your city—among the 500 members communities in over 2000 partnerships in more than 140 countries?

Many cities also have active chambers of commerce and other "ethnic" organizations, focusing on populations originally from other parts of the world. In addition to networking for business, they feature cultural and social programming and international travel and exchange opportunities, as well as ready opportunities to expand one's geographic horizons.

In the process of expanding your geographic horizons at home or abroad, expand your cultural and linguistic horizons, as well. Formally and informally learn as much as possible about the cultures of those with whom you are working. Go the extra step to learn the language to the degree possible. Kohn (2019, p. 9) contends that "learning foreign languages leads to broadening horizons, understanding other people, acquiring new skills, conducting relationships and enhancing CVs." He notes that there may be "invisible benefits…that arise from not what you do with languages, but from what they do to you", referring to mental exercise to sharpen cognitive function. Kohn adds that whether one is at home or traveling overseas, "while learning other languages, one is open to opportunities to enjoy encounters with people of different backgrounds."

As previously noted, English-language educators are unique professionals, with a range and depth of cultural and linguistic knowledge and experience, as well as familiarity knowing and working with peoples from diverse cultures, languages and personal backgrounds, including very challenging circumstances. Additionally, they tend to be leaders and are experts at communication, organization and instruction. They may be well traveled and readily adaptable. Thus, they are valuable assets to the endeavors of non-governmental organizations, both corporations and non-profit organizations, as well as to activities at the state/province and community levels.

While there are sometimes opportunities for corporate contracts, those are often tied to the international educational outreach efforts of one's college or university employer. Liz had two contracts while working as Associate Professor at Eastern Michigan University. She worked with young international marketing professionals from the auto industry (in and near Baden-Wurttemberg, Germany). Participants took classes in public speaking skills development at a local adult school. The school director had previously been a Visiting Professor at Eastern Michigan University. Two wonderful summer programs provided another non-United States-based professional appointment for Liz. In fact, the first of the two offered great opportunities for Liz's growth and understanding, and the second year led to follow-up and program development.

3.6 International Project Follow Up

A TESOL professional's carefully planned project, conducted near or far, can be divided into three phases: advance design and preparation, program implementation, and follow-up evaluation. In addition to seeking full disclosure and clarity on financial matters at the outset, we encourage readers to proceed along these three phases with a new project in any geographical context. That said, things rarely go as planned; but having a plan in place is generally better than not having had one to begin with.

Many of our projects have included a team of two to four partners; others have been 'solo' consultants or contractors for the projects, both in the home country and abroad.

Like those of many other TESOL professionals who have had international contract or volunteer opportunities, projects have come through networks of colleagues. These networks include classmates and friends who work formally with educational projects elsewhere. In addition, we have submitted our names, credentials and expressions of interest to various human resource offices and to head hunters. In most instances, the project timing and content were a good match for our schedules and skills sets.

Following completion of a project abroad, electronic and online connections allow for an extension of projects and of relationships when we return home or go elsewhere with those with whom we had worked. These connections are valuable and lasting; sometimes electronic communications and social media are employed as the sole medium of communications and content delivery. But we believe that physical presence and real-world travel to other locations is an essential component to "expanding geographical horizons."

English-language teaching projects always contain financial considerations. TESOL professionals need to be aware and mindful of financial issues—crossing all t's and dotting all i's—as they plan a new project in an unfamiliar and/or new location and with a new partner. Below we hope to assist TESOLers as they address financial issues effectively with information and resources regarding finances for new professional projects.

The description that we provide here includes projects involving financial agreements in the following three categories:

– contracted projects (with pay);
– projects with travel and accommodation expenses (and sometimes other expenses such as meals and transportation) covered;
– volunteer projects (very little or no payment and sometimes even an expectation of payment or donations from the volunteer him or herself).

While individual projects vary, readers will want to analyze the projects they consider in line with financial matters. As financial surprises do arise, it's best to be prepared and to fully know in advance the financial details of any project. Resources for addressing financial issues and concerns are available from TESOL professionals who have undertaken similar projects, member services of language teaching associations, and international labor professionals, including lawyers.

4 Conclusion

In conclusion, we offer the following key factors for readers' consideration in planning for their career paths in new professional contexts.

1. *Build a network*: Professional networks are perhaps the most powerful force in our academic field of TESOL. An international professional's network of connections often spans the globe and related collaborations that cross borders may result in the strongest projects. The information in this chapter is based on a friendship—a mutually satisfying personal and professional collaboration spanning over 25 years. Our field contains many of these collaborative connections—found in other pages of this volume and throughout the publications, conference programs, and, professional associations throughout the world. Among the most

valued aspects of the TESOL profession are the friendships and collaborations that go into work assignments, collaborative teaching projects and co-authored research, publications, and presentations.

2. *Take a risk*: Offered the opportunity to work on a project that will take one away to a foreign location or to work in a new part of one's own country, it's easy to say "no, too far, too new, too hard, too much to do…" It's easy to stay in the same place and avoid risks that inevitably come with new projects. As Steves (2018) asserts, "Get beyond your comfort zone. Choose to be challenged." The benefits that come with the right project can fend off burnout, can offer opportunities for learning, and can help you make friends for life. Go for it!
3. *Be mindful of and fulfill your own needs*: It's easy to ignore yourself when your job is to look after others. Teachers can and should focus on addressing the learning needs of students. But teachers should also take care of themselves—body, mind and soul, and professional and personal needs. And our professional associations should support us in that effort throughout our careers. New professional projects, including relocating to a new country or a new part of one's own country, can be a good way to be mindful of one's needs and to fulfill those. Too often, we hear of teachers who are overworked, abused and exhausted. Take care of yourself throughout your career. Avoid that sense of "burnout" and "victim" that comes too often when one is focused on priorities other than self.
4. While exercise programs, good eating habits, regular medical check-ups and engaging in satisfying hobbies and non-work activities are important for physical and mental well-being (and all teachers should engage in a program including those), professional well-being is also important: learning a new skill or learning tool, buying that new laptop or phone, and moving ahead with that new collaborative project—these are all ways of addressing one's personal and professional needs. Advocacy skills are key in this regard and should be included in all TESOL professional preparation programs.

Mark Twain said "Travel is fatal to prejudice, bigotry and narrow-mindedness." We consider this quotation a fitting way to send readers on their way, to address their next great project in TESOL. We hope you have a wonderful journey!

5 Discussion Questions

1. What are some rewarding international experiences that you have had in your community or overseas outside of your job? What made them particularly rewarding?
2. What unfamiliar cultures, countries, or languages would you like to know more about? Why? How might you expand your geographic horizons?
3. What are some companies (domestic and foreign) and non-governmental agencies in your community with counterparts abroad? Brainstorm skills or services

that you could offer to them that would result in your international travel and how you might get involved.

4. The late Pulitzer-prize winning poet Mary Oliver wrote, “Tell me what is it you plan to do with your one wild and precious life?” Consider that quotation and write down five things to further use your TESOL knowledge at home or abroad and to “re-package” your skills for a new opportunity.

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John Schmidt has worked as an administrator and instructor at the Texas International Education Consortium Texas Intensive English Program in Austin. He has also worked for the University of Texas School of Business. Expanding his geographic horizons, he has also trained ESL/EFL teachers on five continents and conducted shipboard culture lectures on the Atlantic and Pacific Oceans. Active in Travelers’ Century Club, Toastmasters International, and TESOL International Association, he has served in Toastmasters district office positions and on the TESOL Board of Directors and as Convention Program Chair.

Liz England now semi-retired and living in the United States, enjoys a career in language teacher education. With long-term assignments in Indonesia, Hong Kong and Egypt, and short-term assignments in 40 countries worldwide, her career path has been a rich collection of a wide range of projects from which to learn from thousands of teachers and colleagues. Currently, she enjoys part-time teaching (English classes for immigrants), writing (book on TESOL career path development), professional service (TESOL International Association) and community service projects in her home city of Winchester, Virginia.

Surviving the Promotion and Tenure Process

Mark Wolfersberger

Abstract Academic institutions use the promotion and tenure process to appraise the long-term value of a faculty member. To apply for promotion and tenure, faculty members typically submit a dossier of their work in the areas of teaching, research, and service. For each of these three areas, this chapter provides a definition, explains typical evaluation criteria, and presents strategies for documenting one's work. Suggestions are also provided for obtaining specific information from one's institution and successfully navigating the promotion and tenure process.

Keywords Promotion · Tenure · Scholarship · Service

1 Introduction

The promotion and tenure process is a peer and institutional evaluation of a faculty member's teaching, research, and service that assesses the long-term value of the faculty member to the institution. Not all institutions have promotion and tenure, but for those that do, the evaluation is typically conducted around one's sixth year of employment. Prior to this evaluation, the employee works to improve and document his or her teaching, research, and service in order to meet the institutional standards in each of those areas. If those standards are met, then promotion and tenure are granted, leading to long-term employment and higher pay (Leist, 2009). If those standards are not met, then the employee may be either put on probation or released from employment.

Because the promotion and tenure process is a high-stakes process, surviving it can be difficult and stressful. However, not all faculty have the same experience. Some find a great deal of satisfaction in the process. The purpose of this chapter is to provide you with information and resources that will allow you to experience the promotion and tenure process in a manner that will lead you to higher levels of professional fulfillment. If your institution does not grant promotion and tenure, or

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_34

you are not currently in a tenure-track position, this chapter may still be of value to you. Not only does it present ways to expand and document your TESOL career in terms of teaching, research, and service, but it may also provide you with a means to secure a better job in terms of pay, responsibility, job security, job satisfaction, or prestige.

In general, faculty in tenure-track positions are evaluated for promotion and tenure in three areas: teaching, research, and service. The following sections define these three areas, describe the evaluation process, and provide suggestions for documenting your work.

2 Teaching

2.1 How is Teaching Defined?

Teaching has been traditionally viewed as sharing one's knowledge and expertise with students, primarily through lecture-style classes; however, teaching activities are increasingly being viewed from the perspective of the learner. Effective teachers are engaged in a more sophisticated process in which they carefully consider the learning impact of their actions on students and monitor that impact through careful assessment. Thus, the definition of teaching is shifting away from the traditional idea that teaching is simply content delivery through lecture followed by a student information dump on tests (Fink, 2013; Shapiro, 2006). Teaching is now a more highly-developed practice.

In addition to faculty actions inside the classroom, definitions of teaching also include faculty actions outside the classroom that are intended to encourage and support student learning. This includes tutoring students during office hours, planning lessons, designing courses, creating learning materials, grading assignments and exams, and providing both written and oral feedback to students. Teaching behaviors can even be viewed more broadly such that any action intended to improve your skills as a teacher are classified as teaching for promotion and tenure. Examples of these behaviors include attending teacher development workshops, keeping a reflective teaching journal, observing other teachers and inviting others to observe you, engaging in the scholarship of teaching (which is conducting research on how to teach one's discipline), and formal or informal pedagogically focused collaborations with colleagues.

2.2 How Will My Teaching Be Evaluated?

In general, there are three primary means by which many institutions evaluate teaching for promotion and tenure: student ratings, letters of recommendation from colleagues, and administrative evaluations. However, an increasing number of institutions are going beyond these by, for example, conducting classroom observations and reviewing a portfolio of the faculty member's teaching materials as part of the teaching evaluation process (Miller, 2012).

Student ratings remain a typical means of evaluating teaching despite some controversy over whether they present an accurate measure of the effectiveness of one's teaching. For example, studies show that individual student idiosyncrasies affect ratings (Feistauer & Richter, 2017); students are less able to rate a course's difficulty and complexity (Feistauer & Richter, 2017); male instructors seem to receive higher ratings than their female counterparts, and this holds true even after controlling for teaching effectiveness (Boring, Ottoboni, & Stark, 2016); non-white teachers may be disadvantaged by racial bias (Aruguete, Slater, & Mwaikinda, 2017; Merritt, 2008); and student expectations of higher grades, whether given or not, are correlated with higher student ratings (Johnson, 2003). Researchers have argued that given these problems with student ratings, an overreliance on student rating data in the promotion and tenure evaluation process can disadvantage otherwise qualified individuals.

If you are disappointed in your student ratings, here are two things you can do. First, educate yourself on the limitations of student evaluations of teaching and the problems associated with using them for promotion and tenure decisions. Second, educate others. Include in your promotion and tenure dossier your own analysis of your student ratings. Explain potential sources of bias that you feel may have had an impact on your student ratings. Because biases vary across instructors, courses, and institutions, you can minimize the effect of this bias by interpreting your own ratings within the same course over time. Provide explanations for variation in your ratings, whether it was due to a change in your teaching, a different class dynamic, or some form of bias. Through this analysis, you can educate those who are evaluating your dossier on the specific issues that you believe are affecting your student ratings.

Letters of recommendation that accompany tenure and promotion applications carry some weight with decision makers. A linguistic analysis of these letters reveals that, when evaluating a faculty member's teaching, letter writers emphasize several aspects of a faculty member's teaching (Hyon, 2011). Conscientiousness was emphasized the most and was comprised of, first, the faculty member's diligence with preparation for teaching and, second, the faculty member's willingness to share their knowledge and skills through being helpful and available to others. Almost equal in emphasis to conscientiousness, a faculty member's expertise in the subject area was also emphasized in the letters. Expertise was comprised of disciplinary expertise, or one's command of subject area knowledge, and pedagogical expertise, or the ability to make appropriate decisions for the course.

2.3 How Can I Document My Teaching?

Documenting your work for promotion and tenure is critical. The onus is on you to demonstrate that you have met your institution's standard. Below are a few ideas for collecting data and documenting your work as a teacher.

Keep a self-reflective teaching journal. This is a journal in which you document your attempts with new classroom teaching techniques and assessment strategies as well as changes in lesson planning, course design, and anything else that you do to improve your teaching and, consequently, student learning. In your journal, record your impressions about changes in student engagement levels and learning in response to your attempts to improve. Each journal entry should be labeled with a date and the class or classes about which you are writing. You do not need to spend a lot of time writing each entry, maybe 5–10 min, but you should strive to be consistent. Pick a regular time to write and stick to it. The best time might be right after teaching a particular class. Then, when it is time to create your promotion and tenure dossier, you will have a valuable data source that documents specific changes in your teaching over time. This information can help you present to the dossier evaluators detailed and documented information about your teaching. (For more information, see the chapter titled *Engaging in Reflective Practice: A Practical Guide* by Andy Curtis in this book.)

Document student learning. This process is grounded in course design. Your course should have clear learning outcomes with assessments that measure each student's level of achievement of those outcomes (Fink, 2013). Keep a record of student performance on course assignments and assessments. You can also collect at the beginning of a course baseline data in the form of diagnostic tests or assignments. Administering these tests or assignments again at the end of a course will allow you to make comparisons and measure student growth throughout your course.

Administer a course evaluation mid-semester. Create and administer mid-semester your own course evaluation that asks students specific questions about the class, your teaching, and the students' learning. This practice is good for four reasons: (1) it provides feedback specific to your course rather than the more generic questions found in institutional instruments; (2) it provides information at a time when you can implement changes that impact the students who gave you the feedback; (3) your students are likely to give you higher student ratings if you respond to the feedback; and (4) you can use these mid-semester evaluations in your dossier as additional evidence of student perspectives on your teaching.

Provide copies of course artifacts. If you have modified and improved a course syllabus or developed a new course, include a copy, highlight the changes, and explain the anticipated impact on student learning. If you have designed a new assessment, include a copy with an explanation of how the assessment improves your teaching and students' learning and how the assessment measures course learning outcomes. If you have created a new assignment that extends student learning beyond remembering and understanding information and into higher order thinking, include a copy of that assignment and discuss its ramifications on student learning.

3 Research

3.1 How is Research Defined?

Traditionally, research has been defined as the process of conducting within your field of expertise empirical research for which you collect, analyze, and interpret data, and then publish the results in an academic journal. While this relatively narrow delineation is still at the core of many institutions' definitions of research, views of research and scholarly productivity at some institutions has broadened to encompass four distinct areas of scholarship: (1) discovering new knowledge, (2) integrating knowledge across domains, (3) applying knowledge to problems and practices, and (4) teaching knowledge to others (Boyer, 1990). However, because each institution defines research differently, it is important that you seek out your institution's specific definition.

3.2 How Will My Research Be Evaluated?

Identifying specific criteria by which one's research record will be evaluated can be difficult. Many faculty members look for guidance on types of acceptable research, acceptable publication outlets, and number of publications. Letter writers provide some insight. In analyzing the language of recommendation letters for tenure and promotion, Hyon (2011) found that letter writers emphasized two aspects of one's research: its prestige and uniqueness. Prestige indicated that the research was peer-reviewed and nationally recognized. Uniqueness focused on making an important or significant contribution to the field. Thus, letter writers valued research contributions that were disseminated in high-status places and made a new contribution to the field. Interestingly, letter writers seemed less concerned with a faculty member's diligence with conducting research but focused more on the quality of its products.

One tool that evaluators use to measure the quality of one's research publications is the Thompson-Reuters Journal Impact Factor. The journal impact factor represents the number of times that articles in a journal have been cited by other journal articles over the previous two years. The more citations a journal's articles receive, the higher the impact factor: the higher the impact factor, the more prestigious the journal is perceived as being. The impact factor, however, has its critics who argue for alternative, and potentially more robust, measures of a journal's impact on a particular field (Hodge & Lacasse, 2011).

3.3 How Can I Find Time for Research?

Finding enough time to conduct quality research at a sufficient quantity for promotion and tenure can be a concern for new faculty. The demands of teaching and service seem to perforate schedules leaving few to no chunks of time for research. Nevertheless, here are a few things you can do.

Schedule short, regular research times into your week. It is easy to prioritize 15–30 min several times a week for research and writing. Trying to schedule much longer blocks of time can be detrimental because those blocks of time are difficult to find and easily interrupted by other pressing issues resulting in constant delay to any significant research productivity. Choose several short, regular research times and commit to them.

Choose a manageable research project. A project that presents too many barriers (e.g., access to participants, funding, time) may be difficult to continue through to completion and publication. A project that is large and overwhelming may waste valuable research time if abandoned later in the research process.

Read other chapters in this book. This book contains many other chapters with useful information for organizing your research agenda: *A research group as a professional learning community: Collaborations within and across institutions* by Sharon L. Smith, Loren Jones, and Luciana C. de Oliveira; *How the most productive TESOLers fit it all in* by Christine Coombe and Phil Quirke; *Doing a conference presentation* by Christel Broady; *The world needs you: Sharing your work and getting published* by Andrew Littlejohn and Hayo Reinders; *Professionalizing practice through research* by Dudley Reynolds; and *Contextualizing your research project* by Ali Shehadeh.

3.4 How Can I Document My Research?

As with teaching and service, it is incumbent upon you to demonstrate that your research has met your institution's standard. Documenting your research in order to provide this evidence is important and consists of two components: keeping track of your scholarly production and authenticating its quality and significance. The following are some suggestions for doing this.

Keep your CV up to date. Most people include on their CV a list of publications, presentations, and other research-based activities and products. A good practice is to set a reminder in your calendar each month to update your CV with the latest research activities that you have been involved with (Perlmutter, 2010).

Collect artifacts that establish your scholarly work. The most common type of scholarly product is a published article. However, there may be other artifacts that also demonstrate your research activities. For example, conference programs can document presentations and letters from publishers can substantiate works in progress. Keep anything that verifies your scholarly work.

Explain your scholarly products. It is a mistake to assume that the evaluators of your dossier will understand the academic significance and quality of your research. For some products, it may be sufficient to explain that it has been peer reviewed. For scholarly products that have not been formally peer reviewed, you can send them to several scholars in your field and request from them evaluations of the quality and significance of your work that you can then submit with your dossier.

4 Service

4.1 How is Service Defined?

One way to understand the category of service is to explore the different ways that it can be subdivided. Ward (2003) divides service into two components, external service and internal service. External service occurs when a faculty member operates in contexts beyond the campus and uses his or her expertise to benefit the surrounding community in some way. Examples of external service include consulting and civic service where the service involves one's area of academic expertise. External service can also be tied to teaching as faculty engage their students in service learning that benefits the community in some way.

Internal service is work that a faculty member does to maintain the faculty member's discipline (such as participating in disciplinary associations, serving on an editorial board, and evaluating grant proposals) and sustain the academic institution (such as contributing to institutional governance and directing a program). Internal service related to the institution can be further subdivided into assigned and unassigned duties (Wankat, 2002). Assigned service duties include serving on committees (e.g., curriculum) and in university governance (e.g., faculty senate). Many institutions avoid giving untenured faculty assigned duties in order to allow sufficient time for teaching and research. However, if you are given an assigned duty (for example, a committee assignment), it is important to clarify your role and whether the committee is strictly advisory or a decision-making body. Tenured faculty on decision-making committees generally feel free to express their true feelings while untenured faculty may jeopardize his or her tenure application by frequently expressing views in conflict with others on the committee.

Unassigned service duties include activities such as greeting visitors on campus, advising student organizations, and writing letters of recommendation, all of which are necessary for an academic organization to operate well but are activities that can also fall disproportionately on a few individuals when others are not sensitive to these needs and do not step forward to share some of the load. Be mindful of these unassigned service needs and be sure that you do your part so that you are not looked upon as a burden to those with whom you work.

For more information on service types and opportunities, see the following two chapters in this book: *Engaging in professional associations: Professional organizations as a critical component of the ELT profession* by Rosa Aronson; and *Volunteering professionally: Service to your profession, your colleagues and your community* by Mark Algren.

4.2 How Will My Service Be Evaluated?

While service seems to carry the least weight in promotion and tenure evaluations, it is, nevertheless, a part of the evaluation and cannot be ignored. In a linguistic analysis of letters of recommendation for tenure and promotion, Hyon (2011) found that the most emphasized quality for service was "sheer busyness" (p. 399). Letter writers commented on a faculty member's actions in doing one's fair share of the workload, which involved time-consuming tasks. These tasks could be local to the university, such as committee or administrative work, or they could be related to the disciplinary community, such as professional associations and journal review boards. However, it was also noted that comments about service consumed the least amount of space in the letters, by about half, which indicates that teaching and research are the primary focus of letter writers' evaluations.

Commenting on the relative weight placed on disciplinary service versus university service, Miller (2012) notes that:

> Service to our disciplines typically has the most prestige because being invited to serve on an editorial board or to review grant proposals indicates that someone has gained national recognition in his or her field. Committee and administrative assignments confer the least status. They are generally taken into account only if faculty members refuse to meet their obligations or do them so badly that others are left to do all the work (p. 35).

A noteworthy subcomponent of service is citizenship. Citizenship is the quality of your relationship with your fellow teachers in your academic unit and is realized by speaking and behaving in a professional manner toward others, serving on committees and other working groups, and following through on tasks and deadlines. A tenure dossier that demonstrates excellent teaching and research may still be denied on the grounds of citizenship if the applicant does not have a good working relationship with others with whom he or she regularly interacts. However, it is important that institutions clearly define citizenship because some faculty members and administrators have used it to attack a promotion and tenure candidate with whom they have disagreements or personality clashes (Cipriano & Buller, 2017).

4.3 How Can I Document My Service?

Again, the responsibility for reporting and documenting that you have met your institution's service requirements rests with you. The following are some suggestions for doing this.

Keep a record of your service activities. Sometimes service occurs over a long period of time, such as committee work or serving within a professional organization; however, sometimes service is a one-time event that can be easily forgotten if not recorded, which occurs particularly with unassigned, internal service. Additionally, recording the details of your work with long-standing service commitments will allow you to provide more specific information in your dossier about the type and extent of your service activities.

Explain the importance and quality of your service. Because your evaluators may include people from outside of your discipline, it is important that you explain in your dossier the importance of your service activities and provide a means to measure the quality of your work. It may even be helpful to gather letters of explanation and support from those with whom you serve.

5 Conclusion

5.1 How Can I Get More Information About the Promotion and Tenure Process?

While this chapter provides a general overview of the promotion and tenure process, it is crucial that you take the responsibility to find helpful resources that provide more specific information for your institution. Indeed, the promotion and tenure process generally lacks transparency and can be described as a "black box" into which many people, including yourself, contribute rich analyses of your work and, due to confidentiality issues, those analyses are generally not made public nor given to you as feedback after the process is complete, which can shroud the whole process and the logic of its outcomes in an opaque vail (Miller, 2012). However, studying institutional documentation on the process, reading documentation on collective bargaining agreements if you are part of one, and asking advice of colleagues who have successfully navigated the process at your institution can shine a light into the black box and provide a significant measure of transparency.

Take advantage of your institution's center for teaching and learning or similar resource. Your center for teaching and learning is likely well equipped to provide specific information on the promotion and tenure process as well as ways to improve your teaching, launch a research agenda, and establish a service record in a way that offers the biggest benefit to you with the smallest investment of your time.

Find a faculty mentor. This not only increases the amount and quality of information that you receive on the promotion and tenure process but also leads to higher levels of satisfaction with the process. New faculty who have a faculty mentor receive more frequent and better information on the promotion and tenure process than unmentored faculty (Schrodt, Cawyer, & Sanders, 2003). When mentors provide information about the political realities of the institution and offer advice for avoiding negative experiences at work, mentored new faculty feel a stronger connection to their academic department and institution. Higher degrees of satisfaction with collegiality also lead to more satisfaction with and better understanding of the promotion and tenure requirements (Jackson, Latimer, & Stoiko, 2017).

5.2 *What Other Issues Should I Be Aware of?*

Recognize the importance of relationships. The promotion and review process is not only about your potential as a teacher, scholar, and citizen. It is also about your ability to work well with colleagues and administrators. Tenure represents a significant, long-term commitment by the institution. So, before granting tenure, the institution must feel comfortable and confident in your ability to continually contribute in positive ways to the academic community. Thus, healthy working relationships necessarily play a role in decisions on promotion and tenure.

Before being hired, engaging in teaching, research, and service will demonstrate that one is able to perform tenure-track worthy work and be hired into a tenure-track position. However, a promotion and tenure dossier generally reports on activities that a faculty member has engaged in after being hired at the institution. Thus, if you were hired into a tenure-track position because of your strong résumé in these three areas, do not assume that the strength of your résumé at the point of hire will carry you through the promotion and tenure process. There is still much work to be done.

Recognize that the documents and materials in your dossier will be evaluated by committees, outside reviewers, and administrators without you being present to answer questions. Your dossier must stand on its own and make your case for promotion and tenure (Perlmutter, 2010).

Negotiating promotion and tenure can be a professionally fulfilling and rewarding endeavor. The process of reflecting on and pushing the boundaries of one's abilities in teaching, research, and service is a worthwhile way to professionalize one's TESOL. Remember that seeking out and receiving accurate information on your institution's expectations is the key to not just surviving the process, but thriving through it.

6 Discussion Questions

1. Procure copies of your institution's promotion and tenure documents and compare the information they provide with the information provided in this chapter. What more do these documents add to the definitions of teaching,

research, and service? What additional information do they provide on minimum performance standards for teaching, research, and scholarship?

2. Evaluate the suggestions for documenting your work in teaching, research, and service. Which suggestions seem most practical? Which suggestions may provide the best evidence of your work to those who are unfamiliar with it? What additional ideas do you have for documenting your work?
3. Imagine that you are an administrator at an educational institution that grants promotion and tenure. What type of faculty do you want at your institution? Describe in as much detail as possible a minimum acceptable standard in teaching, research, and service for faculty to be granted long-term employment at your institution. What evidence would you want from faculty to verify that they have met the minimum standards?

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Volunteering Professionally: Service to Your Profession, Your Colleagues and Your Community

Mark Algren

Abstract Teachers are givers. We give our talent, knowledge, time and treasure to our students and programs in ways that only other teachers understand. Our greatest reward comes not from the financial gain of our jobs, but from the appreciation of our students and our knowledge of lives improved and a job well done. Our successes derive from our training and experience; and from—to name a few—our mentors and colleagues who give us their time, researchers and writers who contribute to our knowledge, and presenters of both theoretical and practical information via newsletters, conferences, and workshops; and from the volunteer leaders of our associations and organizations. In this chapter, we will explore the many varied opportunities that we have to give back to our field, and to pay it forward to those who follow us and who take over when we exit.

Keywords Volunteer · Mentor · Sharing · Advocacy · Giving

1 Introduction

Volunteerism and associating with others, whether with one or many, for the advancement of a common good may be hardwired into us because it is traceable back to the origins of the species 150,000–200,000 years ago, with formal volunteering appearing with the advent of organizations and associations for the common good dating to about 10,000 years ago (Harris et al., 2016, p. 23). Much giving back to the profession centers on volunteerism within associations. Philanthropy as a form of giving back to the profession, though, need not be limited to organized activity directed or supported by an association.

My wife once saw a tee-shirt that she said was made for me; written on the front: “Stop me before I volunteer again.” Thoughts often turn to volunteer work for groups when considering how to give back. However, “giving back” can run the range from individual interactions to serving as a volunteer leader in an organization. Whether

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*,
Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_35

in a one-on-one setting or through the structures of a complex organization, giving-back activities do not have to be large to be impactful. When I began teaching at King Fahd University of Petroleum and Minerals in Saudi Arabia in January 1989, my colleague and friend, Bill Walker, spent a few minutes daily with me for about a month reviewing the objectives and materials for the day. He mentored me in the ways of the program and I am grateful to this day. Bill's daily briefing contributed enormously to my classroom success, and we have been friends ever since. Those daily mentoring sessions not only made a significant difference to me, they impacted my students directly, and I can still detect his influence on my teaching nearly thirty years later. I could cite many others by name, and I am forever grateful to each for their help and support. Bill was giving back in the way that others had given to him.

2 Why Give Back to Our Profession?

The rewards of giving back to the profession are significant not only to the recipient but to the giver as well. Throughout my career, I have tried to help new instructors in the way that Bill helped me, and the reward was not limited to the appreciation of one person; I was also growing in my own teaching because I had to explain it to someone else. I've enjoyed presenting at conferences on a variety of teaching, assessment and administrative topics, and learned from the ensuing discussions and debates, and made friends along the way. I have helped colleagues develop job résumés and application materials, and built a network of contacts (both employers and position seekers) that helped employers find good-fit instructors. Further along in my career, I volunteered with the TESOL International Association at the committee, board and officer levels, and hope that I brought a perspective which, combined with others, helped guide the association to new successes. Along the way in all of these, I made new friends who in turn responded to my requests for help. The relationships have opened doors to a wide range of opportunities. I have been fortunate to have the time and support from my family and my employers to make contributions.

3 Giving Back by Mentoring

Mentoring may be the first thing that jumps to mind when thinking of giving back. What better way is there to thank those who mentored us than to share of our time and knowledge with others in the field? Mentees may be students who are entering the field, or thinking of coming into it. New teachers need mentors, as do those new to positions of administrative responsibility or leadership. Mentees may also be experienced teachers who are venturing into a new segment of the field and who need support and guidance in developing a new area of knowledge or skill.

Think about who mentored you for a moment. How did that person become your mentor? Who initiated the relationship? How long did the mentoring relationship last? Did it wax and wane over that period of time? Is this person still a mentor to you? These are real questions for you, dear reader, and I encourage you to stop reading and write some notes in response.

My mentor, Bill, entered into that role because I asked him to. I needed help, and he was open to providing it; when I no longer felt the need, I let him know that I felt ready to fly on my own. Herein lies one of the keys of the mentoring relationship: being available when help is needed. Some mentees will need more time than others, but regardless of how long you spend together in individual get-togethers, or how long the relationship continues, you will provide an invaluable service. You're also likely to inspire your mentee to pay it forward as well.

While mentoring is often in a face-to-face relationship, it doesn't have to be; consider also the possibilities of a distance relationship. The following scenarios could all be face-to-face or distance relationships. For example, you can mentor a colleague by working together on an article or presentation that is your area of expertise, or because you are an experienced writer or presenter, and you are thereby helping to guide that colleague who is new to the field or who is branching into a new area. In a similar vein, if you are successful at having proposals accepted for conference presentations or having articles accepted for publication, offer your support as a reviewer to colleagues who need help developing an effective proposal or writing an article. Another example: a program administrator can assist a colleague who is taking on administrative responsibilities. In all cases, think about the skill set and knowledge base that you have created over the course of your career, and consider ways you could share it.

The previous paragraph speaks to having a personal relationship, whether up close or distant, but one can also mentor colleagues who are less personally known, or even not known at all. A wide range of digital opportunities for mentoring also exists. Social media discussion groups provide a great outlet for sharing knowledge and wisdom. In the mid to late 1990s, I was a participant on and moderator of one of the early discussion e-mail lists, TESL-L. In particular, I was a frequent contributor to the jobs list, providing information and insights particularly on working in the Middle East. While this forum was a place to share information, I discovered it was also a mentoring opportunity when I received thank-you notes from a few list members expressing appreciation for insights and guidance which helped them make good personal decisions about employment. One asked if I realized how many people I had mentored over the years!

Regardless of whether you would like to offer your services to others, or you are seeking mentorship, some places you might look are similar, and you will think of other opportunities as well, for example:

- someone you met at a conference who shares similar interests;
- someone referred to you by colleagues, collaborators or former professors (let them know that you are seeking a mentor/mentee opportunity); or
- a colleague that you work with, or used to work with, in an employment or volunteer setting.

Another option is to let colleagues and former colleagues, former professors and association leaders know of your interest. Associations could develop leadership mentoring programs along the lines of that offered by the TESOL International Association, and match prospective mentees with mentors. There are endless opportunities, and there is a broad need, so consider how you can guide someone on their professional development journey.

Some mentor relationships can last several years, and others may be short lived. In either case, never underestimate the impact that your words of encouragement or recommendation to do something may have. Sometimes the appreciation or encouragement of a peer or colleague can be all that is needed to inspire action. In 1996, I was selected as a member of the two-year-old TESOL International Association Professional Development Committee. I felt out of my league serving with others whom I considered luminaries in our field. I had relatively little in common with them, so when I found myself alone on a long walk with board member and in-coming convention chair Neil Anderson, I didn't know what to talk about. Hoping to shift the conversational burden to Neil (who would have much to say on the topic) I asked, "Why would someone want to be a convention chair?" Neil, a mentor par excellence, turned the question back to me: "Why? Are you interested?" Some might say that Neil's remark was an off-hand comment; I disagree. He seized on an opportunity to help me think in ways that I hadn't considered. Neil was a five-minute mentor, and he changed the direction of my career; seven years later I was the TESOL International Association Convention Chair in 2003.

4 Giving Back by Service to the Profession

This is the area that most people are likely to think of when they hear the phrase "giving back to the profession." By definition, volunteering is giving freely of our time and expertise to some structured organization with a defined task, however well-structured or defined those may be. Sometimes the tasks may be an extension of our professional lives, for example, an English teacher who volunteers to teach in a community program for adults, or a program administrator who offers to help manage a community program. There are other opportunities that draw on our knowledge of the content of the field, but require other skills ranging from technical (desktop or website publishing for newsletters) to leadership (committee, board and presidential positions in associations). When Alexis de Tocqueville wrote in *Democracy in America* (n.d.) about the American penchant for forming associations, he might as well have been writing about volunteerism in America. One thing that all associations have in common is their need for voluntary service from their membership.

As Judd (2006) pointed out in his TESOL International Association presidential plenary, one of the attributes of a profession is that it forms professional associations. English language instructors in countries around the world have formed international, regional, national and local associations for the betterment of themselves and the profession. In order to maintain the association and its activities, volunteers are needed, and many associations run entirely on volunteer leadership. Even large associations that can support a paid director and/or staff need volunteers from their members to provide leadership and direction.

Volunteer positions in associations vary depending on the size and the need of the organization. Typically there will be board members including the president(s) and vice president(s), a conference chair, and volunteer leaders of a variety of supporting committees. Board members frequently lead committees of an association, and these could include the convention, fund raising, professional development publications, and finance groups. For the board and leadership positions, the work load can be quite significant in some organizations, while in others it can be light. If you consider a leadership position like one of these, be sure to ask for a position description and an estimation of the time commitment.

Whether or not a board member leads a committee, finding committee members is a never-ending responsibility of association leadership. In a sense, as leaders recruit new committee members, they are developing the next generation of leadership for their organization because taking up committee work can be a pathway to taking on a leadership position within the group. As a member, though, you don't need to wait to be asked to serve; feel free to make your interest known to one of leaders of your association. Let them know what you are interested in; look at the organization's website and you should be able to get a sense of its volunteer needs.

A review of a selection of regional associations found the following volunteer positions. Which one would you like to hold?

- Advertising Coordinator
- Advocacy Coordinator
- Auditor
- Business Manager
- Chairs of Special Interest Groups (SIGs)
- Communications Manager
- Conference Chair
- Higher Education Representative
- Historian
- IEP Representative
- K-12 Representative
- Member(s) at Large
- Membership and Registration Manager
- Membership Coordinator/Secretary
- Newsletter Editor
- President (includes president-elect and past-president)
- Public Relations Director
- Publications Coordinator
- Recording Secretary
- Scholarships and Outreach Director
- Secondary Representative
- Secretary

- Treasurer
- Vice President for the Conference
- Volunteer Coordinator
- Webmaster.

This list could go on, but you get the idea. There are so many opportunities for giving back to the profession by taking a turn at providing service to and leadership in one's local, regional, national or international associations. While some positions are elected, others are appointed and sometimes can be had simply by making one's interest known. Some of these will oversee their own committees (like the Conference Chair and the Newsletter Editor), so there are multiple layers of opportunity. For example, running a convention or conference will require proposal readers, technical support for audio-visual, hospitality support, and people who can help set up and take down equipment. Every conference organizer needs support from volunteers who will help at check in and monitor the event to provide solutions for problems that come up.

5 Giving Back by Sharing Knowledge: Presentations

Our field offers a wide range of opportunities to give back to others by way of sharing the knowledge and insights that we have. Immediately one thinks of making a conference presentation of some kind: poster sessions, discussion sessions, academic sessions, panel discussions, small group guided discussions, workshops and the "standard" presentation. International conferences can be quite large but offer relatively few presentation opportunities due to the number of presentation slots available coupled with the large number of proposals competing for that space. While these coveted slots may be highly prestigious, there are many other opportunities for presentations at the regional and local levels.

Smaller regional conferences may offer presentation opportunities which are more accessible and just as rewarding. In addition to one's own regional association's events, consider proposing a presentation in a neighboring region's annual main gathering. These are often peer-reviewed venues, and conference quality can be quite high. The types of sessions can be just as varied as a large international association meeting, and attendees are just as appreciative. Because of the smaller, more intimate size, it can be easier to get to know other attendees, which can result in developing new professional relationships leading to further research and presentations.

Association-organized events aren't the only options. Consider collaborating with colleagues to organize a series of presentations (or the occasional event) like a brown-bag with one or two shorter presentations to colleagues in your own institution, or to colleagues at a group of institutions and programs in close physical proximity. The advantage to presentations like these are that they can easily address known needs. In a similar vein, an always-appreciative audience are those who volunteer to teach in community language learning programs. Volunteers in community language teaching programs may not have professional training, but that doesn't mean that they don't want to be as professional as they can when they teach. Workshops and presentations that share information, practices, knowledge, skills, tips and insights on topics that help them become better teachers will always be welcomed.

Finally, don't forget the many others outside our field who can benefit from your knowledge about language learners. If you live in an area where there are a lot of non-native speakers of the local language, your knowledge of language learning and communication with speakers at a variety of proficiency levels could be welcomed by your local community. Language teachers can help non-language teachers, e.g., store clerks, learn how to tone down their language to better communicate with customers who have limited language proficiency. What may seem second nature to a language teacher could be a revelation to someone who doesn't interact very often with less-proficient speakers. Also, your knowledge of cross-cultural issues will be welcomed. Although this isn't giving back to the profession itself, it is an extension of the concept, as a representative of the profession giving back to the community and society. For more on giving presentations, see the chapter by Christel Broady (this volume).

6 Giving Back by Sharing Knowledge: Publishing Your Writing

Sharing what you know in a written format can give your thoughts greater permanence and wider dissemination compared to the limited audience of a presentation. Please don't let "publishing" scare you! Publishing can seem daunting, and for those who write books, textbooks, refereed articles, monographs, research papers and similar documents, the answer is of course yes, it is a daunting task. However, there are other opportunities for publication that are less pressurized. One could consider writing a chapter for a book rather than an entire book. Who hasn't read an article in a periodical and thought, "I could have written that!"? Then there is an article inside waiting to be born. One needn't aim for the highly competitive peer-reviewed publication, but could consider writing for a regional or local chapter publication like a newsletter.

Self-publication is another option. One can arrange for publication/printing-on-demand for materials or books. Blogs are a popular means of sharing one's thoughts and ideas, and can help foment discussion. An Internet search on terms such as "ESL grammar exercises" or "activities for teaching present perfect tense ESL" will bring up a trove of materials. If you have things that you want to share, find a way to get it up on a personal website and others will find it. Also look into using social media to advertise your site. While we want to support those who are authors for a living, and the publishing companies that make materials available, there is also a place for self-publication. To learn more about publishing in our field, see chapters on how to get published (Littlejohn & Reinders, this volume) and how to write pedagogical materials (Pathare & Pathare, this volume).

7 Giving Back Through Lending Your Voice to Advocacy

There are so many levels to advocacy that it's hard to know where to begin. Contrasting the definitions of advocacy and lobbying is a good place to start.

Advocacy is publicly stating support for a given cause, policy or course of action. Lobbying, on the other hand, is seeking to influence someone (a politician or public official) on an issue. The two are closely related, and it's good to have a clear understanding of the difference. For any who are employed by an educational institution, it's wise to consult with institutional leaders about engaging in advocacy, because the institution may have policies that guide any contact with outsiders to the institution, especially politicians or government leaders. Government officials, legislators and politicians typically appreciate receiving information that help them understand a topic such as the issues that educators and their students face. Who better to help educate and inform than an educator?

Even if governmental contact is disallowed, there are other needs for advocacy work. Depending on circumstances, an English language teacher can give back to the profession by helping to reach out to local community and educational leaders to help them understand student and educator needs in the local setting.

8 Giving Back Through Giving

Until now, we have spoken of giving back to the profession through the donation of one's time, knowledge and talent. In closing, the final avenue to consider for giving back is through giving of money to support one's professional association(s), one's colleagues, future colleagues and students. The need for financial support is great; as we all know, people do not go into teaching and education to get rich. For those with even limited disposable resources, donations can be incredibly helpful to those who have less. Associations can use money to underwrite the costs of conferences to make them more accessible. Contributions can be used to fund grants and awards to teachers and students to attend a conference. As a former convention chair for the TESOL International Association, I know first-hand about the costs associated with a conference, and how associations do everything they can to minimize expenses. Still, the cost of attendance is too great for many who would receive great benefit from attending. In some cases, small donations to associations in less-affluent areas of the world can enable large numbers of teachers and teachers-in-training to attend. Please consider sharing your treasure as you are able.

9 In Closing

This chapter can't enumerate all of the possible ways that one can give back to the profession. It is my hope that some of these options will help you find the way(s) that you feel most able and comfortable to give back to the profession. You will surely think of other ways that spin off of these suggestions, or that are new and unique as circumstances and the profession change. Each of us has unique gifts that we can share with others. Time constraints and personal circumstances will always be limiting factors. In the end, the contributions we make help make better teachers, which makes better learning, which helps our students, and that is what education is all about. Giving back to the profession is just one more way of giving to our students.

10 Discussion Questions

1. What is the importance of volunteering of professional knowledge and abilities?
2. "A lawyer's time and advice is his stock and trade."—Abraham Lincoln. Where do you draw the line between volunteering your professional abilities and asking to be paid?
3. Think of times that you have volunteered in the past, whether professional or not. Which volunteer events made you feel good, and which left you wishing you hadn't volunteered? Is there a pattern to what causes those feelings?
4. As a result of reading this chapter, where might you think about finding opportunities to volunteer in the coming year or two, or within the next five years?

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ELT Professionals Prepare for Retirement

Hayo Reinders and Marilyn Lewis

Abstract If we see the 1960s as the time when the term 'applied linguistics' was coined, then the pioneers associated in this field have now mostly retired. Some have spent the years post full-time employment doing activities that build on their professional lives while a very few have said they want nothing more to do with that aspect of their life. In this chapter we start by investigating the professional lives of some renowned applied linguists.

Keywords Retirement · Professional development · Teacher training · Teacher education

1 Introduction

There has recently been some interest in recording the life journeys of applied linguists, with an emphasis on how their careers began and then changed over time. Ellis (2016) has contributions from people whose choice of titles for their chapters show a reflection on the past: "looking back" (Charles Anderson), "it was always about…" (Dana Ferris) and "the road travelled" (Susan Gass). The stories collected by Haworth and Craig (2016) have a similarly reflective tone as they report on the start and the progress of people's careers, but not on their preparation for the next stage; the word 'retirement' seems to be the elephant in the room. As the co-author of a book on supporting English language teachers' professional development (Smith & Lewis, 2018) one of us must plead guilty to the same omission. We mention ways of mentoring teachers at many stages of their careers but avoid the topic of how these teachers might be guided towards their life after full-time employment.

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C. Coombe et al. (eds.), *Professionalizing Your English Language Teaching*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-030-34762-8_36

This chapter is offered by two people at different life stages: one who is well into her retirement and the other who is decades away from it. Is it morbid, as some have said, to start thinking of retirement when one is still leading a full and satisfying professional life? Or, as others suggest, is it just as realistic as preparing to leave school and choosing a line of study or a career? The suggestions we offer here are a combination of our own experiences, of observation of the post-life worlds of others and of what few hints we can gather from the literature on people's careers. They apply to both school- and university-based language teachers.

Here is a reflection from one of us.

As I approached retirement there was no shortage of advice from those a decade ahead of me, some of it contradictory.

Make sure you find a new interest.

Why not gradually wind down instead of suddenly retiring?

Don't try and hang on to the past.

Keep doing the things you are good at.

And so on. When I initiated conversations with them I was less interested in what they were currently doing than in how they decided what to do. One tangible thing I did in my last few months as a university lecturer was to start to fill an exercise book with ideas under headings like these:

new activities/activities from my old life

focus on myself/focus on others

long-term ideas/one-off ideas

physical/ mental/emotional/spiritual

suggestions from others/my own ideas

The more I thought about these headings, the more I found the metaphor of a patchwork quilt appealing. My life would be like that quilt: varied and beautiful, made up of many small parts rather than with one single focus.

2 What Is Retirement?

In the past, this question was relatively easy to answer. For most people round the world it would be the—mostly immediate—transition from working (usually full-time) to not working anymore at all, often at a government-mandated age. This is still a common perception, as witnessed by assumptions about older staff and the kinds of questions they get about their work/life situation as their hair turns grey. In recent decades, however, a much wider range of options for retirement have emerged. It is not uncommon now to find people who:

- Work years past the local retirement age.
- Gradually reduce their work hours (either before or after the general retirement age—sometimes referred to as 'pre-tiring').
- Change their professional roles (e.g., from being a tenured staff to becoming a casual lecturer).
- Do not retire at all.
- Move from employment to becoming self-employed (for example, working as an educational consultant).

These developments are the result of an aging population, better healthcare (many healthy older people are able to work for longer than before) and also of changes in the perceptions of what 'work' should look like. More flexible modes of working (including working part-time, having multiple jobs, working online, and so on) have emerged in many countries, and this has resulted in a less strict view of what kinds of work people can and should engage in at what age.

This extends to the phenomenon of 'mini-retirements', or the withdrawing from regular work for an extended period of time (usually anywhere from three months to three years) at any point in one's career. As employers are more understanding of gaps in people's CVs, this is becoming more common. In a way this is similar to the university sabbatical (which many language teachers do not have access to) but without the expectation of professional development and research outputs. One of us has taken three of these so far and they have been extremely fulfilling—if at times financially and personally challenging. Timothy Ferriss, in his extremely popular book 'The 4-Hour Workweek' (2007), provides many ideas for this type of break. Although much of his writing is rather sensationalist,[1] there are some useful suggestions.

3 How to Plan for Retirement

One question people sometimes raise is whether or not one should plan for retirement versus waiting to see what opportunities emerge. As we know, plans do not always materialise, even in the earlier years. Unexpected events can be sad, such as illness or the loss of people who have been an important part of our lives, but more positively they can enrich our lives, as in the birth of children or the opening of opportunities

[1]The New Rich aim(s) to distribute "mini retirements" throughout life instead of hoarding the recovery and enjoyment for the fool's gold of retirement. By working only when you are most effective, life is both more productive and more enjoyable. It's the perfect example of having your cake and eating it too' (p. 32).

engineered by others. Some would argue, philosophically, that it is possible to prepare for the unexpected such as putting financial provisions in place.

Assuming that thinking of ways to plan is the reason why you are still reading, let's consider who might be part of your planning. People who have already retired from language teaching come to mind as one source. One question to ask these people is "What do you do in retirement?" but another, as mentioned above, could be "How did you decide what to do?" As well as directly questioning these people you could observe their lives and note any aspects which you would like to imitate (or of course avoid).

Your questions need not be limited to other language teachers; people who have been involved in quite different work may also have helpful insights. One idea that could be worth exploring includes the extent to which you want to keep in touch with former colleagues. Will you maintain membership of professional organisations? Would monthly lunches be a good idea? Networking continues to be important to many people. What fresh collegiality might be waiting either in other parts of your own country or through international contacts?

Considerations like these will help you clarify your aims for retirement and this in turn will help to decide what (if any) preparations you may need to make. Doing this with one or more colleagues at the same stage of life could be a starting point. You could share ideas in response to sentence-starters like these:

- One thing I've always wished I had time for is….
- My biggest worry about retirement is….
- To me the best thing about retirement will be…
- When I want to retire I want to develop myself as…

A useful term to consider here is 'transitioning'. Rather than seeing retirement as a sharp break from one stage to the next (even if at a practical level it may be like this), the idea of a transition brings to mind a process, one that can be given its due time and commitment. The above conversations will help you consider the different stages during that process.

The elephant in the room is often the difference between those who have made financial provision for their retirement and those who find themselves with uncomfortably low incomes. Some countries are more generous to their retirees than others. For instance, in the city where we live there is free transport after 9 a.m. on buses, trains and ferries for everyone 65 years and over, regardless of their current income. If you don't find it helpful to be reminded that in some countries the elderly have to live on a pittance and yet may be happy, then pre-retirement is the time to start planning. Andrew Hallam's article 'The TESOL Teacher's Nine Steps to Financial Freedom' (2011) is a useful starting point.

Many language teachers work in a range of countries and for them tax and pension planning can be complicated. As every situation is unique our recommendation is to seek advice and do it early. There are stories of teachers having lost access to government or professional body pension scheme payouts because they were overseas too long, for example.

4 Transferable Skills for Retirement

Part of the planning process is to think about which aspects of our life's profession are transferable to fresh activities and, on the other hand, what skills or knowledge that we have never had might be worth working on. This section considers the first category.

The skills of teaching, and specifically language teaching, lend themselves to many interesting applications. One-to-one tutoring of new immigrants comes to mind, either voluntarily or for payment. At the voluntary end of the scale one example is organisations that work with refugees who are always looking for volunteers. (Be ready to be asked to help with their tutor training sessions once they know you were a teacher!) For paid tutoring many immigrant families for whom money is not a problem may be looking for someone to coach their school-aged children. Be ready too for less obvious openings for one's teaching skills, such as having official input into the lives of young children. Some schools are delighted to have volunteers willing to make regular commitments with classes or individuals. I have found myself invited along to be interviewed by a class of young children who were studying 'life long ago', which turned out to include my own lifetime. In another case the invitation was to conduct a short weekly session on how the values spelled out in the National Curriculum could translate into the children's everyday activities.

As well as doing the teaching oneself there is also the role of mentoring others. Mentoring can be a satisfying way of passing on a lifetime's experience. In a recent book (Smith & Lewis, 2018) we outlined a number of specific roles including classroom observation followed by feedback, mentoring groups and carrying out joint research projects. If that does not fill all one's available time, then there is always the idea of running workshops for new mentors.

Then there is the role of public speaking, which many language teachers excel at. For the first few years post full-time work this may include invitations to speak at professional conferences, but professionally-related contexts are only one possibility. From my own experience speaking skills can also lead to requests to deliver eulogies at funerals, or congratulatory words at 21st and weddings. You will also be in demand for introducing visiting speakers at a variety of events.

Being able to work with a wide range of stakeholders (parents, colleagues, learners, administrators, community representatives) and organise complex environments are part of a teacher's skill-set that is much sought-after and that can be transferred to a wide range of community leadership roles, such as in management, volunteering, local or regional council work and so on.

Research skills can continue to be used, either for one's own projects or as a co-writer with others still in the workforce. This latter role is stimulating for both parties. The one still working has the benefit of someone else's lifetime of experience while the older person is kept up-to-date with professional trends.

As teachers we have also had experience with writing. Of course, we may be relieved to have some of our writing responsibilities removed. Who misses the report-writing that is part of the secondary teacher's job or the writing up of minutes from departmental meetings at the university? More positively there are forms of writing which make life more stimulating, book reviewing being one of them. Receiving (complimentary!) new books to review for a journal has the bonus of updating one's professional knowledge for some of the talks and teaching already mentioned. In addition, being able to choose the types of project and writing to take on—as well as the amount of time to be dedicated to them—may mean that you will finally be able to tackle a book project or engage in a different style of writing.

5 Self-Employment

The preceding section talked mostly about the types of activity teachers would engage in *pro bono* (although some may be paid). A more structured approach to continuing professional and academic work is to offer one's services as a form of self-employment. Many teachers accumulate a wide range of experiences and skills throughout their lifetimes, including working in different countries and in different roles. This makes them valued for their ability to review curricula, do external examining, help with developing (or providing feedback) on departmental strategic plans, design professional development programmes, and so on. Many institutions will benefit from someone who has the flexibility to travel and spend a few days on-site. Such forms of consultancy offer the benefit that you can choose which projects to take on, while generating some income.

As employers become more lenient with staff engaging in outside work, increasingly people run consultancies or small companies alongside their jobs. These can be an excellent way to prepare oneself for retirement. The decision to take on additional work requires some preparation. There will be tax and financial implications, employer permission to seek, administrative requirements and so on. There are many good resources that readers can use to help them prepare for these aspects. As for the professional skills needed to run a small business, it is important to consider these well before retirement. If your aim is to offer professional development, clearly you will need experience—ideally in a range of contexts—as well as building up your reputation and CV to be able to do so. Similarly, if you want to write a book, consider developing your writing skills with shorter texts (e.g., articles).

6 Concluding Thoughts

Experience suggests a balance (but not a distinction) between activities that could be labelled 'giving' and those that emphasise 'receiving' and between long-term versus once off activities.

Finally, as with the rest of life we know that there is always a balance to be found between the professional, the social and the personal. We have aimed to show throughout this chapter a number of ways of making retirement a rich time. There are others we haven't mentioned, such as the fact that many TESOL teachers are multilingual, a skill that opens up even more doors. We conclude with some questions to consider either by yourself or in a group setting.

7 Discussion Questions

1. As you read this chapter did you think of some fresh ideas not mentioned here?
2. Rank some factors in the order of their importance for you, such as
   - Financial considerations.
   - Anti-boredom.
   - Taking on new roles.
3. Who, in your current circles, could be helpful pre-retirement mentors?

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