

Online continuing professional development among English language teachers in ASEAN: Current trends and practices

Collated and written for the
British Council by TransformELT



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Foreword

English continues in its role as a global lingua franca and acts as a bridge between cultures across the world. This is perhaps particularly true for the countries of ASEAN, where the position of English as the de facto official and working language in the secretariat was set in stone in Article 34 of the ASEAN Charter in 2007, and which stated that ‘the working language of ASEAN shall be English’. English as a subject has a key role in the education systems of all the ASEAN countries, being introduced at primary level in the majority. In the past decade, the use of online mediums for English language education has been encouraged in the

ASEAN region in parallel with plans for wider ASEAN integration, with the Covid-19 pandemic providing added pressure to these efforts as part of attempts to avoid learning loss.

Digital engagement, both in teaching and teacher development, has therefore been gathering pace for many years as technologies improve and devices and connections become more widespread, but the potential advantages of online development and teaching have not always been fully recognised and have sometimes been met with reluctance. While the Covid-19 pandemic pushed many online without



ideal preparation or tools, it also acted as a catalyst for wider acceptance of such mediums and accelerated their introduction into mainstream education systems.

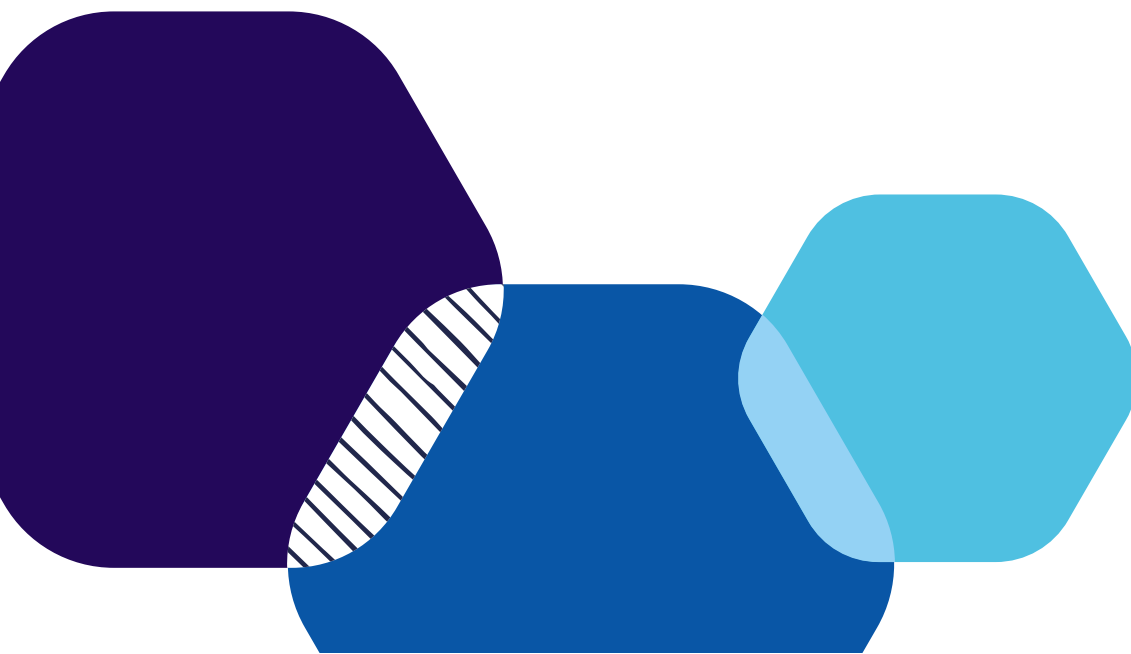
Now, in 2023, teachers are generally more accustomed to accessing online platforms and using them both for teaching and as a part of their continuing professional development (CPD) journey. But challenges clearly remain in acceptance, motivation and access to adequate resources. It is unlikely that education systems will retreat from the progress made in digital delivery of teaching and training, and therefore it is important for organisations that support English teacher CPD to understand where we now are, and where future need may emerge.

This study explores online CPD for teachers of English in six of the countries of ASEAN: Viet Nam, Thailand, Lao PDR, Cambodia, Myanmar and Indonesia. Commissioned by the British Coun-

cil English Programmes team in East Asia and undertaken by a research team brought together by Transform ELT, the study represents an important step forward in understanding the digital trends and needs of English teachers in these countries and offers insight into future development directions.

Digital offers and resources are, of course, constantly updating and evolving, but the snapshot presented by the study offers valuable insight into how governments, local authorities and English teachers in local contexts can be supported in the future. While much is still to be learned, we are confident that the study can act as a valuable foundation of evidence for future strategy, programming and offers of CPD that support English teachers digitally in the countries in focus.

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Head of English Programmes, East Asia
June 2024



Abbreviations used in this report

ASEAN	Association of Southeast Asian Nations
CPD	continuing professional development
ELT	English language teaching
F2F	face-to-face
IATEFL	International Association of Teachers of English as a Foreign Language
IERA	The Indonesian Extensive Reading Association
iTELL	Indonesia Technology-Enhanced Language Learning
MMTESOL	Myanmar TESOL
MOES	Ministry of Education and Science
MOOC	massive open online course
OCPD	online continuing professional development
PPG	(Indonesia) Pendidikan Profesi Guru – teacher professional education
QITEP	Regional Centre for Quality Improvement of Teachers and Education Personnel
RELC	Regional English Language Centre
RELO	Regional English Language Office
SEAMEO	Southeast Asian Ministers of Education Organization
TESOL	Teaching English to Speakers of Other Languages
UKSW	(Indonesia) Universitas Kristen Satya Wacana
UNEJ	(Indonesia) University of Jember
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPI	(Indonesia) Indonesia University of Education
VietTESOL	Viet Nam TESOL

Acknowledgements

The authors would like to thank the following.

All of the research participants in this project, including the survey respondents and interviewees from multiple organisations across the region.

Our lead researchers.

Our research team across six countries: Kornwipa Poonpon, Su Khine Oo, Vu Thi Thanh Nha, Xayapheth Chaphichith, Bounsong Sorkeomny, Finita Dewi and Kimkong Heng.

From the British Council, special thanks go to Colm Downes, Davide Gilmartin, Fraser Bewick, Kathleen Zhong, Ewan Macrae and Ian Clifford.

Author bios

Alan S. Mackenzie (Project Director) started his career as an English teacher in Japan in the 1980s, later moving to Thailand as a British Council project manager and becoming responsible for teacher training programmes across East Asia. He was also British Council representative to ASEAN for three years, attending ASEAN strategy meetings and visiting SEAMEO centres around the region. He then moved to India as a senior training consultant responsible for large-scale training projects across north India. Before leaving the British Council, he was Project Director for the Punjab Education and English Language Initiative. In 2014 he became a director at NILE, subsequently leaving in 2017 to set up TransformELT as a founding co-director. He has a wealth of research, project management and reporting experience and has maintained close contact with many of his East Asia colleagues in education ministries and universities across the region.

Christopher Graham (Lead Researcher) worked on a range of initiatives as part of the British Council's Climate Action in Language Education project. He has also recently worked on teacher and school inspector development, and monitoring and evaluation projects in Iraq, Jordan, the Occupied Palestin-

ian Territories and Morocco for the British Council.

He has also given talks and seminars on effective OCPD delivery to teachers in Kuwait, Libya and Moldova among others.

Ginny Rowlands (Lead Researcher) brings a wealth of knowledge and understanding of the sector as well as hands-on experience in designing, implementing and evaluating pre-service and in-service teacher professional development programmes. Having worked in five global regions in various ELT practitioner and management roles, she brings expertise in teaching, teacher education, curriculum design, and project management and evaluation, as well as an excellent track record in leadership, team building, strategic change management, innovation and intercultural competence. In Myanmar, she designed and delivered Myanmar's English for Education strategy to maximise its impact and productivity. Ginny maintains close contact with teacher educator and researcher networks in Myanmar. Outside of the English teaching field, in 2020, she was commissioned to write a research report for Action Poverty UK on the scale and reach of digital technologies within the agricultural sector of rural

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He is the recipient of awards, scholarships and numerous research and travel grants, including for the British Council's 2020–2021 English across ASEAN Education Systems research project.

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Executive summary

This report intends to highlight current trends and contexts in the field of online continuing professional development (OCPD) for English language teachers across six ASEAN countries: Cambodia, Lao PDR, Indonesia, Myanmar, Thailand and Viet Nam. It surveys the landscape of local digital contexts, cataloguing the scope of OCPD provision and analysing English language teacher needs.

Key findings

- Teachers see a direct need for OCPD content to translate directly into classroom use.
- Issues of communication appear to persist, and it may well be that teachers are not always made aware of OCPD opportunities, particularly external offers, nor do they have the skills or time to search for them.
- Across different contexts, ensuring that additional time is given for OCPD to avoid teachers needing to use their own ‘free time’ was a concern.
- A majority of teachers use their own devices, either a laptop or mobile phone.
- Teachers who have more experience of OCPD, such as those in more developed OCPD environments in Thailand, Indonesia and Viet Nam appear to have more interest in extending their autonomy and exploring areas of ELT beyond the classroom.
- There are potential issues with inclusion for Lao PDR, Myanmar and Cambodia teachers, especially for those based in rural regions, due to limited connectivity.
- Regional providers such as SEAMEO (Southeast Asian Ministers of Education Organization) and international publishers note that connectivity is not the primary constraint for OCPD access. Organisations also have to compensate for the aptitude levels of participants in terms of their ability to study online, their levels of autonomy, and the sufficiency of their research skills.
- Improving English language proficiency remains a key perceived benefit of OCPD in English.
- Recording live events and archiving them ensures an ever-evolving content bank. Video is a preferred medium of learning online, and keeping videos short and to the point can help maintain attention.
- Much of the current support for teachers engaging in OCPD activities comes from colleagues or peers.

Introduction

Continuing professional development (CPD) is a process that allows English language teachers to build capacity and remain aware of and aligned with current teaching methodologies and emerging language teaching technologies. CPD may range from attending professional development courses and seminars to reading research papers and books, or attending workshops and conferences. Its activities are primarily aimed at helping teachers to improve their teaching practice and to become more effective educators.

While online provision of CPD resources and opportunities has developed for some time, Covid-19 undoubtedly expedited a global shift towards the greater normalisation of digital forms of CPD access, or, as we refer to in this report, online continuing professional development (OCPD). For the purposes of this report, the term OCPD is inclusive of various resources and opportunities accessed digitally, such as idea banks and downloadable resources, conferences, seminars/webinars, blogs, articles, communities of practice and training courses, although greater attention will be placed on courses and events.

The increasing shift to online resources may offer convenience for many, but it has other implications. For teach-

ers, this means, first of all, a need to have – and maintain – a device with which to access the internet, and a connection reliable enough to navigate, communicate, view and download content. Teachers also need a certain level of technical skill to be able to utilise that device effectively, something many mobile phone users may take for granted but which is not necessarily universal. In addition, teachers will also need a certain degree of professional knowledge and digital literacy to be able to evaluate these resources and use them to their best effect. That is a lot to acquire in a short period of time and, as this study shows, while many teachers have successfully made that transition, many are still in the early stages of their induction into the world of OCPD.

An early issue faced by those accessing OCPD, particularly during the advent of Covid-19, was that content was simply a direct transfer of transmission-based face-to-face pedagogy into an online environment. This often meant a proliferation of both live and recorded presentations, using teacher-fronted ‘talking heads’ applying a lecture-style approach, and was perceived by many to be uninspiring (Barnes, Greenway & Morgan, 2021). Consequently, some teacher educators began to adapt their delivery of live

sessions to include rapidly developing features of videoconferencing platforms and learner management systems that encouraged interaction (e.g., breakout rooms), or changed their lesson approaches to include more flipped content where key learning points are provided prior to the actual lesson (Moorhouse, 2020). This appeared to generate more positive results.

The lack of engaging content as Covid-19 emerged was emphasised by Mavridi (2022) in *Language teaching experiences during Covid-19*, where she referred to the first, transitional online teaching in response to Covid-19 as 'Emergency Remote Teaching' and concluded that 'both the decision making about the implementation of online learning and the ongoing teacher

support may need to take a more pedagogically informed approach in the future' (p. 44).

Mavridi *ibid.* also intimates that teachers need greater support in their approach to remote, online learning rather than in the use of digital tools. Specifically, she recommends a focus on how technology can enhance learning, how to facilitate meaningful interaction in synchronous and asynchronous modalities and how learner-centred and collaborative language learning can be encouraged. Finally, she makes a case for OCPD offers that are developed and delivered by teacher educators with extensive theoretical and practical expertise in digital language learning, as opposed to those who are merely proficient in technology.

MacKinnon and Theppasoulithone (2014) also suggest that professional development for teachers needs to focus not just on technical teaching skills but also on aspects specific to their changing agent roles. Their ongoing development and resulting agency should allow them to respond flexibly to changes and challenges through innovation, creation, experimentation, inquiry, reflection, adoption, adaptation and modification. Therefore, it is apparent that teachers need both formal and informal learning opportunities, inside and outside the school setting, to fully develop. Such formal and organised, or informal and self-exploratory, development opportunities aim to promote autonomy and critical awareness among teachers, helping them seek out and even create their own development opportunities.

It may indeed be true that 'Online CPD' allows more control over one's learning and over how much time is invested; for 'time poor' teachers this has a major logistical advantage ensuring more classroom time is optimised. (Learn Direct, 2020). However, OCPD access is not a panacea, and in many cases accessing such engagement means that teachers must expend their own personal, unpaid time to invest in their development. There is little room

for error, ineffective provision or wasted time in such offers; such issues will inevitably cause teachers to see little value in progressing through such modes of learning. There also remain strong social factors that favour in-person face-to-face delivery models, often seen as more practical and engaging by participants – and often directly organised and recognised by their employer. Changing habits, preferences and beliefs towards OCPD will take some time, and will ultimately be predicated on the quality of provision and resources available.

This report seeks to outline those current English teacher contexts, needs, preferences, experiences and expectations of future online provision, helping CPD providers and teachers from all sectors improve and optimise both current and future OCPD offers in ASEAN.

OCPD in selected ASEAN countries

The six key countries that constitute the focus of this report (Thailand, Viet Nam, Indonesia, Myanmar, Lao PDR, Cambodia) have different OCPD environments within which English language teachers must navigate offers at their disposal, in both their native language and those offers that are available to them in English. These differing environments are in part related to when each country began to develop and explore OCPD for teachers in their context, the ‘maturity’ of the sector and its offer. Covid-19 severely affected all education systems in the region and highlighted the need for effective OCPD offers moving forwards; how each context dealt, and continues to deal, with the effects of Covid-19, and subsequently utilises different OCPD offers, differs both in progress and application.

Thailand

Thailand’s policy for using technology in English language teaching had made little progress before Covid-19, and a focus on OCPD was rare (Cansiz & Cansiz, 2015; Kawanami & Kawanami, 2012). However, when education was disrupted in 2020 (Barron et al., 2021), much of the face-to-face professional development for English language teachers in Thailand was able to suc-

cessfully shift online (Kanchai, 2021; Thumvichit, 2021). Online professional training gradually became more widespread, provided by governmental organisations, non-profit associations, universities and private sector entities.

Key players in this transformation were Thailand’s national universities. For example, Chulalongkorn University Language Institute, under the support of the Regional English Language Office (RELO) and the Thammasat University Language Institute, offered a series of English language teaching (ELT) webinars focusing on online toolkits, research publications and action research (Sakulprasertsri et al., 2021). Khon Kaen University also conducted its own professional development and OCPD project called the Khon Kaen University Smart Learning project. This was launched pre-pandemic in 2018, but its focus on supporting a large group of secondary school teachers in the north-east of Thailand increased in significance as Covid-19 progressed (Nguyen et al., 2022).

Viet Nam

In Viet Nam, there has been a significant increase in OCPD provision for teachers of English as a foreign language (Truong & Murray, 2020; Van Nguyen, Sit & Chen, 2022). Early forms of OCPD in Viet Nam included asynchronous activities such as ICT-related courses, situated online courses (Burns, 2017), or massive open online courses (MOOCs) and webinars (Mai & Ocricano, 2017). Later, the impact of Covid-19 led to an increase in both asynchronous and synchronous modes online at scale (ibid.).

The convenience of OCPD in Viet Nam is well documented (ibid.), both for those delivering it and for teachers who receive it (Harmer, 2015; Peachey, 2012). Additionally, the increased

access to quality trainers afforded by digital access (Mai & Ocricano, 2017) together with the new opportunities to collaborate that it enables are seen as unique advantages of OCPD (Truong & Murray, 2020; Tudor, Stan & Paisi-Lazarescu, 2015). It has also been argued that OCPD can provide teachers with more pedagogical choices in Vietnamese classrooms (Truong & Murray, 2020) and immediate pedagogical solutions (Bates Phalen & Moran 2016).

However, OCPD also poses challenges for teachers in Viet Nam who may find the content and structure of such courses difficult to process (Mai & Ocricano, 2017). Availability of appropriate ICT resources (British Council, 2021) may also be a barrier to success, together with low digital literacy and ICT skills still prevalent among teachers in many Vietnamese contexts (Phung, 2018).

Indonesia

Indonesia's OCPD provision for English language teachers sees education-oriented universities who offer pre-service teacher education courses act as key players (Zein, 2022b). Many offer OCPD in ELT through webinars and online training. While some of the offers are conducted independently in response to teachers' needs, others are pre-selected and delivered in collaboration with prominent English teachers' associations, e.g. TEFLIN, iTELL.

During the pandemic, Indonesia saw a massive increase in internet use (16 per cent) between January 2020 and January 2021 (Datareportal, 2022). Studies also show that teachers were interested in increasing their understanding of new strategies in ELT, innovative approaches and digital tools that they could use to cope with the challenges of 'emergency remote teaching' (Silvhiany, 2022). Studies that focused on the implementation of OCPD in Indonesia's teacher's professional training (PPG) programme (Tuzahra, Sofendi & Vianty 2021; Utami, 2018)

noted the positive perceptions of teachers around integration of technology into CPD and classroom teaching, but issues such as a poor internet network, teachers' lack of technology knowledge, and low student engagement were also identified as challenges. Similarly, Utami also highlighted how the implementation of a PPG programme in Bali was hampered by instructors' unfamiliarity with the learning software, excessive workload within a given time, and incomplete online modules. Ultimately, trainers and teachers were both becoming accustomed to the OCPD environment.

Other studies in Indonesia have recommended creating OCPD communities (Anas, 2019; Silvhiany, 2022). Silvhiany, for example, argues that it is necessary to create 'a virtual space for teachers to learn and exchange ideas with other teachers as a form of continuing professional development' (Silvhiany, 2022, p. 215). Meanwhile, Anas (2019) believes that OCPD requires the development of an online community of practice to encourage online collaborative learning activity around other offers.

Myanmar

Tanaka's (2022) research in Myanmar documents training courses for primary, secondary and high school teachers in methodology and classroom practice. It highlights that after years of education sector decline, the government embarked on a national educational reform programme in 2010, culminating in the Comprehensive Education Sector Review, July 2012. The review's first phase 'Rapid Assessment' included proposals such as 'increasing basic education from 11 to 12 years and changing teachers' career structures — two major structural changes that would mean all other areas within education would have to adapt' (Howson, Htut & Lall, 2022, p. 4).

After a mid-term review (MTR) of the then current National English Strategic Plan in 2019, it was recognised that

ongoing 'reforms were complex and ambitious because they involved many large-scale activities occurring simultaneously. The MTR also stipulated that "the education reforms still had a long way to go"' (Howson, Htut & Lall, 2022, p. 5).

The digital divide is pronounced in Myanmar, with teachers in urban areas being much more able to benefit from OCPD than those in rural, often remote, regions. Alongside this are significant discrepancies in teachers' digital literacy, in both urban and rural areas. Notably, the UNESCO ICT for Education Programme found that tens of thousands of teachers from rural areas had never even used a computer (UNESCO, 2016). Additionally, English teachers' English language proficiency is also often low, which represents major challenges for engagement in OCPD that is not presented in teachers' first language.



Lao PDR

Education in Lao PDR has improved considerably, with greater use of new teaching techniques, training in teaching communicatively, use of technological media forms for education and adaptation of ICT media for teaching. However, there are still limitations, such as limited internet access in areas far from the city centres, a lack of interactive devices for teaching/learning, and limited pedagogical knowledge and techniques among teachers, all of which are critical for teaching (Southaboualy & Chulalak, 2021). Overall, digital literacy and IT skills remain low in Lao PDR, including among teachers. Although there may have been numerous OCPD activities in ELT offered in the Lao PDR context, research into the effectiveness of this area has not been broadly conducted, particularly in exploring changes in CPD due to the Covid-19 pandemic.

Cambodia

To improve English language education, the Cambodian government has, in recent years, attempted to revamp CPD in ELT. This is not only in line with the nation's foreign language policies but also commensurate with its current 'spirit of teacher education reform' (Zein, 2022a).

There are several government-led providers, such as the Institute of Foreign Languages, the National Institute of Education, and approved Teacher Education Colleges in Phnom Penh and Battambang, in addition to selected private universities and private institutes. None of these had previously offered OCPD in ELT provision before the advent of Covid-19.

Despite the difficulties encountered during Covid-19, it has been argued from some quarters that the pandemic

was 'a blessing in disguise' for the integration of technology (Kaing, 2020) and a catalyst for a shift to online education (Heng, 2020). The pandemic itself was seen as a wake-up call for the government to invest in the digitalisation of its education sector (Heng, 2021), as well as to expand and improve its e-learning programmes (Sun, 2020). Calls to improve Cambodian CPD have also been made by teaching staff (Kaing, 2020; Sarik, 2020), who recognise the need to improve, for example, their technological awareness and digital literacy. The calls are indeed encouraging, but online education in Cambodia remains rife with challenges.

These challenges include a lack of teacher and student readiness to study or teach online. Chet, Sok and Sou (2022) noted that students still preferred to study in physical classrooms, although they appeared to have coped with online classes relatively well. However, there remain serious issues with internet connection and facilities that support online learning for teachers (Pors, 2016), together with a lack of research in these areas, particularly at the level of the teacher (Eam, 2015; Heng, Hamid & Khan 2022; Moore, 2011).

The lack of prospects for career progression in ELT also creates an environment that is far from conducive to

effective CPD among teachers and lecturers. Consequently, few, if any, are likely to want to commit their own time and energy to OCPD offers outside of working hours.

The amalgamation of all these challenges has resulted in students' lack of interest in undertaking online classes (Chan & Sarik, 2020) as well as a reduction of teaching and learning quality (Soeung & Chim, 2022) through online mediums.

It is clear that each context is unique and will pose distinctive challenges to teachers in accessing OCPD opportunities. There are differences between OCPD opportunities available to teachers in countries with arguably stronger or more developed OCPD infrastructure and comparably longer histories of OCPD delivery, such as Thailand, Viet Nam and Indonesia, and those where OCPD had not yet been fully established prior to the pandemic. Policies have differed, resources available for development of online CPD processes and systems are not equivalent and, as might be expected, subsequent OCPD offers and the engagement of its recipient teachers are progressing at different rates.

Research methodology

The broad aims of the project were to:

- 1 catalogue existing digital/online CPD platforms and services across the six specified ASEAN countries and the region
- 2 develop recommendations on strategies, partnerships, content and methods of delivery that can support future OCPD access for teachers in ASEAN.

The project had three phases.

Phase 1.

Gather and record baseline data on the current landscape of OCPD in the six ASEAN countries individually, regionally and from the perspective of global providers operating in the region.

Phase 2.

Local researchers in each country built upon the baseline research and investigate further to offer an overview of the current situation locally, identify good practices and innovations and, where applicable, make specific recommendations for future development of teachers.

Phase 3.

Produce a regional report that offers comparisons between the six countries and identifies possible future opportunities that can support online teacher development.

Research questions

A series of research questions related to areas of interest were developed. These are referenced throughout the text.

- RQ1 Accessibility: how can the most marginalised be reached?
- RQ2 What are the barriers and enablers for accessing relevant CPD resources?
- RQ3 Which organisations have the widest online reach in education in the six countries?
- RQ4 What OCPD do teachers in the region engage in?
- RQ5 What are the favoured options of English teachers for online participation in CPD activities?
- RQ6 What are the social media habits of English teachers?
- RQ7 How might localisation improve English language teaching in terms of teachers having the knowledge, skills, confidence, self-belief and motivation to teach language content effectively within their local context?
- RQ8 What existing online models could be viable in countries in the ASEAN region to help target and build English teacher communities?

Procedure

Research conducted to inform this report was carried out through the following activities:

- a)** initial desk research (April–June 2022) that catalogued the providers of OCPD in ELT in six ASEAN countries
- b)** a literature review of work done around the impacts and challenges of OCPD locally and regionally
- c)** remote interviews with key online regional and global CPD stakeholders to understand the scope and future direction of their OCPD provision for English language teachers
- d)** remote interviews with English language teachers and trainers to understand their needs and desires for future OCPD provision
- e)** an online survey of teachers.

Online survey

The online survey was hosted on the SurveyMonkey platform. It comprised 53 questions categorised under the following broad headings:

- Demographics and geography
- Teaching background
- Internet and devices
- Awareness of local OCPD provision
- The impact of Covid-19 on local OCPD
- Participation in OCPD
- Reflections on OCPD
- Social media and OCPD
- The impacts of OCPD
- The future of OCPD

The survey was developed in English and then translated into the relevant national language for online distribution. The online survey was disseminated in various ways, including through

the British Council's social media accounts, through locally accessible social media channels and through local targeting of relevant ELT networks available to the research team.

The survey results were analysed both quantitatively and qualitatively, applying an inductive approach to open response items. Those open responses deemed illustrative of teachers' experiences of, and attitudes to, OCPD were analysed in greater detail. This approach helped identify common themes and trends.

In the case of individual qualitative questions, unfortunately many of the replies were deemed redundant as they were either incomplete or did not respond to the question asked. Examples of recorded qualitative responses can be found across this report, and these serve to support and supplement key findings where appropriate.

Stakeholder interviews

To better understand the current context, numerous stakeholders were approached for their views on the impact of Covid-19 on CPD over the preceding years. They are listed here and categorised based on their perceived scope and significance. Some organisations feature twice, highlighting different levels within organisational hierarchies.

Regional

- Regional governmental CPD providers SEAMEO, RELC; SEAMEO QITEP
- Teacher associations IATEFL, TESOL
- SEAMEO centres: QITEP, RELC, RETRAC, INNOTECH
- Governmental, e.g. British Council, RELO: US State Department, with an international offering non-specific to the target audience
- International publishers and testing and accreditation bodies with an international offering non-specific to the target audience

International

- Bridge
- Cengage Publishing
- Cambridge University Press
- EAQUALS
- Macmillan
- TESOL USA
- British Council
- RELO
- International commercial providers of OCPD such as FutureLearn and Coursera

National

- Ministries of Education – through national training centres
- Ministries of Education – inspectors, supervisors and teacher educators
- Teacher training universities or universities delivering CPD
- Governmental, e.g. British Council, RELO: US State Department
- Local publishers and testing and accreditation bodies
- National teacher associations

To investigate specific information within each country, the research team engaged the following organisations:

Viet Nam

- Cengage Learning
- National Foreign Language Project, MOET
- University of Languages and International Studies
- STESOL
- VietTESOL
- SmartLearn Solutions (Australia)

Lao PDR

- MoES (Ministry of Education and Sport)
- National University of Lao PDR
- Champasack University
- Souphanouvong University
- Khangkhay Teacher Training College
- Savannakhet Teacher Training College
- Pakse Teacher Training College

Indonesia

- Teacher associations (iTELL and IERA)
- Universities offering Pendidikan Profesi Guru (PPG) – teacher professional education from the Indonesian government (UPI and UNLAM)
- Universities offering free online continuing professional development (UKSW and UNEJ)
- Teacher communities (KKI and MGMP Samarinda)

Myanmar

- Myanmar TESOL
- Yangon University of Foreign Languages
- National Centre for English Language (NCEL)

Thailand

- Thai TESOL
- Khon Kaen University
- Burapha University
- Ubon Ratchathani Rajabhat University
- Mahasarakham Rajabhat University
- Suan Sunandha Rajabhat University
- Chiangmai Primary Educational Service Area
- Human Capital Excellence Management Center (HCEC)
- Satrichaiyaphum School

Cambodia

- National Institute of Education
- Battambang Teacher Education College
- Royal University of Phnom Penh
- Paññāsāstra University of Cambodia
- Teacher training and leadership associations
- NTC Training Center

Results of data analysis

The following sections explore the aforementioned research questions with reference to relevant survey and interview data.

Regional and international provision of OCPD

RQ8: What existing online models could be viable in countries in the ASEAN region to help target and build English teacher communities?

Prior to surveying English language teachers in the region, a number of regional and international CPD providers were first interviewed to investigate organisational objectives and rationales behind their OCPD offers. Those providers included SEAMEO centres, international publishers, universities and other prominent OCPD providers in the region. Some key themes emerged from the interviews. These are summarised below, along with selected quotes for further emphasis.

From discussion, it was clear that OCPD providers consulted recognise the potential of OCPD to maximise reach and inclusion. A Cengage representative noted:

It offers the chance to have a much larger reach, as well as offering an opportunity to listen to and sometimes speak with an expert who would not otherwise be available.

Respondent, Cengage

The representative of SEAMEO QITEP noted both key challenges and advantages of OCPD. They highlighted that many of the challenges facing teachers still relate to low aptitude levels for engagement in OCPD rather than potential connection issues. However, they also emphasised the important role OCPD has in reaching teachers who otherwise would not have access to professional development opportunities, and noted that lower delivery costs and the potential for expanded reach are also a clear advantage for them.

OCPD is important for countries like Myanmar and others where it's difficult to run face-to-face courses, and we can run Virtual Conferences that are 20% cheaper than F2F ones.

Respondent, SEAMEO QITEP

Despite these benefits there is still reticence towards moving CPD entirely online for some. The Macmillan representative noted that:

Teaching and teacher training is a very human endeavour and we need that F2F contact in order to convey 100% what we need to. Online learning allows for many logistical benefits but doesn't allow us to reach every participant like we would do in a F2F session.

Respondent, Macmillan

Evidence from the interviews indicated a consistently positive response from English language teachers for online workshops (webinars). For example, Cengage claimed to average 100 to 150 participants per online session across the six countries that inform this report, although they note that there is more involvement from participants in Viet Nam and Thailand based on their business engagement in those countries. While these numbers do indicate positive interest and enthusiasm, the numbers undoubtedly remain small compared with the number of ELT teachers in each context.

Providers of OCPD also noted that teachers are highly interested in CPD offers that can generate an attendance certificate and those that are internationally recognised:

Certificates of attendance are very important in the region.

Respondent, Cambridge University Press

Most providers commented on teachers' continued preference for face-to-face CPD, but their reasons for this were not necessarily connected to the medium's efficacy. Rather, it appeared to highlight ongoing issues teachers had in accessing OCPD. The most frequently cited issues mentioned by OCPD provider representatives were teachers having to attend OCPD events in their 'free' time, receiving no contributions to costs incurred in participation, as well as a common lack of familiarity with, and confidence in, online study.

On this point, the Cengage representative noted:

I believe that a lot of this perception comes down to the experience that they have. If the experience is professional, organised, well presented and inspiring, they will be much more agreeable to these events in the future.

Respondent, Cengage

Survey demographics

The target number of respondents per country was 500. Owing to a number of factors, this was not achieved. However, a total of 4,192 responses were received for the regional survey, the majority of which were English language teachers. Table 1 presents the disaggregation of responses by country.

The total number of questionnaire respondents exceeded the target in all countries except Lao PDR and Cambodia, where response numbers were disappointingly low. Conversely, the response rate was particularly high in Viet Nam.

In Lao PDR and Cambodia, access to teachers in basic education (i.e. government schools) was problematic. This was in part due to prohibitively long time requirements for approval of data collection through ministry channels. Following those time frames would have adversely affected the project timeline and was therefore not feasible for this report. Other factors in each context, beyond the control of the research team, may also have impacted on response numbers.

Table 1: Survey responses by country

Country	Population (2020 ¹)	Survey responses (n)	% of all responses
Indonesia	273,523,615	939	22%
Viet Nam	97,338,579	1,314	31%
Thailand	69,799,978	938	22%
Myanmar	54,409,800	496	12%
Cambodia	16,718,965	194	5%
Lao PDR	7,275,560	199	5%
		4,080	100%²

1. Data: wordlometers.info

2. Survey numbers are rounded to the nearest whole number.

Geographical distribution

Overall, the majority of respondents were based in urban areas (53.3 per cent urban, 42.2 per cent rural), which was perhaps to be expected in some contexts given concerns about device access and internet connection. This ratio is not necessarily representative of different populations' geographical distributions (see Table 2), which vary significantly.

Of particular note is Myanmar, where the high proportion of urban respondents to the survey is not representative of the country's actual urban : rural spread. Our findings show that the many Myanmar respondents were from

the private sector, and not teachers in public schools. Reasons for increased engagement with this sector are unclear and may be related to factors such as device access and connection, interest or simply inadequate survey distribution. In Lao PDR, the imbalance appears to be related to difficulties in reaching classroom teachers in basic education, as noted above. In the Lao PDR context, a large body of the respondents were from urban university professional networks identified and accessed by the local researcher.

Outside of Myanmar and Lao PDR, a reasonable balance of rural and urban respondents was achieved.

Table 2: Urban : rural data by country

Country	Country ratio (actual)		Survey respondent ratio		Difference	
	Rural (%)	Urban (%)	Rural (%)	Urban (%)	Rural (%)	Urban (%)
Indonesia	50	50	53	42	+3	-8
Viet Nam	67	33	58	38	-9	+5
Thailand	49	51	57	40	+8	-11
Myanmar	69	31	23	74	-46	+43
Cambodia	75	25	45	51	-30	+26
Lao PDR	63	37	17	75	-46	+38
Average	62.1	37.8	42.2	53.3		

Population ratio source <https://www.statista.com/>

In Thailand and Indonesia, the sample has greater representation from the rural teacher population, possibly suggesting better online access for teachers in those contexts.

Gender

The gender of respondents was compared with data denoting the proportion of women teaching within basic education as reported by UNESCO (<http://data.uis.unesco.org>: from 2018 to 2021). Differences are noted in Table 3.

When compared with UNESCO data, women in Indonesia, Viet Nam and Thailand appear to be over-represented in the sample by between 4 and 7 per cent in primary education and between 7 and 17 per cent in secondary. The Myanmar sample almost exactly matches the actual proportion reported within the education system as a whole, although there is no breakdown by sector. This perhaps suggests equitable access to digital devices, connections and services is available to women in these contexts. Further investigation is required to confirm this.

Table 3: Gender balance by country

Country	Survey % female	Education system % female	Difference
Indonesia	74%	67% primary, 57% secondary	+7 to +17
Viet Nam	83%	79% prim, 69% sec	+4 to +14
Thailand	75%	68% prim, 70% sec	+7 to +5
Myanmar	79%	80% ³	-1
Lao PDR	46%	54% prim, 51% sec	-8 to -5
Cambodia	28%	52% prim, 47% sec	-24 to -19

Source: UNESCO

In Lao PDR, there is a small under-representation with eight per cent less than the female representation levels in primary, and five per cent less in the secondary sector according to UNESCO statistics. Differences are more pronounced in Cambodia,

where the sample is under-represented by 19 per cent and 24 per cent across the primary and secondary sectors, and by extension this means that males are over-represented based on national figures available. Reasons for variations in engagement are unclear and could

3. Only whole education system data available

perhaps relate to issues of access to interest, in or awareness of the survey. To explore available online access for

women and girls in these contexts, more gender-focused investigation may be required.

Experience and age of respondents

In relation to the age and experience of respondents, some similarities between the respondent groups were found in the data. In Viet Nam (73 per cent), Indonesia (67 per cent), Thailand (45 per cent) and Lao PDR (62 per cent), a significant number of respondents had over ten years' teaching experience, while teachers from Myanmar and Cambodia had only 33 per cent and 42 per cent, respectively. Notably, 23 per cent of respondents from Myanmar had less than two years' experience in

teaching, highlighting a significant inexperienced teacher group that may be in immediate need of CPD support.

The age ranges recorded indicated an older teaching population in Thailand, Indonesia and Viet Nam, while Lao PDR, Myanmar and, in particular, Cambodia noted a younger overall demographic. This may have some bearing on the teachers' preferences in relation to CPD, and their overall digital skill sets (see Figure 1 below).

Viet Nam

Approximately 50 per cent of respondents were between 41 and 50 years old, while only 12 per cent were under 30 years old. Of the total respondents, 73 per cent had ten years or more ELT experience, while only five per cent had five years' experience or less.

Indonesia

Respondents had a similar age and experience profile. Data revealed that 37 per cent of respondents were 30–40 years old and 34 per cent were between 40 and 50. Of all respondents, 67 per cent had ten years or more ELT experience.

Thailand

The largest group of respondents (39 per cent) were between 31 and 40, while 24 per cent were between 41 and 50. Only 25 per cent were under 30. In total, 70 per cent of respondents had more than six years' teaching experience; of these 25 per cent had between six and ten years', with the remainder (44 per cent) having over ten years' experience. In Thailand, around 30 per cent of respondents had five years' experience or less.

Myanmar

Of the total respondents, 49 per cent were under 30, with 39 per cent between 30 and 40 years old. Only five per cent were over 50. Of the total number, only 33 per cent have been teaching English for more than ten years. Myanmar had the largest percentage of respondents who were within their first two years of teaching (23 per cent).

Lao PDR

Of the total respondents, 52 per cent were under 40 years old. However, a large proportion (64 per cent) have been teaching English for more than ten years, suggesting many began their classroom careers in their early 20s.

Cambodia

In this context, 39 per cent of respondents were under 30, with 43 per cent between 30 and 40 years old. Only four per cent were over 50. Data revealed that 42 per cent of respondents have been teaching English for more than ten years. Cambodia had the second largest percentage of respondents with less than two years' experience (15 per cent), although the actual number of such respondents is considerably lower than those in Myanmar.

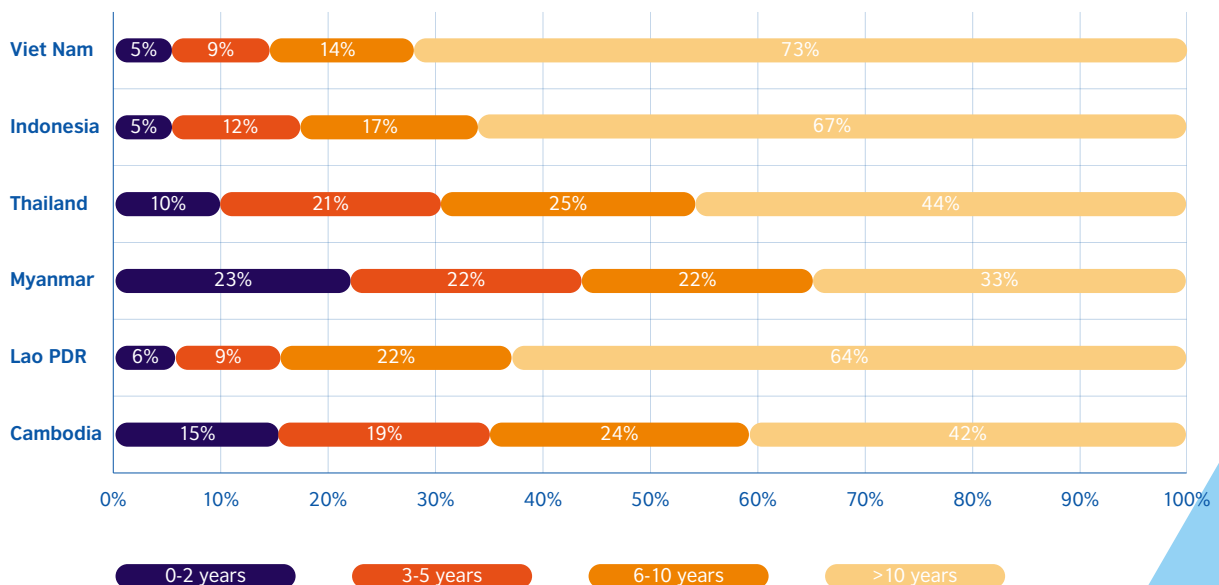


Figure 1: Experience levels (years) of respondent teachers in each country

Professional roles

The Viet Nam respondent sample noted the greatest number of salaried English language teachers (86 per cent), followed by Indonesia (72 per cent) and Thailand (71 per cent). The Myanmar respondent profile stood out as the majority were freelance or part-time

English teachers, exceeding the number who stated they were salaried English teachers (see Figure 2). Similar to previous data sets, this may be related to survey distribution, but perhaps may also reflect a greater willingness or time to interact online within certain groups.

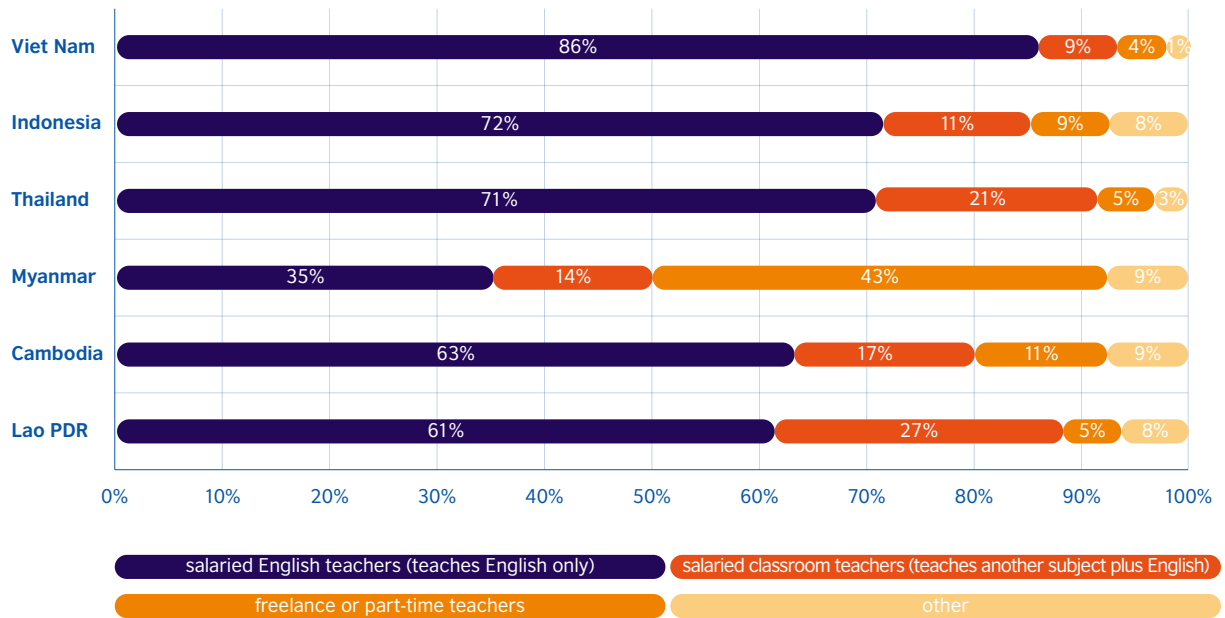


Figure 2: Professional roles of respondents

Education sector

In all countries, except Lao PDR and Myanmar, most respondents teach in the secondary sector (see Figure 3). Large proportions of respondents teach in the primary sector in Myanmar (18 per cent), Thailand (21 per cent), and Viet Nam (18 per cent). A significant

percentage of Lao PDR respondents (52 per cent) are from higher education, which appears to be an outlier in the survey and, as highlighted, was in part due to access issues within basic education experienced by the research team.

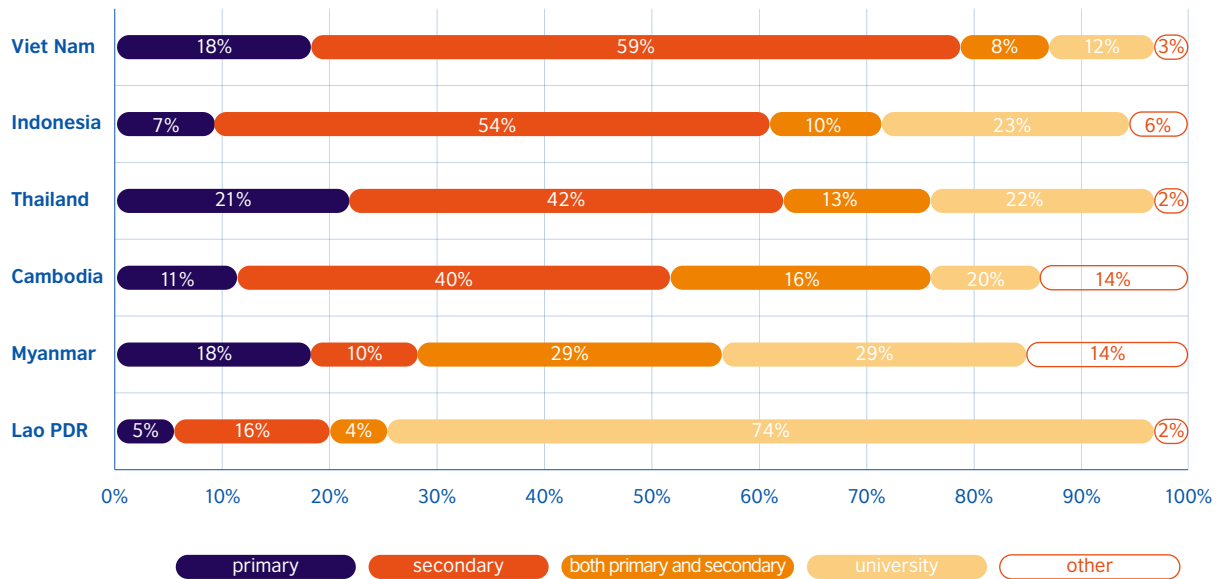


Figure 3: School level of respondents

Qualifications

In terms of qualifications, 75 per cent of the teachers who responded to the survey have a bachelor's or master's degree. Lao PDR has the largest number of PhDs, though this is per-

haps to be expected because most respondents are teachers in higher education. Overall, the majority of the respondent group were educated to tertiary level.

Getting online

RQ1: Accessibility: How can the most marginalised be reached?

RQ2: What are the barriers and enablers for accessing relevant CPD resources?

Figure 4 shows the variation in connectivity that the teachers experience across the six countries.

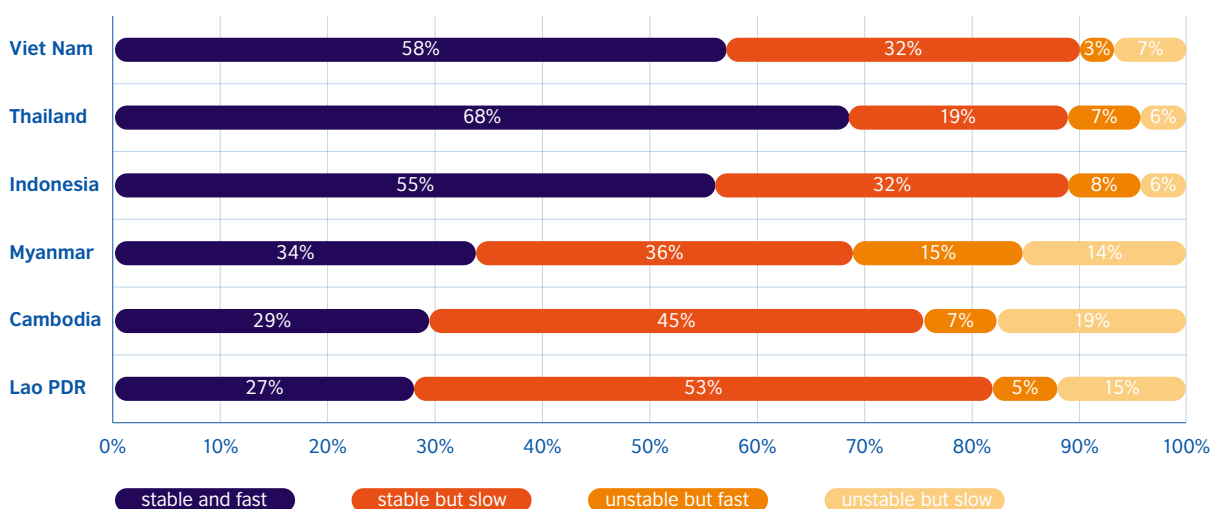


Figure 4: Reported speed and stability of internet connections across the region

Thailand, Indonesia and Viet Nam appear to have the best connectivity, with over 80 per cent of the teachers in each country having access to a stable connection, albeit, perhaps importantly, not always a fast connection. In contrast many teachers in Myanmar, Cambodia and Lao PDR have slow connections, and between 20 per cent and 30 per cent have unstable connections.

These external conditions will likely impact teachers' ability to participate in OCPD and in many cases may prohibit it. Therefore, OCPD provision, in Myanmar, Cambodia and Lao PDR in particular, must take account of these constraints and build in compensatory measures for teachers with low connectivity. For example, file size for downloads

should be minimised, while asynchronous activities through lower bandwidth platforms might be explored.⁴ Recording and archiving audio and video recordings of live events also opens these resources up to being downloaded over time on slower connections and accessed when internet connections allow.

It should be noted, however, that the survey that gathered this data was conducted online, and therefore it was highly likely that respondents would have 'reasonable' access to the internet to be able to complete it. Further investigation, possibly field work, is required to fully understand the needs of teachers who may not have such access immediately available in each context.

4. For example, WhatsApp, Zalo or Telegram, rather than Teams or Zoom.

Device access

In all six countries, data suggests that teachers are reliant on their own devices⁵ for OCPD access. A significant number have never used a device provided by their school, with the highest proportions of teachers in this group being from Myanmar (52 per cent) and Cambodia (38 per cent).

Even in countries such as Thailand, Indonesia and Viet Nam, where internet access would seem to be better (Figure 4) and the local OCPD environment more developed, the percentage of teachers who use a device provided by their school is less than 30 per cent (at 22 per cent, 29 per cent and 22 per cent respectively). High percentages also report never having had access to a government-provided device: Myanmar 82 per cent, Cambodia 79 per cent, Indonesia 59 per cent, Thailand 57 per cent, Viet Nam 49 per cent, Lao PDR 37 per cent.

Limited access to devices is likely to constrain teacher participation in OCPD, particularly for those who may

not be able to afford to buy an adequately equipped personal device that enables full engagement, i.e. a laptop or tablet.

Figure 5 shows that the largest percentage of respondents in all six countries use laptops to access OCPD. This is likely because it enables better participation in terms of viewing resources, engaging interactively, and storing and managing files. Mobile phones are also frequently used by respondents in all six countries. In Cambodia (46 per cent, always use) and Lao PDR (42 per cent always use), where the internet is potentially less stable for many teachers, the mobile phone represents a significant proportion of devices used for CPD access, only trailing the use of laptops for OCPD purposes, at 48 per cent and 57 per cent, respectively. This may suggest that mobile and multipurpose devices are preferred or more readily available.

5. Including phones, laptops and tablets

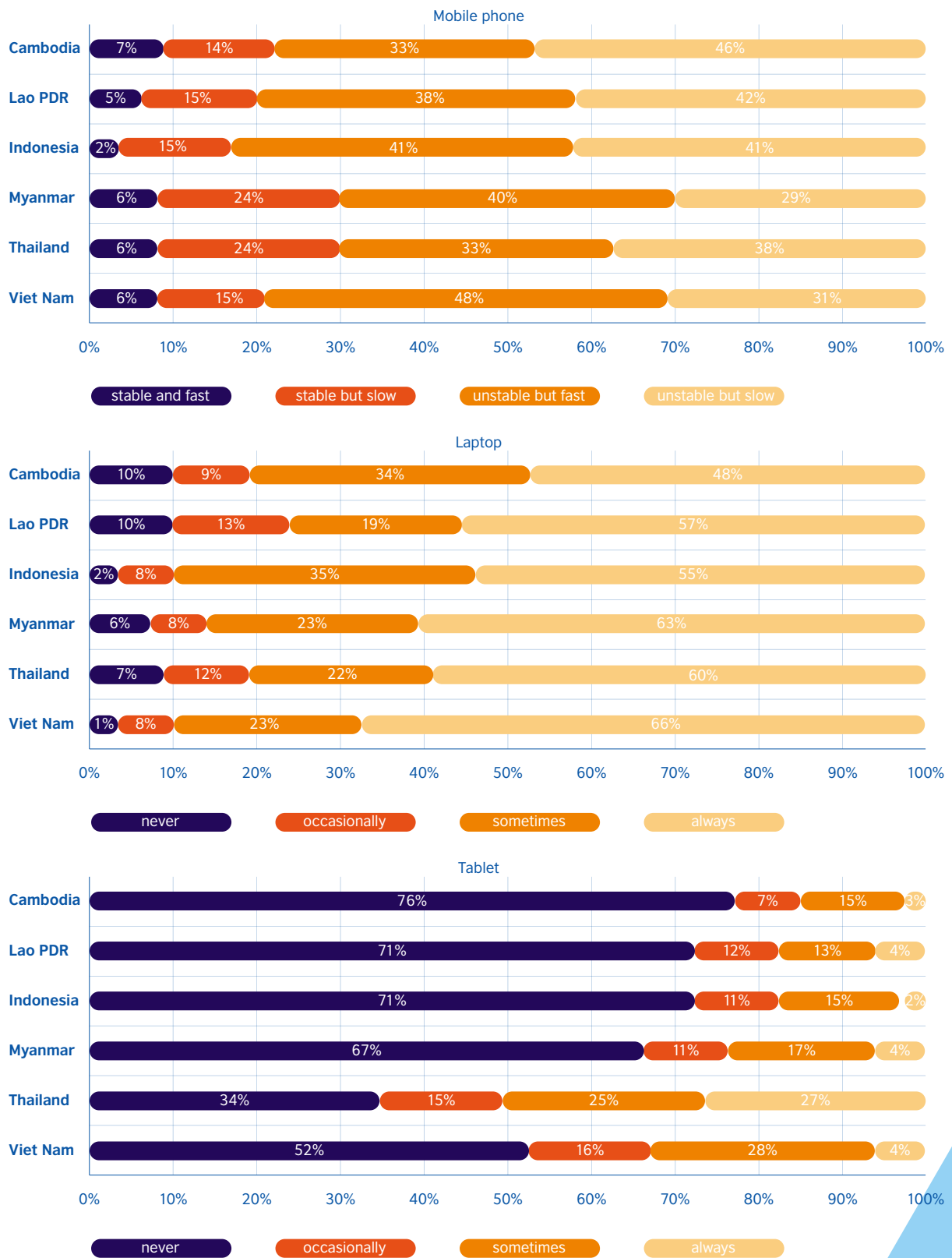


Figure 5: Types of devices used to access the internet

Data costs

The majority of respondents in the six countries surveyed reported that data costs incurred in accessing the internet do not prevent them from participating in OCPD.

However, in Lao PDR it was identified as a barrier for 59 per cent of the respondents. This is notable because the majority of respondents were from urban areas, yet internet speeds were also reported as being slow. The Lao PDR respondents also predominantly came from higher-education contexts that might reasonably be expected to have better internet connections available through their institutions, yet still identified this as an issue. More widely,

this may indicate that internet speeds and high cost present a significant barrier to OCPD access for teachers across Lao PDR. While not the majority, a highly significant proportion of respondents in all countries do report that data costs remain an issue for them (see Figure 6). When filtered for government school teachers, the percentage of respondents reporting these issues in each country increased by approximately three to five per cent, suggesting that public school teachers may be more adversely affected by this. The following recorded statement by a teacher in Myanmar starkly highlights this problem:

The data fee in Myanmar is more than a Myanmar teacher salary.

Teacher, Myanmar

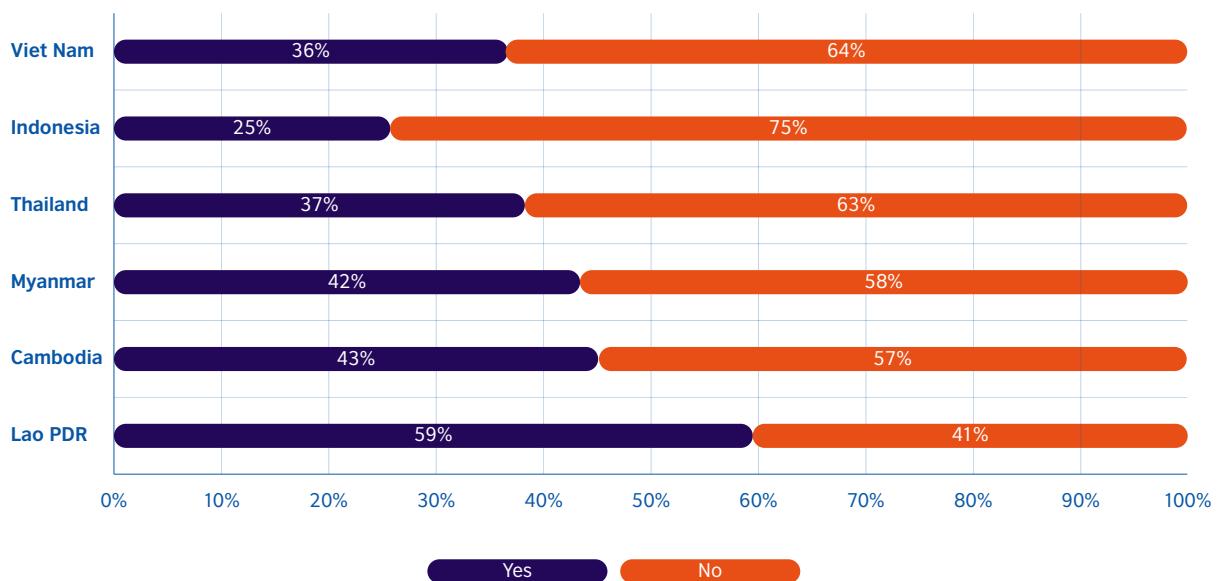


Figure 6: Are data costs a barrier to access?

Awareness of OCPD

In response to the question of whether respondents were aware of online professional development being provided by the local ministry of education, in the majority of countries surveyed, 60 per cent of respondents were aware (see Figure 7).

Of the three countries that, on the basis of previous figures and contextual backgrounds, appear to have better overall internet access and more established OCPD provision, teachers in Thailand and Viet Nam (64 per cent and 72 per cent respectively)

displayed higher awareness of OCPD offers supplied by local ministries. Indonesian respondents (60 per cent) also reported having relatively high awareness of such opportunities. This may indicate that infrastructure in these contexts, and by extension OCPD communication strategies and planning, are relatively strong. Alternatively, teachers may be more digitally literate and able to maintain awareness independently. Further study of how OCPD is communicated in each context would be required to better understand this.

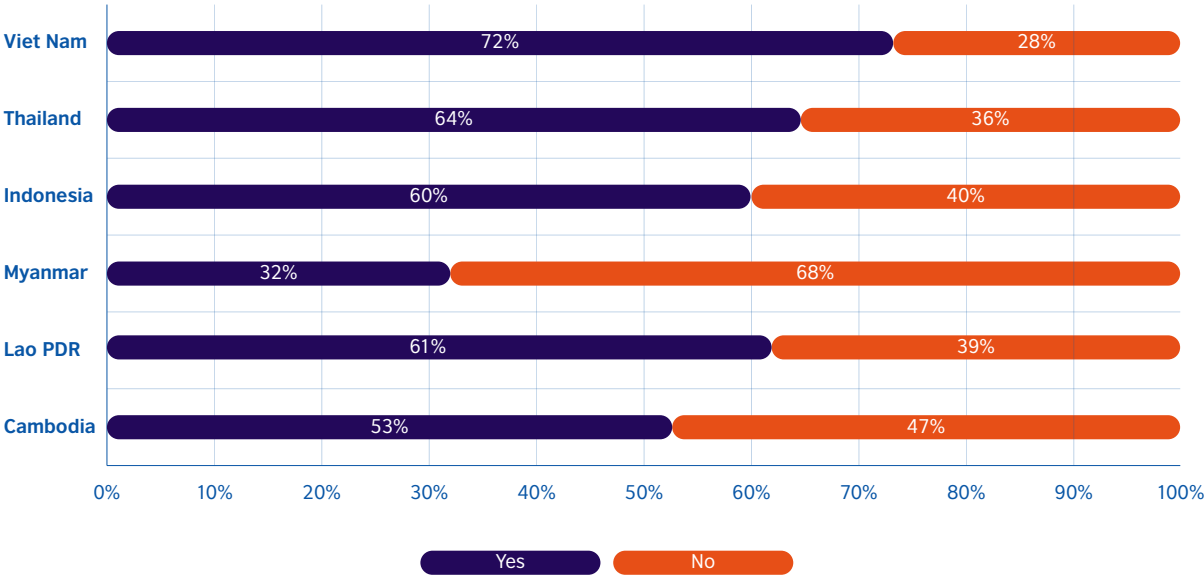


Figure 7: Awareness of government OCPD provision

Respondents from Lao PDR report awareness of government-backed or offered OCPD at 61 per cent. When filtered for public school teachers only, the figure remains relatively high at 58 per cent. However, the sample is too small to be significant, and it is likely that public school teachers who accessed and completed the online survey in Lao PDR, given the limitations in distribution, may already have established mechanisms for building awareness of online initiatives that are not representative of the majority. Of the other two countries, Cambodian respondents reported a lower overall level of awareness at 53 per cent, while those in Myanmar reported only 32 per cent.

Thailand (70 per cent), Indonesia (64 per cent) and Myanmar (57 per cent) all reported relatively strong perceived increases, while Cambodia (52 per cent) and Lao PDR (54 per cent) saw more moderate numbers. All were over 50 per cent. This suggests that greater resources and importance were placed on OCPD by governments and key providers as it became apparent that the face-to-face options needed alternatives.

Viet Nam (51 per cent) had the lowest perceived increase. It is important to consider, however, that Viet Nam already had a foundation of online continuing professional development prior to the pandemic, and therefore supplementation of this, or attribution to Covid-19, may not have been as apparent to teachers there.

When asked about whether Covid-19 had seen an increase in provision of OCPD (see Figure 8), respondents from

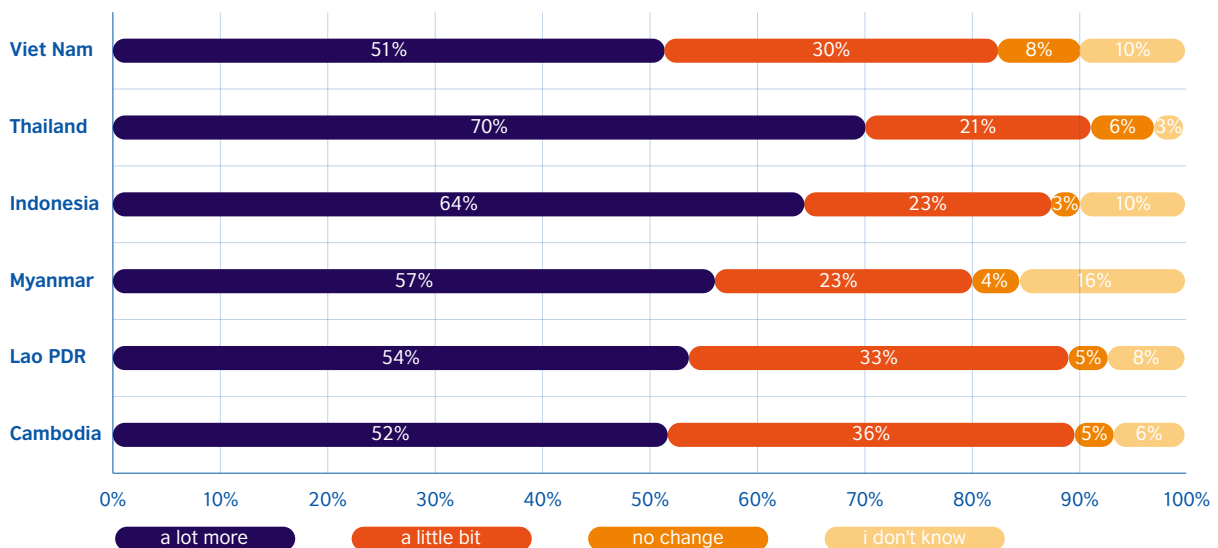


Figure 8: The extent to which the Covid-19 pandemic increased the amount of online CPD in local English language teaching

OCPD providers

RQ3: Which organisations have the widest online reach in education in the six countries?

OCPD providers were categorised for the survey as follows: government training agencies, teacher associations or similar, schools, private CPD providers, local or national universities, international universities, international organisations, international publishers, and ASEAN-based organisations.

Spidergrams depicting their percentage market penetration according to survey results in each country are depicted in Figure 9. For ease of reference, a ‘full’ profile would be completely round, and therefore dips in any one dimension show where provision by that provider type may be lacking in that country.

The graphs show the percentages of respondents stating that they had attended OCPD with each of the provider types over the previous two years. When reviewing the results, it is important to consider that each type of organisation may have a specific agenda and target audience, and this may not be fully represented by the respondent sample.

In summary, the findings from the data were as follows.

On average, government training agencies appear to have relatively similar OCPD offers to teacher associations or local or national universities. Numbers do appear low as educa-

tion ministries normally have direct access to public sector teachers and the ability to incentivise and record CPD attendance.

Teacher associations or similar have the widest reach in all countries except Thailand and Cambodia. This may be explained by the fact that CamTESOL is a relatively small and new organisation at the time of writing, while ThaiTESOL partners with universities locally, and respondents' perceptions may be that the university partners are the primary OCPD organisation.

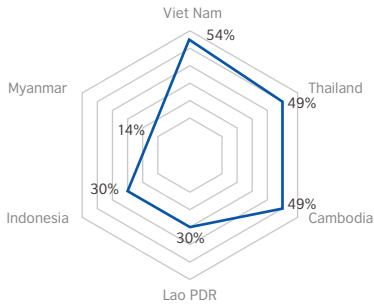
Of all organisations explored here, teacher associations have the most 'rounded' profile regionally, suggesting that they are more successful in accessing teachers and having them join in their online activities. Even in Myanmar, local teacher associations appear to fare as well as internationally funded organisations like RELO and the British Council, although in such cases the language of delivery may also be significant.

Schools have done reasonably well in providing their own OCPD. Data showed that 40–50 per cent of respondents took part in school-based CPD in Viet Nam, Thailand and Cambodia,

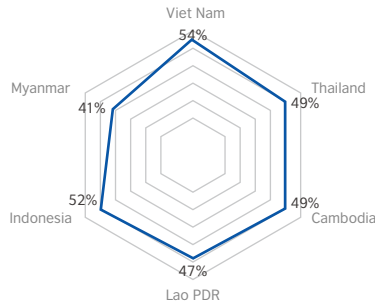
highlighting that teachers are engaged in developing themselves through their institution in addition to other options. Reasons for this may vary, but the following are potentially contributing factors: relevance to personal context, quality of existing offers and a strong local culture of engagement in CPD. Additionally, CPD options in 'work time' may be more attractive to many. For Lao PDR, school-based CPD is the main form of OCPD for most teachers. This may in part be due to previously highlighted challenges with internet speed and cost when accessing OCPD independently. However, again, the sample is too small to be significant, and this is merely an assertion.

Myanmar (28 per cent) and Indonesia (34 per cent) had relatively low numbers who attended school-based OCPD offers, perhaps suggesting there is more engaging content elsewhere, e.g. private providers (36 per cent, 42 per cent) and teacher associations (41 per cent, 52 per cent), or that little is currently on offer.

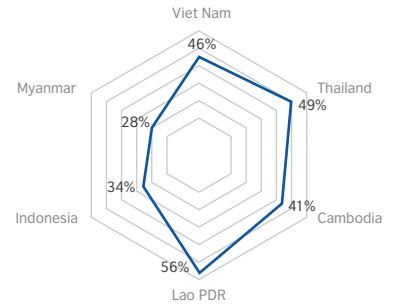
Government training agencies



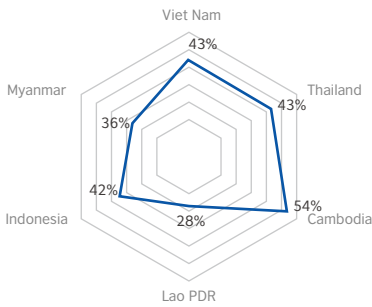
Teacher associations or similar



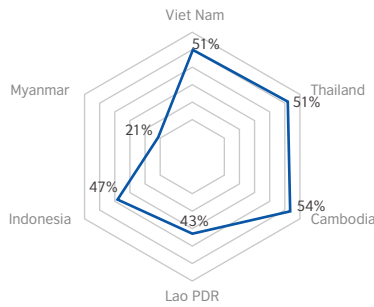
Schools



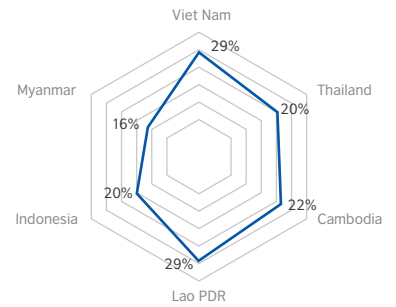
Private CPD providers



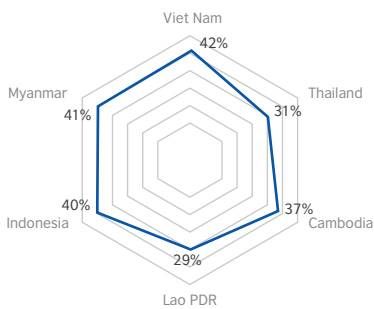
Local or national universities



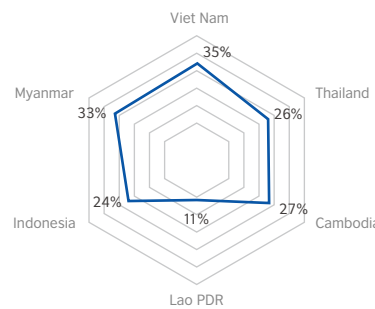
International universities



International organisations



International publishers



ASEAN-based organisations

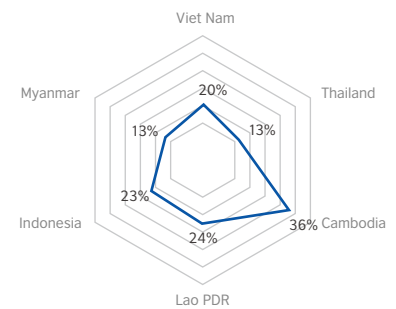


Figure 9: Market penetration by different types of organisation in each of the six countries

Private CPD providers of OCPD

appear to be more engaged with teachers in particular markets such as Cambodia (54 per cent), Thailand (43 per cent), Viet Nam (43 per cent) and Indonesia (42 per cent). Possible interpretations of 'private' by respondents might have included NGOs.

In all countries except Myanmar, **local or national universities** are some of the strongest providers, along with governments and teacher associations. Possible reasons for this may include wider and more direct promotion to teaching bodies, the running of activities in the native language rather than in English – making them more widely accessible – and the content of the OCPD provision being targeted at specific local issues and priorities.

International universities were used by relatively low numbers overall. Viet Nam (29 per cent) and Lao PDR (29 per cent) show stronger participation rates than other countries, although the differences are minimal, with the exception of Myanmar at only 16 per cent of respondents using these providers. Again, the Lao PDR sample is higher-education based and may not be representative of the basic education teacher population.

International organisations, including the British Council and RELO, attract most teachers from Indonesia (40 per cent), Viet Nam (42 per cent), and Myanmar (41 per cent), who all participate widely in their online activities. Cambodia (37 per cent) also has a strong showing in this regard.

However, in Thailand, while the numbers recorded here are significant (31 per cent), looking across the data set, it appears that teachers prefer home-grown OCPD activities provided by their universities, teacher associations, their schools and the government, all of which attract larger numbers compared to offers by international providers.

International publishers inevitably target markets where they can sell books and related products. The respondent demographic included strong representation from the private sector, where coursebook selection is perhaps less restricted. This private sector demographic may therefore have more flexibility and reason to access events held by publishers. Myanmar (33 per cent) and Viet Nam (35 per cent) in particular noted the strongest engagement with OCPD offers from international publishers,

which may also suggest that these are more readily available in those contexts.

ASEAN-based organisations such as the SEAMEO centres (Regional Centre for Educational Innovation and Technology, INNOTECH Philippines; Regional Centre for Quality Improvement of Teachers and Education Personnel (QITEP) in Language, Indonesia; Regional Language Centre, RELC Singapore; Regional Training Centre, RETRAC Vietnam; Regional Open Learning Centre, SEAMOLEC Indonesia; Regional Centre for Technical Education Development, TED Cambodia) have the smallest recorded audiences. It is noted that the greatest access to such events happens in what might be regarded as the least economically developed countries, such as Lao PDR (24 per cent) and Cambodia (36 per cent). Indonesia (23 per cent) and Viet Nam (20 per cent) also feature strongly

in the responses, perhaps because of the presence of education-based SEAMEO centres in those countries, while there is very little engagement with their OCPD offers in Myanmar and Thailand.

Based on the respondent data, there is no single organisation or entity that dominates OCPD in the ASEAN context. Each country has its own contextual factors to navigate, and teachers will engage with OCPD content for numerous reasons, not least time, need and accessibility.

Overwhelmingly, teachers across various contexts appear to prefer locally sourced and delivered OCPD offers, very likely delivered in the native language, although ‘international organisations’ and to some extent international publishers also constitute a significant segment of respondents’ OCPD time.



Experience of OCPD

RQ4: What OCPD do teachers in the region engage in?

When asked which types of OCPD activities they had taken part in most regularly over the past two years, participants highlighted webinars, training courses including MOOCs,

conferences, listening to podcasts, reading blogs, watching online videos and discussing ideas online with peers. The regional popularity of each online activity can be seen in Figure 10.

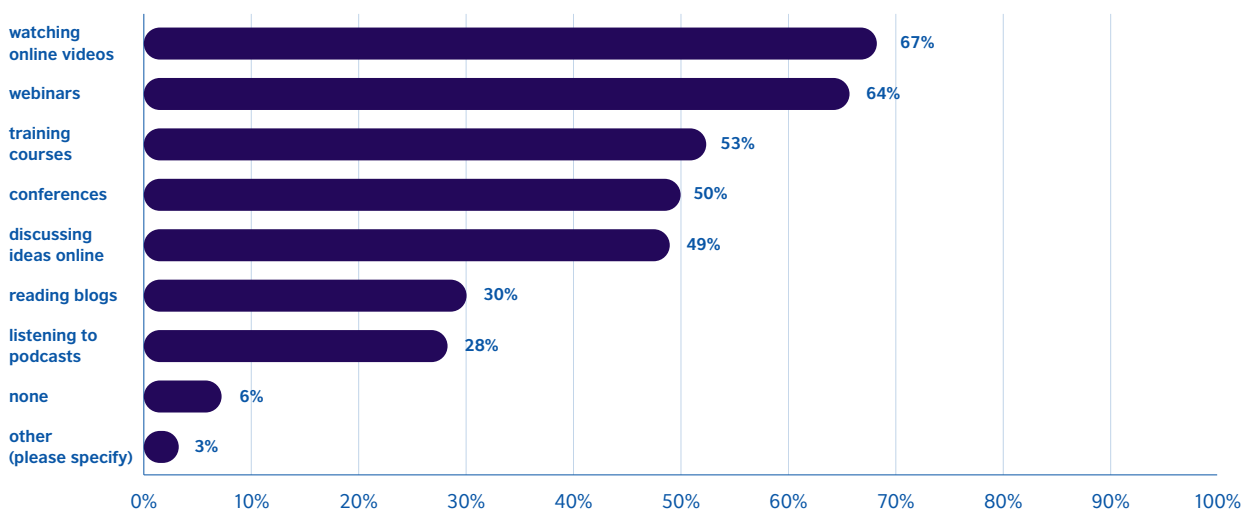


Figure 10: OCPD activity popularity

Importantly, however, the language of delivery was not clarified. It is important to note that, with the exception of videos, many of the events attended are live and may offer little support for those who are not confident in English. Consideration of the medium of delivery and language should be made in developing such events. Given the previous data set that revealed a preference for local providers of OCPD, this suggests many activities could be

offered in the respondents' native language.

Similarly, more information is needed on the length of videos accessed by teachers, to find optimum formats for future OCPD support. It may be assumed that if videos form part of other activities mentioned, they will be relatively short, but if they are accessed independently – or are recordings of a specific event – then they may be longer.

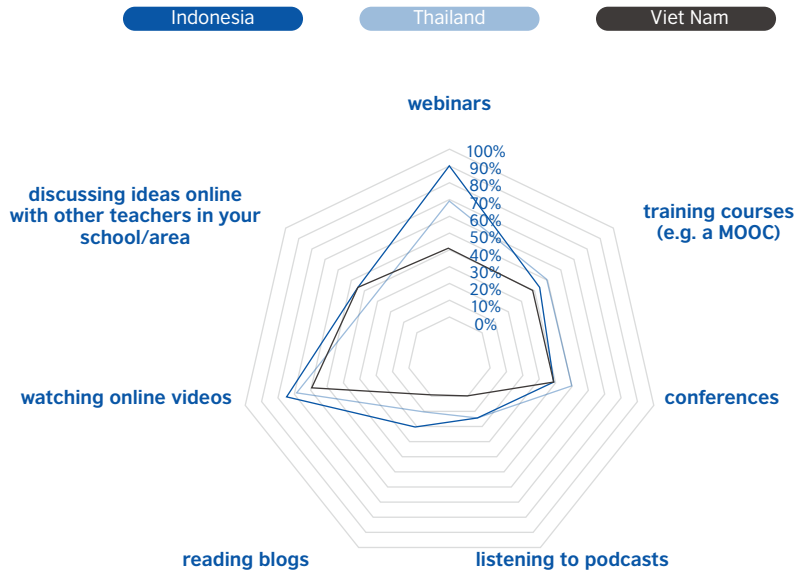


Figure 11: Popularity of different OCPD activities in Indonesia, Thailand and Viet Nam

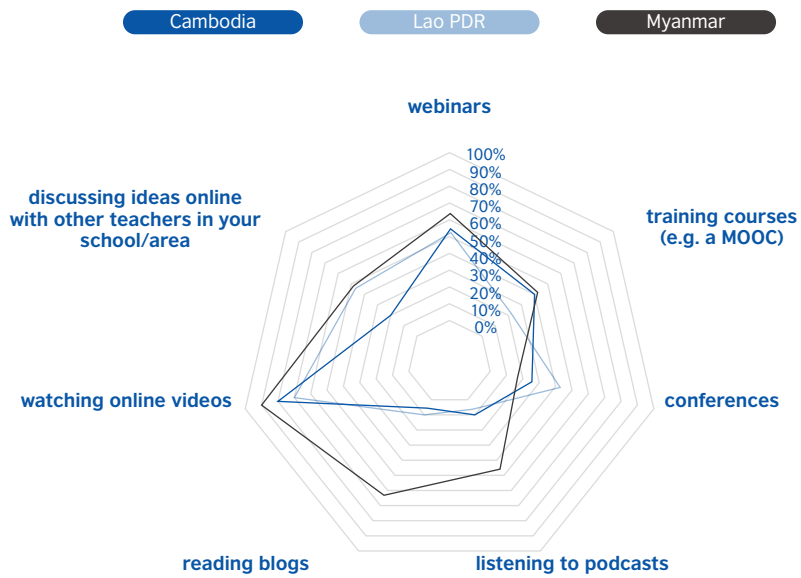


Figure 12: Popularity of different OCPD activities in Cambodia, Lao PDR and Myanmar

Profiles showing the distribution in each country can be seen in Figure 11 (Indonesia, Thailand and Viet Nam) and Figure 12 (Cambodia, Lao PDR and Myanmar). These are divided into two sections to represent a contrast between what may be regarded for the purpose of the report as more developed online environments in ASEAN and those that continue to emerge post Covid-19.

Webinars and watching online videos are clearly a significant part of respondent CPD practices in ASEAN, and this is particularly evident in the more developed online environments (Figure 11). In particular, respondents in Indonesia appear most active in webinars (>90 per cent), perhaps as such resources are widely available and have comparatively low overall production costs.

Vietnamese respondents' participation in webinars was low (<35 per cent) in comparison, with Thailand at just over 60 per cent. In this context, somewhat

surprisingly, OCPD engagement in all of the online activities listed appeared relatively low overall, which may indicate a lingering preference for face-to-face options re-emerging post pandemic, or simply a wide variety of preferences that span many types of OCPD activity. Respondents in Viet Nam did highlight watching videos as the main source of OCPD (>50 per cent), suggesting that this is something they are more willing to do in their own time. This also correlates with respondents' higher overall reported use of mobile phones for OCPD, as noted in Figure 5.

Online videos appear to be a popular OCPD activity across the six countries, with 48–64 per cent of all respondents reporting engagement with such resources. Convenience, 'save-for-later' access and ubiquity of personal 'mobile'⁶ devices may all result in a strong preference for asynchronous or offline engagement with OCPD resources such as videos, not to mention the difficulties teacher attendees may have in scheduling time for synchronous, fixed

6. Phone and laptops were recorded as the most popular devices for OCPD in Figure 5.

events. Conversely, podcasts were not similarly popular, suggesting there is a lack of awareness of this medium or that teachers may enjoy, and need, visual references to support their understanding and engagement of asynchronous CPD resources.

In Lao PDR, overall online engagement is lower, perhaps due to previously documented internet issues. In Lao PDR, online conferences appear to take precedence over other activities, although these are inevitably low-frequency events. This may also reflect the larger higher-education sample. In contrast, in Myanmar, large-scale events such as conferences are not often engaged with, possibly suggesting less relevance to the local context or access issues. That is, there are few conferences of significance arranged locally within Myanmar at the time of writing, and therefore the majority are international.

Over 50 per cent of respondents noted that they had participated in online training courses, with the exceptions being Lao PDR (<25 per cent) and Viet Nam (40 per cent). It is of real value to explore this medium of OCPD, particularly self-access MOOCs or similar courses, as these can offer an opportunity to present recyclable, sustainable resources made available to teachers at scale. Understanding why there is relatively low engagement could in the future support improvement in CPD options made available to teachers and help to better meet their needs.

To help further understand some of the reasons for low engagement, the following comments, were captured from teachers indicating current thoughts on online courses and how they might be improved:

[The course is well-structured with an effective course outline for both novice and experienced teachers.](#) The participants can get personalised feedback from the course instructor directly. Most importantly, the [platform is user-friendly, and the participants can easily learn from each other through discussion boards and assignments.](#)

Teacher Educator, Myanmar

If OCPD programs offered some [assessment units](#) at the end of each webinar, it would be better.

Teacher, Myanmar

The course [gives authentic techniques, and we can implement them in our own classroom based on our students' needs.](#)

Teacher, Thailand

I think one webinar should [focus on only one problem](#) to make people understand deeply.

Teacher, Viet Nam

I would like to [observe model lessons.](#)

Teacher, Viet Nam

These comments indicate areas that may be considered in future course design. Broadly categorised, these may be described as: make resources accessible to mixed levels, encourage peer support, include genuine examples, include case studies (from the context), include assessment and ensure suitable content depth.

When considering blogs or written articles as a form of OCPD, respondents from Myanmar report their highest engagement at 38 per cent. Only Indonesian respondents came close to this, at 30 per cent. Reasons for this preference for blogs are unclear, but such mediums may offer low bandwidth options, may be readily available in local language, or indeed may reflect a style of learning preferred by teachers. However, given the relatively high engagement of respondents from Myanmar with international organisations in contrast to other local organi-

sations, it may indicate English language content is also popular.

Discussing ideas online had relatively low engagement across the six countries, with the limited exception of Cambodia, at only 18 per cent. However, as some comments from teachers allude to, this could still be of interest as part of an online course or community rather than as a standalone activity. A similar approach is also possible for video consumption.

[I can exchange my ideas in teaching methods with other teachers.](#)

Teacher, Viet Nam

[As a teacher, it is absolutely essential to share our challenges and experiences with other teachers and learn and get advice from their experiences.](#)

Teacher, Myanmar

Motivations for engaging in OCPD

In terms of what might motivate respondents to attend OCPD sessions, Figure 13 shows respondents' feelings across 11 possible motivators.

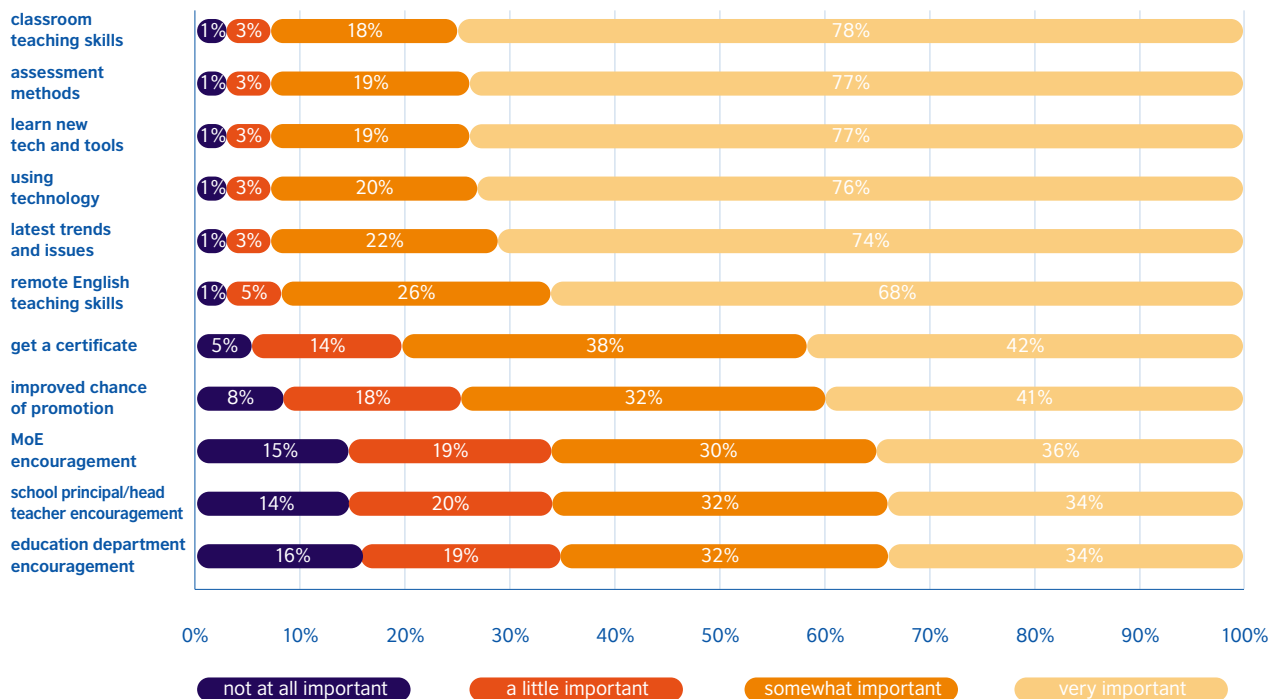


Figure 13: Motivations for OCPD

Respondents reported being more motivated by improving their own classroom teaching skills (78 per cent, very important), suggesting that what they receive from OCPD resources should directly and positively impact their practice. Remote teaching is also mentioned, although significantly less (68 per cent, very important), perhaps reflecting the return to face-to-face teaching as Covid-19 becomes less of a concern across the region.

On a par with classroom teaching insight, better developing an under-

standing of assessment methods was highly relevant. It is not clear if this relates to national exams and assessment or classroom-based formative assessment, but it appears to be of significance and requires further investigation.

Respondents also noted that learning about new technology and tools (77 per cent) was also of equal importance to teachers in OCPD, which would seem logical given the online mediums of access.

Using technology in the classroom (76 per cent) and the latest trends and issues (74 per cent) were also of high perceived importance and again reflect how teachers hope what they learn can be used in their own classroom practice. As a number of respondents possess many years of teaching experience (Figure 1) in most contexts or are relatively new teachers in some contexts, such as Cambodia, perhaps a curiosity and need for new innovation might be understandable.

Somewhat more surprising was that certification (42 per cent, very important) and promotion (41 per cent, very important) were not regarded as the

highest priorities among respondents, although when collating both 'very' and 'somewhat important' percentages, there was an overall majority who did note their general importance. Broadly speaking, the results appear to suggest that many teachers across the region are motivated by improvements in capacity over qualification in the first instance. This supposition is further strengthened by the fact that far fewer respondents highlighted 'encouragement' of ministries, schools or education departments as significant motivating factors, and 15%, 14 per cent and 16%, respectively stated that it was not important at all in motivating their choices of OCPD provision.

Effectiveness of OCPD

RQ5: What are the favoured options of English teachers for online participation in CPD activities?

Respondents were asked to list their ‘top five’ features in effective OCPD from the following list:

- resources are readily available online
- resources are accessible to those with weak connectivity
- CPD resources are visually appealing
- CPD content is relevant to the local context
- sufficient time is provided for completing activities
- the CPD activity can be navigated easily
- webinars are delivered by high-quality trainers
- the CPD activity has clear instructions and explanation
- interaction with other participants and trainers is maximised
- the platform allows me to interact at the same time as my trainer and classmates
- the platform allows me to learn on my own schedule.

The key findings across the six countries are as shown in Figure 14.

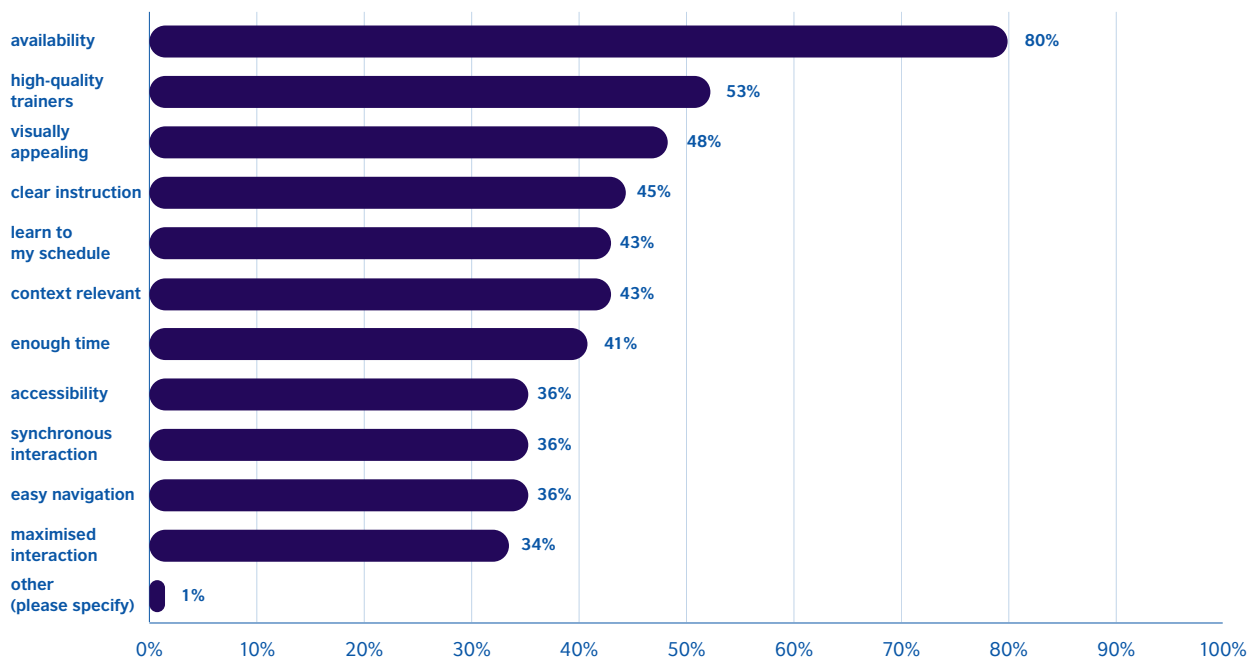


Figure 14: Importance of certain features in effective OCPD

The availability of resources online was seen as particularly important, being included in the top five of 80 per cent of all respondents, significantly more than the next option, 'high-quality trainers' (53 per cent). This may in part be due to many asynchronous OCPD resources being self-access and not involving or requiring regular trainer input.

Of note, however, was that relevance of content was chosen by only 43 per cent of all respondents in their top five. This appears counterintuitive, as relevance of content to the teaching context would seem to be of primary importance. This may indicate that respondents feel confident in understanding their own context best and being able to make any adaptations locally.

One area not covered specifically, but which can support relevance of content and enhancement of effective OCPD experiences, is the provision of pre- and post-event tasks integrated into OCPD events and activities. The following quote from a respondent in Viet Nam indicates the importance of this strategy to help teachers and ensure that the content connects directly to the teacher's or participant's own context.

Before and after training, participants should be supplied with materials to prepare and practice.

Teacher, Viet Nam

In Indonesia, Cambodia, Lao PDR and Myanmar, relevance to the teaching context was given high importance, particularly in the sense that teachers like to feel they can use OCPD content in their classes, albeit with some adaptation. Some positive comments about previous CPD experiences included:

It gave simple, easy and practical tips and ideas that teachers can take home and use directly in their classrooms.

Teacher, Indonesia

I could adapt and apply the ways and methods I learnt in my class with great success.

Teacher, Myanmar

The quality of trainers was seen as significant in OCPD contexts, with an average of 53 per cent placing this in their top five factors that support effective OCPD. For Indonesia in particular, this feedback strongly links to high reported engagement with webinars (Figures 11 and 12), and shows that respondents have a degree of clarity on what they want from those events.

To delve deeper into respondents' feelings towards OCPD provision, they were asked separately about OCPD more widely. Overall, there was widespread agreement among respondents that OCPD is effective, convenient, interesting and useful. There was also general agreement that it motivates teachers to improve in ELT,

English language levels and technology skills, and allows teachers to become involved in their own professional learning. Respondents also agreed that, generally speaking, social media is useful for OCPD. However, of note was that in Cambodia, Lao PDR and Viet Nam, a sizeable proportion of respondents think OCPD is not engaging. This may also correlate with lower reported engagement in different OCPD activities noted in Figures 11 and 12, particularly in Viet Nam.

The majority of participants disagreed with the statement 'Online CPD is not effective'. This varied between 56 per cent and 83 per cent across countries in the region. Lao PDR (41 per cent) and Viet Nam (31 per cent) had the biggest concerns about the efficacy of OCPD, although this constituted a minority of respondents overall. Further investigation is needed to explore the reasons for this and whether it affects overall engagement in OCPD offers. In Viet Nam, there were also concerns expressed around levels of engagement and 'fatigue' related to OCPD and, by extension, also around its efficacy. This comment from a teacher educator in Viet Nam illustrates this challenge:

They are not 100% there, they can drop out because they do not have peer pressure, no one can observe them, they turn off the camera and they are not afraid of being observed or face-threatening, they can do whatever they want.

Local Teacher Educator, Viet Nam

Respondents from five countries expressed unanimity on the convenience of OCPD. Thailand was the exception, with 61 per cent not believing that OCPD is convenient for them. Some of the comments from Thai teachers may help to explain the reasons for this. For example, regarding connection:

The merits of professional development via online channels are time and location. However, in terms of engagement, some factors posed some obstacles, such as the internet quality and stability, quality of the devices.

Teacher, Thailand

Some Thai respondents also pointed out that their schools had not made time allowances for them in their working week to engage in OCPD, so they have to add it into their own busy schedules, and many live, synchronous activities may not be at a convenient time for them – particularly international offerings. This is not unique to Thai teachers and is also illustrated in Table 4 in 'Support for participation in OCPD' below. One teacher suggested:

The time should not be fixed because each participant may have different convenient times.

Teacher, Thailand

There appears to be consensus in terms of confidence when participating in OCPD activities from respondents across Indonesia, Cambodia, Myanmar

and Thailand, with over 80 per cent of respondents in each context saying they feel confident (between 82 per cent and 86 per cent). However, for Viet Nam and Lao PDR, confidence levels are markedly lower (55 per cent and 68 per cent respectively). This data point may take on further significance when considering reported engagement in activities highlighted in Figures 11 and 12, where respondents in both contexts were among the lowest for engagement across multiple activities. Confidence may be a key factor, although the root of this confidence or lack thereof should be explored further. That is, is it language related, format related, or is the content simply too far removed from the teachers' own experiences to be able to use?

Across the region, there is broad consensus that OCPD motivates teachers to improve their skills.

Not only it enhanced my teaching knowledge but also got me reflecting on my classroom and students a lot ... OCPD helps refresh my teaching skills and bring me some rewarding thoughts and new insights into my actions in my classroom!

Teacher, Myanmar

Similarly, most respondents agreed that social media is useful for OCPD delivery and that OCPD offers improve an individual's technology skills.

In Myanmar, Teaching Online wasn't

that common before the pandemic outbreak. This course has guided me how to teach English with many supportive ideas.

Teacher, Myanmar

Teachers agreed, rather than strongly agreed, that OCPD allowed them to become more involved in their own professional learning.

However, disagreement dominated responses to the statement 'Online CPD does not improve my English language skills'. The implication is that language improvement is seen as integral to CPD by many teachers, especially in Thailand. Therefore, perhaps this could be integrated into explicit learning outcomes for such offers to highlight additional benefits for teachers who access OCPD resources in English. The following respondent quotes provide some thoughts on this.

I really want to develop my English skills and find more ways to teach students in English.

Teacher, Thailand

After completion of my watching through YouTube channel, I have improved both English skills and profession.

Teacher, Cambodia

Comparing OCPD and face-to-face CPD

RQ5: What are the favoured options of English teachers for online participation in CPD activities?

To understand more about the respondents' beliefs, they were asked to give their opinions on a number of statements that compared OCPD and in-person CPD activities. It should be noted that between 4 per cent and 33 per cent of teachers from each country did not respond to these statements. They were not mandatory.

Survey respondents across all countries generally disagreed that OCPD is more effective than face-to-face CPD. Respondents who agreed ranged from 25 per cent (Thailand) to a maximum of 36 per cent (Indonesia).

Online education is useful, but its efficacy is less effective than F2F learning and teaching. The benefits are mainly self-learning, low costs, convenience, and flexibility.

Teacher Educator, Myanmar

Over 50 per cent of respondents from Thailand and Viet Nam believe that online CPD is less engaging than face-to-face CPD, while the majority of respondents from Indonesia and Myanmar disagreed with this sentiment. This appears to represent differences in contextual experiences and preferences across contexts. The statement below illustrates why teachers may find

face-to-face models more engaging:

Participants have a chance to share and discuss, not just one way communication from the speaker.

Teacher, Thailand

Although some differences of opinion persist, there appears to be general agreement that face-to-face CPD can motivate teachers to improve their teaching skills more than OCPD. Combined percentages for those that agree and strongly agree are very similar across five of the six countries (between 50 per cent and 66 per cent 'agree'). This opinion is stronger in Lao PDR, where 80 per cent of respondents agree that face-to-face CPD is more motivating, while only 12 per cent disagree. However, owing to sample size and demographic, this may not be fully representative of the larger teacher groups in basic education.

From 55 per cent to 58 per cent of respondents across five of the six countries agree that OCPD allows them to become more directly involved in their own professional learning than face-to-face CPD. Only in Thailand were responses less definitive, with 45 per cent agreeing and 45 per cent disagreeing.

Across five of the six countries, between 57 per cent and 69 per cent of teachers agree that face-to-face CPD improves English language skills more than OCPD. In Lao PDR, this number increased to 82 per cent of respondents. However, only 47 per cent of Myanmar teachers agree, against 37 per cent who disagree. A driver behind this perception is perhaps that much of OCPD provision is seen as passive engagement, with little opportunity for communicative interaction. This is particularly the case in large-scale events, where detailed interaction is not feasible.

Therefore, on the basis of responses to statements offered, there appears to be a resilient and deeply held belief that in-person, face-to-face CPD opportunities are more effective and beneficial for teachers across a number of aspects. These include confidence, English language proficiency (if delivered in this way) and motivation. Further investigation is therefore required into key factors that affect teacher confidence in online participation and what motivational factors can be transferred from in-person experiences to enhance similar and inclusive online CPD activities.



Social media use

RQ6: What are the social media habits of English teachers?

Respondents were asked which social media platforms they used for their OCPD. Results varied considerably by country, as can be seen in Figures 15 and 16.

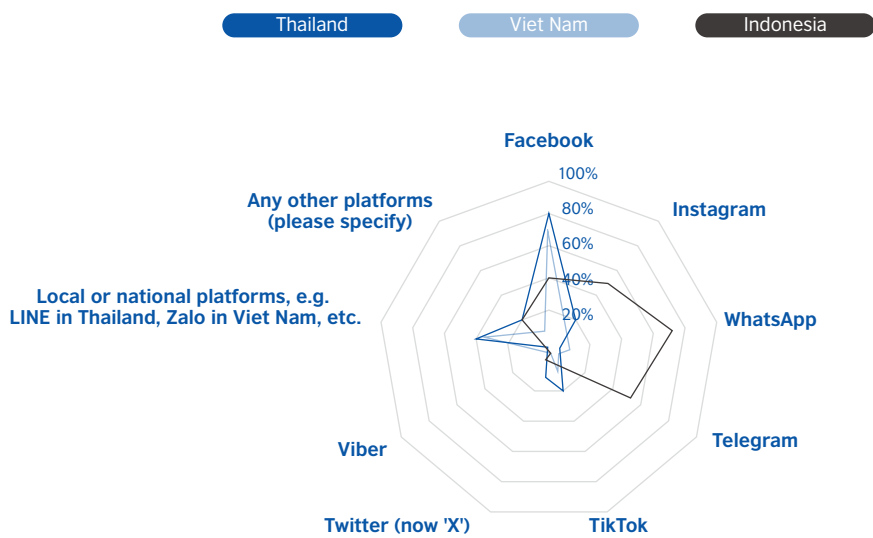


Figure 15: Social media profiles by country: Thailand, Viet Nam and Indonesia

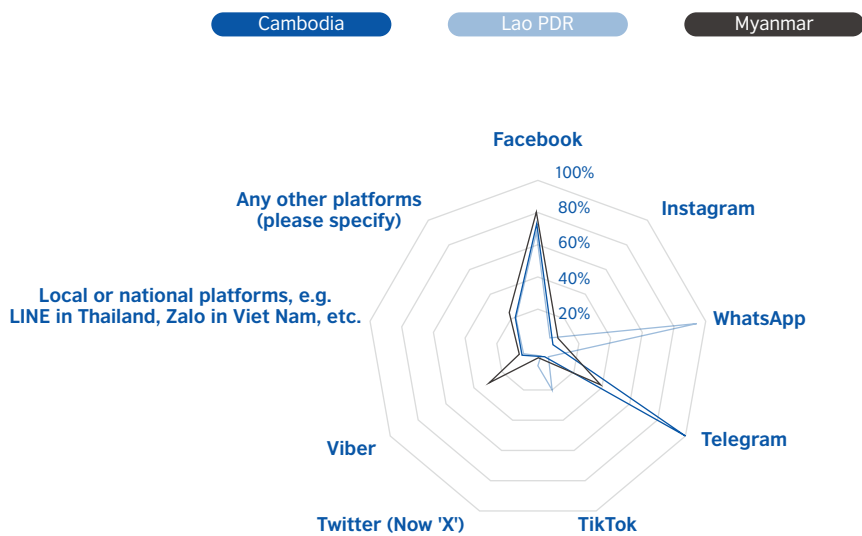


Figure 16: Social media profiles by country: Cambodia, Lao PDR and Myanmar

Key findings were that Facebook is the most widely used social media channel across all countries, with usage between 68 per cent and 80 per cent. Only Indonesia had relatively low usage figures for Facebook, at 43 per cent. However, Indonesia had the 'roundest' overall social media profile, showing that teachers there use varied channels for their professional development. Indonesia's use of Telegram (52 per cent) and WhatsApp (<80 per cent) stand out as its most frequently used platforms, albeit ones that are primarily messaging platforms with limited functionality. Telegram is also relatively widely used in Myanmar (44 per cent). WhatsApp is significantly used in Lao PDR, with 74 per cent of teachers experiencing OCPD through that medium, while in Cambodia Telegram (80 per cent) is dominant.

Viber only has significant recorded use in Myanmar, at 31 per cent. Twitter⁷ is

not used significantly in any country and is thus not a priority channel for OCPD. Other channels to note in smaller numbers are the local channels LINE and Zalo, which are used in similar ways to Telegram and WhatsApp. Anecdotally, LinkedIn was also mentioned by a number of teachers in comments as an upcoming professional network:

[I prefer to hear about the events via emails and LinkedIn.](#)

[Teacher, Lao PDR](#)

Ultimately, in relation to the platforms explored, there is no single platform that covers all countries effectively; therefore, multiple platforms are likely to be needed. Facebook appears to be the dominant social media platform across the region, but messaging apps are also popular in different contexts, suggesting combinations of platforms may offer the best results.



Support for participation in OCPD

RQ2: What are the barriers and enablers for accessing relevant CPD resources?

In terms of support, respondents were asked to consider from whom they had previously received support for OCPD (see Figure 17) and what practical and

professional support they had received while taking part in OCPD activities (Table 4).

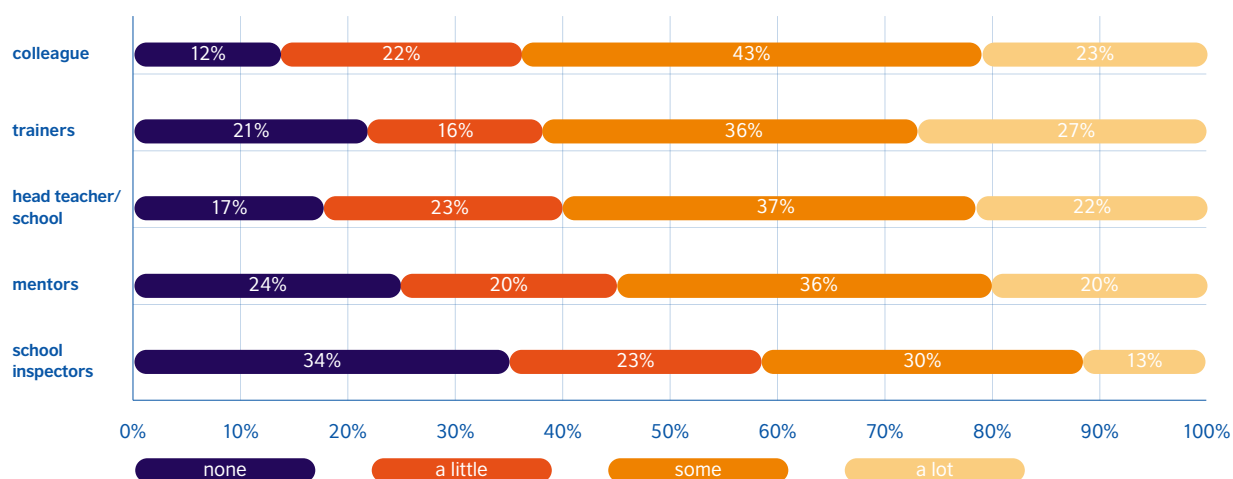


Figure 17: Sources of support across the region

From the data analysed, there is an overall balance within respondents' OCPD support networks. The majority of respondents highlight 'colleagues' (43 per cent some; 23 per cent a lot) and 'trainers' (27 per cent a lot; 36 per cent some) as offering the most support. The latter is assumed to be in direct relation to courses, and it is important to highlight that 21 per cent of respondents also stated that they got no support from trainers, as opposed to 12 per cent stating no support came from colleagues. Princi-

pal support varies across the region; most notably, respondents from Indonesia (29 per cent) and Thailand (33 per cent) recorded strongest support, while respondents from Cambodia stated there was no support at all from head teachers in supporting their involvement in OCPD.

Mentoring appeared to be most established in Indonesia and Viet Nam, where 63 per cent and 60 per cent of respondents stated they had been supported through mentors. The lowest

levels of mentor support are to be found in Myanmar at 34 per cent and in Cambodia at 33 per cent.

School inspector support was typically seen in most countries as providing ‘some support’, with the lowest being Myanmar at 18 per cent and the highest in Lao PDR at 36 per cent. Figures for ‘no support’ ranged from 60 per cent in Myanmar to 27 per cent in Lao PDR. This is likely due to differing school inspector roles across the countries.

Table 4 shows a breakdown of where support has been provided. We can see from this that receipt of certification across the region is strong, particularly in Thailand (75 per cent) and Indonesia

(75 per cent), where most respondents had received this in relation to their OCPD.

Over half of respondents across the ASEAN countries surveyed have had support in putting their learning into practice. This is most prevalent across Indonesia, Myanmar and Thailand respondents.

In most countries, over 50 per cent of teachers have opportunities to attend further OCPD (i.e. outside of mandated requirements), with Myanmar (37 per cent) and Lao PDR (48 per cent) being the notable exceptions. In Thailand (68 per cent), respondents note greater support for attending ‘additional’ CPD opportunities than in other countries.

Table 4: Forms of support received

Support	Cambodia	Lao PDR	Indonesia	Myanmar	Thailand	Viet Nam
help with internet costs	19%	26%	19%	12%	17%	17%
financial support	23%	18%	17%	10%	25%	20%
additional time	22%	18%	26%	17%	29%	27%
help with digital devices	27%	23%	31%	20%	26%	32%
additional opportunities to attend online CPD	53%	48%	54%	37%	68%	50%
help to put ideas into practice	56%	46%	65%	62%	63%	53%
certification of attendance	63%	53%	75%	60%	75%	51%

Level of support



Support in offering additional time for OCPD is not common overall and is provided least in Myanmar (17 per cent) and Lao PDR (18 per cent), according to responses. This correlates with reported low levels of support for additional OCPD activities. Most additional time support for OCPD participation was recorded in Thailand (29 per cent) and Viet Nam (27 per cent).

Finally, financial support for teachers to

participate in OCPD appears low. Lao PDR seems to have more financial support for internet provision than others, but the respondent sample is primarily from the higher-education sector and not immediately comparable with other contexts. It should also be noted that the numbers related to finance may not fully reflect the country contexts, should many of the activities be provided by local stakeholders, as noted in Figure 9, and be free to attend.

Overall impact of OCPD on professional practice in ELT

RQ7: How might localisation (and in what form) improve English language teaching in terms of teachers having the knowledge, skills, confidence, self-belief and motivation to teach language and content effectively within their local context?

RQ8: What existing online models could be viable in countries in the ASEAN region to help target and build English teacher communities?

To estimate the effect of OCPD on teaching practice, teachers were asked to assess how OCPD has improved their teaching. To conveniently categorise the impact on teachers' development, questions were based on 13 components of the ELT professional practices that make up the British Council Teaching for Success framework. These are as follows:

1. Classroom management
2. Planning lessons and courses

3. Understanding learners
4. Subject knowledge
5. Integrating technology
6. Using inclusive practices
7. Using multilingual approaches
8. Promoting 21st-century skills
9. Understanding educational policy and practice
10. Assessing learning
11. Managing resources
12. Materials development
13. English proficiency

Results compiled across the region are shown in Figure 18.

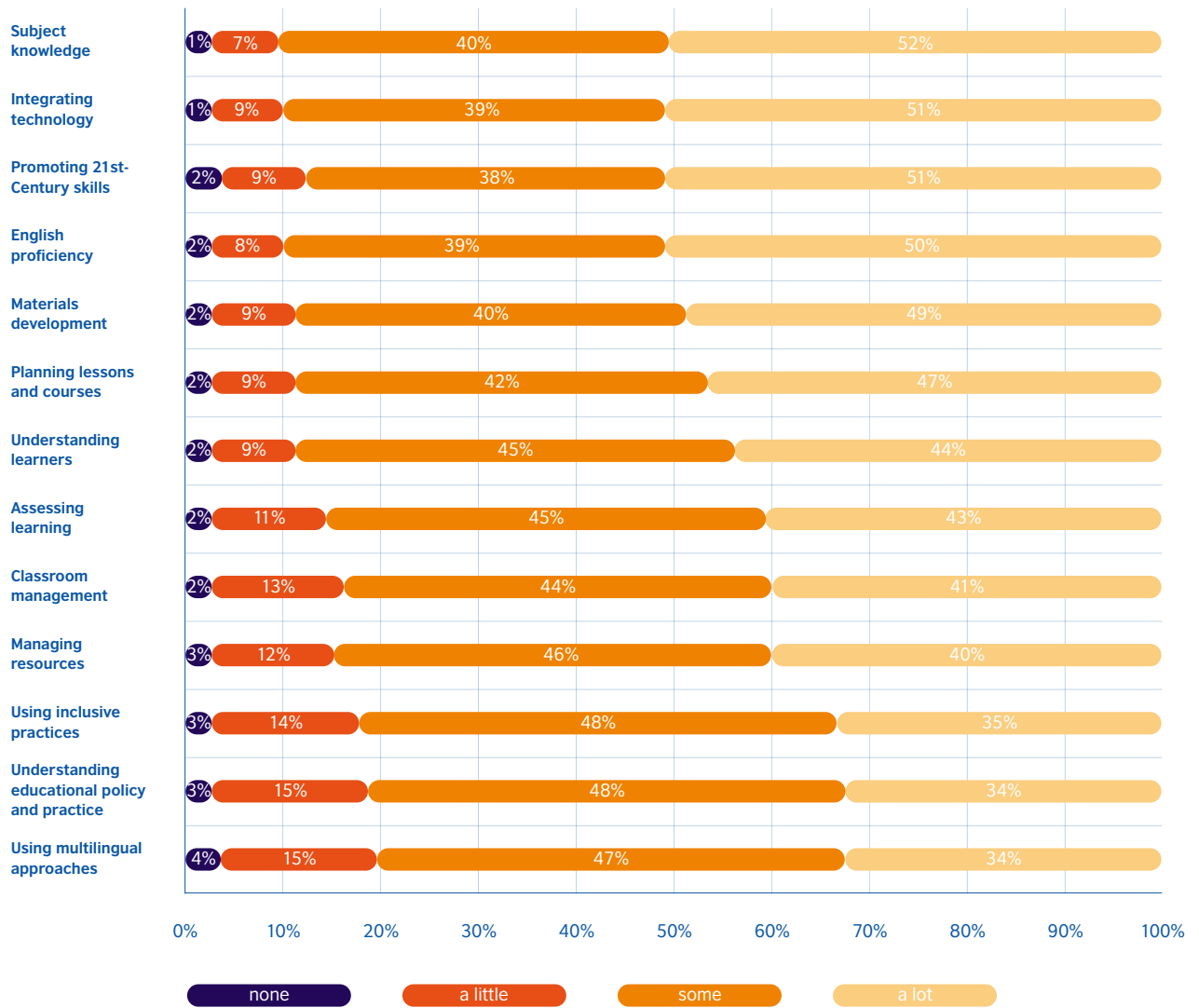


Figure 18: The degree to which OCPD helped improve teaching

Teachers across the region feel that OCPD has helped them in all areas of professional development listed, with over 80 per cent of respondents reporting ‘some’ or ‘a lot of’ improvement in all of the professional practices. With totals (degree to which OCPD helped their teaching: some; a lot) being relatively similar across most categories, the responses appear to positively reflect experiences of OCPD in relation to helping classroom practice. In particular, increasing subject knowledge, integrating technology and promoting 21st-century skills, as they relate to classroom practice, were areas regarded as strongly benefiting from OCPD offers, with percentages of 40 : 52 (total 92), 39 : 51 (total 90) and 38 : 51 (total 89) respectively.

As noted earlier in this report, it appears that many teachers also feel that OCPD⁸ delivered in English can support improvement in their language proficiency (some 39 per cent; a lot 50 per cent). Indeed, this may be a key motivating factor. However, the topics of using multilingual approaches and using inclusive practices were seen by respondents as least impacted by OCPD, although Indonesian teachers responded more strongly in terms of multilingual approaches, perhaps in part owing to the country’s multicultural context.

Thailand and Indonesia noted stronger support for teachers’ assessment and materials development knowledge through OCPD. This appears to move away from common classroom-related input and seeks to develop greater teacher autonomy and agency in other areas of ELT.

In terms of integrating technology, Cambodia reports the lowest positive impact from OCPD on classroom teaching. Vietnamese respondents also reported low perceived impact in their classrooms, which correlates with the low engagement reported by respondents in Figure 11.



8. OCPD is assumed that this refers to OCPD delivered in English.

Future OCPD

RQ8: What existing online models could be viable in countries in the ASEAN region to help target and build English teacher communities?

Across all six countries surveyed, it is clear that there have been varying degrees of engagement by multiple stakeholders in the delivery of OCPD. The size of participant groups, as reported by these stakeholders, varies considerably, with accumulated figures for attendees reaching several thousand in some cases, notably in Viet Nam through the [National Foreign Languages Project](#). It is clear that most organisations intend to continue offer-

ing OCPD programmes, with opportunities to access larger audiences and decrease the costs of delivery, especially given that digital learning has been normalised as part of the teacher CPD experience post Covid-19.

With future offers in mind, respondents were asked what support they would like more of in the future. Based on the options provided, responses were as follows (Figure 19).

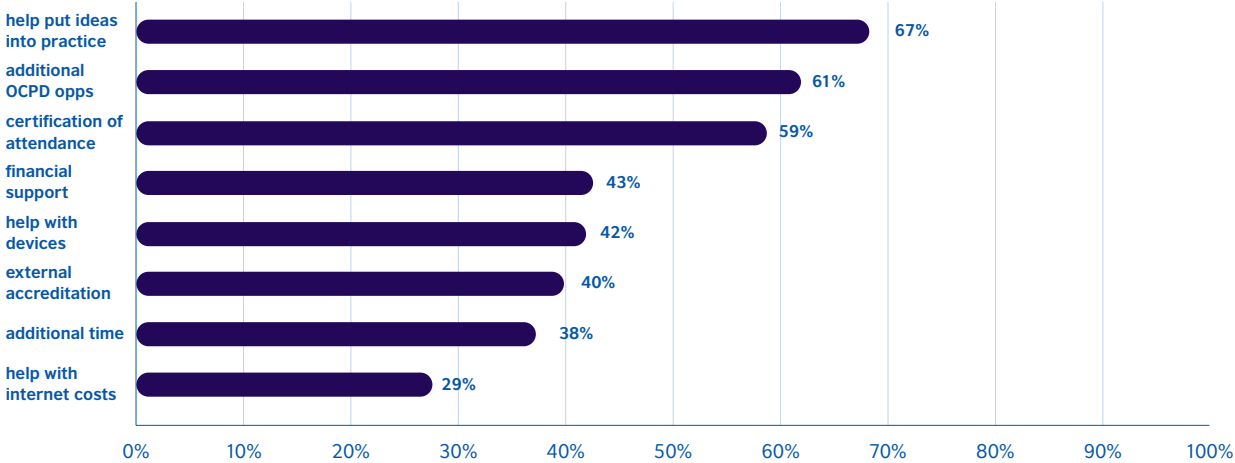


Figure 19: Future desired support for OCPD

A clear message from respondents was the primary importance of transferring ideas into classroom practice (67 per cent) from OCPD resources. This was favoured across all countries, with the notable exception of Lao PDR responses.

Alongside this, 61 per cent of respondents hoped for additional opportunities to attend OCPD activities beyond those they were already aware of. The appetite for additional CPD opportunities was particularly high in Thailand, where teachers made numerous comments about how to expand current offers. These included:

The training should be continuously organized in relation to teaching different skills, evaluation, the use of materials and applications for instruction.

Teacher, Thailand

There should be continuous development and follow-up.

Teacher, Thailand

While certification is now relatively common practice for webinars, training sessions and other online events, which may account for it being less of an overall motivating factor (Figure 13), there is still a strong desire among respondents for more. Those in Indonesia in particular, along with those in Myanmar and Thailand, noted certification as a strongly desired part of future CPD, although this was less so in the other countries. Respondents in Viet Nam and Lao PDR were significantly less concerned about external accreditation than the other jurisdictions.

A significant proportion, between 31 per cent and 47 per cent of respondents across the six countries, noted that financial support (in particular, to reduce the cost of accessing the internet) is important to them. Similar proportions stated they would like support with devices, moving forwards.

Conclusion

OCPD strategies for each of the six countries researched need to consider the diverse needs and educational contexts represented. It is important to recognise that countries with developed OCPD offers will benefit from an approach that is distinct from those countries where OCPD offers are still in development. At the same time, there is also scope for the cross-fertilisation of ideas and interventions across borders.

Development of appropriate resources will require creation or adaptation of learning resources specific to teacher roles and contexts in multiple first

languages. The content of these resources needs to include workable support strategies and tools for monitoring and mentoring teacher performance.

Specific strategies need to be considered, particularly where OCPD offers are less developed. Strategies such as improving support networks and exploiting current peer support will undoubtedly benefit teachers as they access more OCPD opportunities.

In addition, OCPD provision across all contexts would also benefit from:

- building on and supporting the initiatives currently led by national educational institutions as a sustainable way of developing capacity
- partnering and supporting local teacher associations
- reaching out to more rural areas and piloting initiatives in the most difficult to reach and more technically deprived areas, to offer step-by-step, possibly initial face-to-face, support in developing needed ICT and digital literacy skills that can contribute to greater autonomy
- developing or offering materials that best represent (within and across countries) the needs of specific teacher populations' experience and current needs. For example, where more new in-service teachers are prominent, resources may focus on areas directly relat-

ed to fundamental classroom practice (e.g. Cambodia), while in contexts where teachers report more experience and capacity (e.g. Thailand), offers that go beyond the direct classroom environment, such as materials design and assessment, may be more appropriate

- Building locally hosted resource banks. Video resources remain popular across all contexts. Ensuring these are created or recorded and stored in accessible locations will offer valuable supplemental support to teachers across multiple OCPD offers and countries, perhaps using English as the common language in the absence of a single local language.

In Myanmar, in particular, it would appear that collaboration with local teacher associations is more likely to produce the tailored programmes that teachers are hoping for and support the development of local, grassroots capacity. There is huge potential to support and work with Myanmar English language teachers, given the positive attitudes towards OCPD and professional development recorded. However, any future delivery needs to be customised to take into consideration the challenges that teachers in Myanmar face in accessing OCPD, ranging from unstable connectivity to funding for OCPD access. Equally, the widely held belief that online provision is less effective than face-to-face needs to be countered by an educational process and resources that help to build a positive counter-narrative, where applicable.

Although there was a good response from Myanmar teachers to the survey, it was noted that the majority of respondents teach in the private sector and in urban areas. To maximise inclusion, and include other stakeholders, attention needs to be given to developing strategies for managing poor connectivity through programme design and support.

Throughout ASEAN, the development of OCPD practices is an evolving situation. The six countries that were the focus of this research all started their development of OCPD at different points and have different contextual issues to overcome, particularly in recent years. Therefore, they are all at different stages of development regarding OCPD for English language teachers. Of the six, it is broadly accepted that Thailand, Viet Nam, and Indonesia have a more

developed OCPD environment. Some specific and notable points related to these contexts were the following.

- Teachers are well aware of, have participated in and appear to prefer local programmes, possibly in local languages.
- Vietnamese respondents appear less inclined to engage in as many OCPD activities as those in comparable internet environments such as Thailand and Indonesia. OCPD fatigue and lack of perceived efficacy were noted in responses. This indicates that for OCPD offers to be effective in the long term in these local contexts, they must be both engaging and relevant to local needs and preferences.
- Indonesia has a variety of OCPD offers, but the market is actively exploring possibilities and developing new ways of accessing CPD. In particular, Indonesian respondents noted watching webinars and videos as primary access modes for OCPD.

Ultimately, the feasibility of OCPD as a future model of development is very much dependent on how well the internet infrastructure is developed and its affordability for teachers, together with government buy-in to OCPD as a viable model.

As local teacher associations (e.g. MM TESOL, Thai TESOL, Viet TESOL and TEFLIN) have the strongest consistent involvement and reach in OCPD throughout the six countries (Figure 9), there is no reason to suggest that this

will not continue. Therefore, these organisations continue to act as de facto gatekeepers to English teachers, particularly in the basic education context, and should continue to be positively engaged and supported.

Key findings and recommendations

For direct teacher engagement

From the research presented, the following key findings emerged in relation to teacher development.

- **Teachers see a direct need for OCPD content to translate directly into classroom use.** In addition, relevance to the local context remains highly important, and this perhaps draws teachers in all six countries towards seeking OCPD opportunities through local offers such as those from governments and teacher associations. However, issues connected to communicating OCPD opportunities appear to persist, and it may well be that teachers are not always made aware of opportunities, particularly external offers, nor do they have the skills or time to search for them. In total, 67 per cent of all respondents stated that they hoped for more OCPD choices in the future, and 80 per cent wanted more resources made available – which could include static resources for classroom use in addition to courses or events. Therefore, it will be important to effectively communicate where and when these are available to teachers and how they are relevant, possibly through teaching associations or other local or national partners.
- **Across different contexts teachers need to be given flexibility and additional time to participate in OCPD, to avoid them using their own free time.** This may include time for asynchronous work during working hours. The issue of time is particularly problematic for scheduled live events, and even more so when provided by international providers; therefore, better provision for those who cannot attend live events would ensure more inclusivity. For example, ‘event packs’ may be issued when registration occurs, providing event information and links to the recording location and any pre- and post-event tasks for asynchronous access.

- **The majority of teachers use their own devices, normally either a laptop or mobile phone.**

This means that the cost of time and money is largely the teachers' burden to bear. This may disincentivise teachers from OCPD participation without clear benefits, such as recognised certification or employer recognition, although Figure 13 does highlight that these are not always a first priority for many.

- **Teachers who have more experience of OCPD, such as those in more developed OCPD environments in Thailand, Indonesia and Viet Nam, appear to have more interest in extending their autonomy and agency,**

exploring areas of ELT beyond the classroom through topics such as materials development and assessment. In Viet Nam, there appears to be some reticence to participate in current OCPD offers, with 'OCPD fatigue' a suggested possibility. Varying offers and areas of focus may help to counter this.

- **There are potential issues with inclusion in Lao PDR, Myanmar and Cambodia, especially for teachers based in rural regions, due to limited connectivity.**

In Lao PDR, the majority of respondents were in urban areas but still reported connection issues.

Although institutions have developed approaches to manage this, it is predominantly urban teachers who are able to enjoy OCPD. This is not a new problem, but it remains a challenging one for OCPD providers. It was noted in Cambodia, Lao PDR and Myanmar that in addition to Facebook remaining a 'go to' social media platform for many teachers, messaging apps such as WhatsApp, Telegram and Viber were also used significantly. When this data is linked to the fact that many respondents use their own device and that the single most popular OCPD activity reported was watching videos online (Figure 12), particularly in Indonesia, this intimates that flexible options may be possible using short, compressed videos that can be used with a combination of platforms and delivered at scale.

- **Regional providers like SEAMEO and international publishers consider that connectivity is not the primary constraint for OCPD access,**

and most providers can adapt to technical issues given advanced notice of connectivity and other technical problems. However, **organisations do have to compensate for the aptitude levels of participants in terms of their ability to study online,** their levels of autonomy, the sufficiency of their research skills and their resilience strategies. A key question that must therefore be

answered is: how do we provide the required ICT skills and digital literacy to teachers through platforms and mediums that require those very skills?

Ensuring pre- and post-activity materials are developed as part of any activity may support this, ideally in hard copy or printable formats. In addition, presenting such content in the teachers' first language may also be necessary to ensure comprehension. Creating text-chat groups that run in parallel with webinars and presentations can also give participants the opportunity to interact during events, ask for help using their native language or deal with technical issues, as well as commenting on presentation content.

- **Improving English language proficiency remains a key perceived benefit of OCPD in English.** Therefore, by extension, there remains demand for English delivery and content. It would appear logical that to maximise the relevance of such delivery, providers could combine pedagogy and language for teachers in OCPD offers at all levels, ensuring teachers have clear, explicit takeaways for both.
- **Recording live events and archiving them ensures an ever-evolving reusable content bank.** Video is the preferred medium of learning online (Figure

12) and keeping videos short and to the point can help maintain attention. Through ongoing compilation, these can potentially become compiled as part of a larger OCPD offer, such as a MOOC. For this purpose, splitting longer videos into bite-sized chunks and creating different learning activities associated with them helps participants digest the content more easily. This, of course, will incur costs and take longer, but it also maximises the value for money of webinars and similar events that are normally, by their nature, one-off.

- **Much of the current support for teachers engaging in OCPD activities comes from colleagues or peers,** with trainers the second largest category, although the latter is likely to be limited to fixed courses and platforms. Ensuring collaborative activities in OCPD to maximise peer support and the existing larger support network would potentially enhance motivation and participation levels and contribute to a greater feeling of efficacy that OCPD still appears to lack in the region.

For education systems

More widely, other factors may be considered in the longer term. Recommendations that stem from a combination of responses received in the regional survey and an analysis of the current CPD landscape across the six countries can be found below.

OCPD access

- **The exclusion of teachers based in locations where the technical infrastructure is weak and/or the cost of live engagement (data cost) is unaffordable could potentially be addressed over time through a parallel approach.** Collaboration between national educational authorities/pedagogical institutions and the private sector could establish a blended or hybrid delivery offer (BBC, 2023) in the short term, with the aim of moving more CPD effectively online in the longer term.
- **To tackle the limited reach of OCPD in remote, rural areas with poor connectivity, providers need to ensure that OCPD activity balance is weighted towards asynchronous activities rather than synchronous activities, with particular attention paid to the reasonable file size of downloadable resources.** Publishers and international universities could

also take the opportunity of increased interest in OCPD to engage through application of their existing resources where appropriate.

- **One of the most repeated comments throughout the regional survey was that teachers did not know about OCPD opportunities. Publicising these clearly, consistently and repeatedly through official and social media channels can maximise engagement.** Promoting a central ‘calendar’ of events and resources to local teacher associations that encourages collaboration across providers would benefit teachers by providing a comprehensive single location for regional English language teacher development resources tailored to wider ASEAN teacher needs.

OCPD design

Among the regional and international providers, there is general agreement that localised approaches to OCPD in each country are necessary. Contextual factors need to be taken into account: cultural issues, language teacher

English proficiency levels, teacher ICT skills and community priorities need to be catered for in order for the provision of teacher development resources, events and training courses to be effective.

- Providers are recommended to develop programmes that blend synchronous and asynchronous modes of OCPD as an effective way to offer scaffolded content, manage poor connectivity and reduce the costs to teachers of engaging in live training events. For example, these could include ‘bite-sized’ learning offers and short webinars addressing localised needs, archived as online videos. Having such materials available could, over time, allow teachers to build their own CPD pathways and manage their own learning, as required.
- Future OCPD design must also better align with teacher preferences and needs through developing a formal mechanism that can assess participants’ progress for both summative and formative purposes, and which can develop a sense of ongoing progress. Such offers should provide flexible access options across public social media platforms, with the potential for multi-modal interaction using different tools based on teachers’ own experience and preference.

Positive changes, such as those highlighted, could serve as key motivators for ongoing participation in OCPD, especially if further bolstered by integrated certification of progress recognised by local authorities. This would contribute to helping teachers transition from more traditional models of CPD to available digital offers, or

indeed further engage those who are already taking advantage of OCPD offers in ASEAN.

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Appendix

Interview questions for regional and international CPD providers

We are specifically interested in regional or internationally provided online ELT CPD with uptake in the ASEAN area in general and in particular Viet Nam, Cambodia, Lao PDR, Thailand, Indonesia and Myanmar.

However, if your organisation has delivered online ELT CPD in the region but outside of those countries, we are interested in hearing about those initiatives as they may be a model for future practice.

Background

1. Tell us something about your organisation and its ELT CPD activities.

Provision

2. What online ELT CPD activities with ASEAN participants do you deliver?

Please tick those that apply.

- a) Standalone webinars
- b) Longer-term CPD
- c) Externally certified CPD (Trinity, Cambridge or other)
- d) Closed sessions for one organisation
- e) Commercial presentations
- f) Product orientation

- g) Other, please specify _____

Please list some recent examples with title, brief content overview and dates. Please add as many as you wish to.

If you have any statistics around country-by-country size of participation (for all or any of the six countries above) for the above events, please add them here. We will discuss any attribution or confidentiality issues around these before publishing the report with you.

Impact


3. What is your view on the impact of your initiatives, and how do you measure this?
4. What is your view of the perception of online ELT CPD among the ASEAN teaching community?
5. Do you partner with any local organisations – state or private – in the countries mentioned as part of your CPD delivery? If not commercially sensitive, please name them.

Challenges – please say a few words under each section as appropriate.

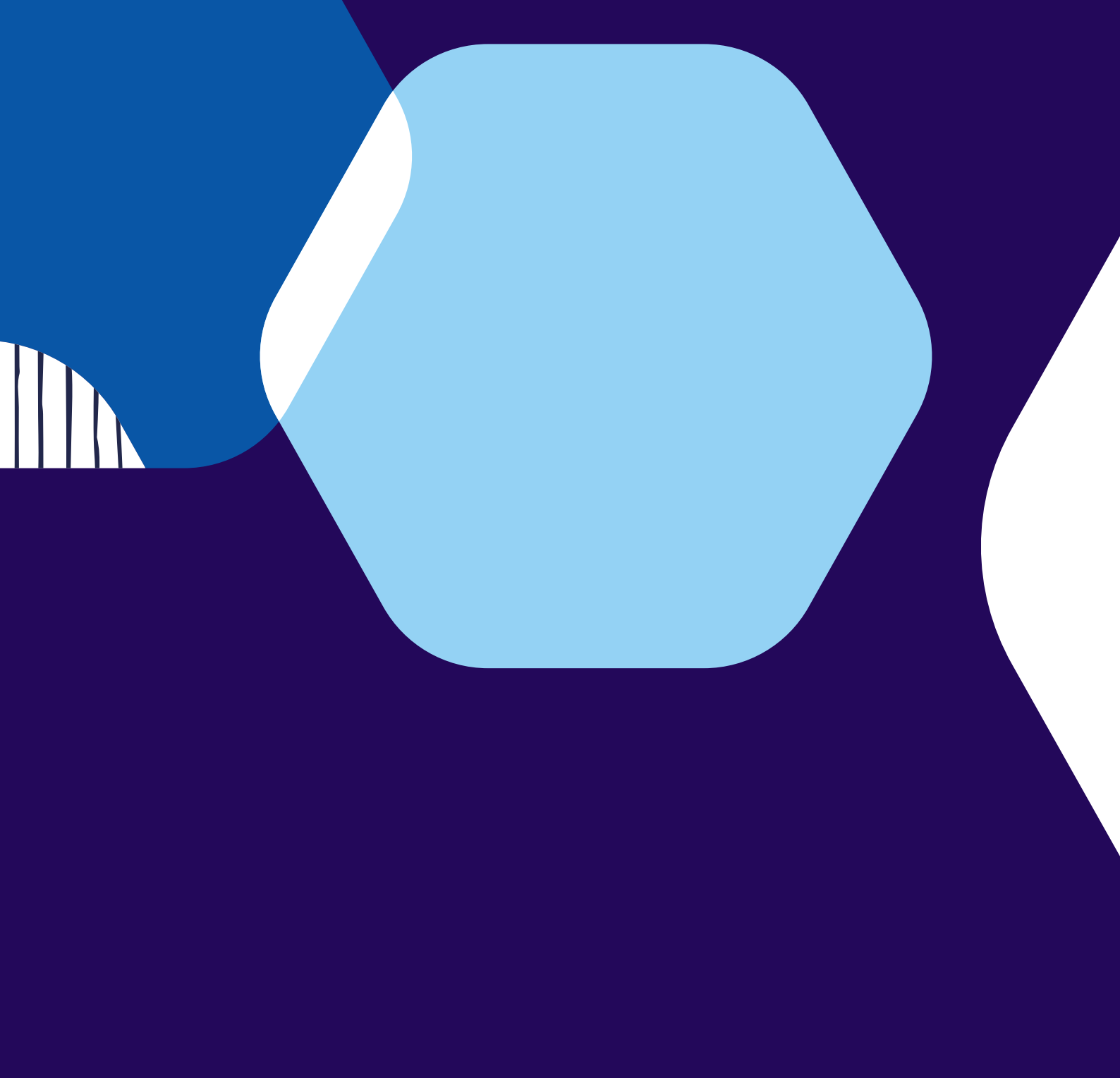
6. What challenges have you had, if any, with these online events?
7. Have you experienced major technical issues with participants from the ASEAN countries, and those listed above in particular?
8. Have you tried making changes in your approach to deal with remote or poorly connected regions, such as using mobile phones or cascade models?
9. Do you customise the content of the initiatives to meet local – regional needs, and how do you determine these needs?

The future

10. Do you expect to continue with online ELT CPD once the pandemic recedes?
11. What are the reasons for that?
12. Please describe any changes in your approach you have made or are making to improve uptake or efficacy of these OCPD events, for example hybrid delivery.
13. What future initiatives are you planning that include the ASEAN region?
14. Is there anything else you would like to add or comment on?



ISBN : 978-1-915280-36-7
Published by the British Council
British Council
1 Redman Place
Stratford
London
E20 1JQ
2024



ISBN 978-1-915280-36-7

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