PRIMARY INNOVATIONS

REGIONAL SEMINAR

Bangkok, March 2008

A Collection of Papers

Contents

Author's Biodata

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Philippines) of which he is the editor. His recent publications on Philippine English have been included in volumes like World *Englishes and Miscommunications* (Waseda University International, Tokyo, Japan) and *Philippine English: Linguistic and Literary Perspectives* (Hong Kong University Press). His first single-authored book is entitled *Metadiscourse, Argumentation, and Asian Englishes: A Contrastive Rhetoric Approach* (University of Santo Tomas Publishing House, in press). Dr. Dayag's research interests are in the areas of discourse analysis, contrastive (intercultural) rhetoric, World Englishes, and semantics and pragmatics.

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David Marsh is an Academic Projects Director at the University of Jyväskylä, Finland. He has worked on various international research and development assignments on multilingualism, education and curricular change management. He acts as Strategic Director for CCN (European Union), and is currently carrying out research on innovation in languages, education and creativity.

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Nicky Hockly is Director of Pedagogy of The Consultants-E, an online training and development consultancy which trains teachers in e-learning at graduate and post-graduate level. She is co-author of the book "How to Teach English with Technology", Longman 2007, which was awarded the 2007 Ben Warren International Trust Prize.

Philip Hood is a researcher, consultant and curriculum developer in primary CLIL Modern Languages. He coordinated primary languages projects in Birmingham and Nottingham and collaborated on the BILD ETTP programme. His doctorate was in foreign language reading. He is programme leader of a primary ITT course, hosted by the University.

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Acknowledgements

Foreword

Aim of the Seminar

The second Primary Innovations Research Seminar in Bangkok, March 2008 was a regional information sharing forum where the results of British Council research were presented. There were also status reports on our projects to support teacher trainers and teachers. The main aim was to stimulate discussion on implications for future ministerial strategy across the region and increase cross-border learning and collaboration on specific issues between specific countries.

Expected Outcomes

- Fuller understanding of the larger socio-geographic factors affecting future English language development needs
- Greater awareness among education ministries of the situation of PELT in other countries in the region.
- Greater awareness of the status of specific PELT methodologies (CLIL, ICT) across the region
- Full awareness of British Council PIP activity
- Definition of individual country action plans for PELT
- Definition of future cross-border R&D projects

Participants

British Council East Asia invited participation from regional partners to attend and present at the seminar. Representatives were key decision-makers or influencers in their Ministry of Education or high-level representatives that have some direct influence on education policy and/or primary education teacher training and development. Additionally, one representative from each country was invited to represent Trainers-in-Training.

Delegates came from:

China	Malaysia	South Korea
India	Philippines	Taipei
Indonesia	Singapore	Thailand
Japan	Sri Lanka	Vietnam

Chinese, Indian and Sri Lankan delegates were participating for the first time. In addition, there was an observer from the University of Exeter and the publishing industry was represented by Macmillan, Cengage and D.K. Today English Language Book Center.

Proceedings

These proceedings aim to open up our research and its implications to a wider audience. We want to engage academics, researchers, teachers and policymakers in the region in an ongoing dialogue in order to further the PELT development agenda.

01

The Primary Innovations Project:
An Overview

Background

A number of research reports and baseline surveys have indicated a growing demand for primary English language (EL) education across the East Asia region and have suggested commonalities in many areas including the need for teaching resources, teacher training and language policy and planning. The realisation that many education systems faced the same issues lead to the first Primary Innovations Regional Seminar in Hanoi in March 2007.

One of the main outcomes of the Hanoi seminar was the formulation, by British Council East Asia, of a multi-strand approach to primary English language education which includes support for: policymakers; teacher educators; and teachers.

Throughout 2007, British Council East Asia has been conducting a series of research projects as part of the Primary Innovations Project (PIP). These projects were based on outcomes of the first Primary Innovations Regional Seminar in Hanoi in March 2007, and directly address the priorities of Ministries of Education across the region.

The research projects investigated specific country and regional trends affecting the future of English language education; whether and how new methodologies in English language teaching and learning are being used, and identified training practices aimed at, and training needs of primary teachers. Some individual British Council offices also conducted their own independent research projects on different aspects of Primary English Language Teaching (PELT). Christian Duncumb, British Council Indonesia is PIP project manager.

Support for teachers

Support for teachers is direct support through materials and Hot Topic events. The main form of support is a DVD resource pack now under development. The Motivating Learning DVD pack illustrates good teaching practices from around the region with an emphasis on motivating young learners and the importance of the local context in developing materials and lessons. It consists of footage of live classroom lessons edited into self-access training videos of Asian teachers in Asian classrooms.

Motivating Learning

The Motivating Learning DVD product is designed to assist state school primary teachers in the implementation of interactive and communicative EL teaching methodologies in the classroom. EL teachers across the region face the challenge of preparing lessons and materials that will enable their students to communicate effectively in English. However, they are often at a loss as to how to implement progressive techniques in class, feeling that such approaches are not suitable in the contexts in which they work. Using actual classroom footage from around the East Asia region, this training tool aims to demonstrate how it was possible to utilise such techniques in state school classrooms.

The DVD has been divided into six themes:

1. Motivating through teaching aids: using visuals, realia, props etc
2. Motivating through games: constructive use of interactive games to enhance the main lesson task
3. Motivating through storytelling: interactive approaches to storytelling, including drama and student participation
4. Motivating through meaningful speaking activities: showcasing approaches that give children a reason to speak English
5. Motivating through successful classroom management: getting attention; setting up activities & group work, effective instructions, energizing and settling activities.
6. Motivating through teacher-student interaction: rapport, monitoring, positive reinforcement, conducting effective feedback

The product will reflect the innovative and resourceful techniques currently being employed by creative teachers in the region; it aims to inspire its audience by both showcasing best practice and offering opportunities for reflection and analysis.

Hot Topics

Hot Topic events are forums for discussion on specific areas that are high on the educational agenda. These comprise many formats and are intended to create forums for

discussion and examination of current trends and new movements in ELT. Jane Boylan, Teacher Training Consultant, British Council Singapore leads this strand.

Different countries focussed on different content areas depending on their local development needs and what constituted a "hot topic" in that country. With audiences up to 300, these events gained national press coverage and stimulated debate on the various controversial issues at a national level.

Japan: The Process of Change

Co-sponsored with the Kanda University of International Studies and supported by the ministry of education (MEXT), Tokyo Metropolitan Board of Education and Osaka Prefectural Board of Education.

Focussed on the policy changes being made at primary level in English and the development criteria needed by primary teachers and language teachers to cope with these demands. The plenary sessions dealt with primary English language teaching from a local, regional and UK perspective and were backed up by workshops on developing teachers' language proficiency and teaching techniques in the afternoon. The panel discussions at the end of the conferences looked at questions submitted from the audience throughout the course of the day and tackled issues such as the use of L1 in the classroom, native speaker teachers vs Japanese teachers and the shortage of adequate EL training for primary teachers.

Contributors:
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Miyuki Sugiyama (Kanda Gaigo kids club)
Nick Kendall (British Council Tokyo)
Sheena Palmer (British Council Tokyo)

Korea: Content and Language Integrated Learning (CLIL)

Examined the potential of Content and Language Integrated Learning (CLIL) as an educational innovation which may increase learner gains and equip young people with the skills they need for an increasingly interactive and competitive world within the Korean educational context.
The aims were to help participants identify:
What CLIL is and how it differs to content-based language learning

Why it has been called the ultimate form of communicative language learning?
What a CLIL lesson looks like at primary level
What the gains are in other parts of the world
What a teacher needs to know and do to carry out successful CLIL
Whether CLIL methodology is suitable for Korean primary schools
This included demonstrations and micro-teaching by experienced Korean CLIL practitioners.
Contributors:
David Marsh (University of Jyväskylä, Finland)
Dr Kim Jeong-ryeol (Korean National University of Education)
Dr Lee Byeong Cheon (Korea Institute for Curriculum and Evaluation)
Dr Park You Mi s (Head Teacher at Macheon Primary School, Seoul)
Mrs Hyoun Seok Boon (Geumbuk Elementary school)
Dr Lee Sun Ah (Il-san Elementary school in Wonju, Gangwon Province)

Malaysia: ICT in ELT – A kaleidoscope of opportunities

Several presentations and demonstrations showcased British Council and Ministry of Education resources, expertise and projects in ICT to raise awareness of effective and interesting techniques of using ICT in the primary classroom. The event also created opportunities to network and share ideas about ICT in ELT.
Contributors:
Nicky Hockly (The Consultants-E)
Brenda Engberts (British Council, Malaysia)
Regina Joseph Cyril (Curriculum Development Centre, MoE)
Neil Ballantyne (British Council, Hong Kong)
Garreth Matthews (British Council, Malaysia)
Joy Quah & Yeoh Phaik Kin (English Language Teaching Centre, MoE)
Dr. Lee Boon Hua (Curriculum Development Centre, MoE)

Singapore: Motivating Reading

Collaboration with the Curriculum Planning & Development Division (CPDD) of the Singapore Ministry of Education (MOE) on the launch of their Extensive Reading initiative in MOE primary schools. The fundamental aim of the initiative is to encourage children to develop a love of reading and schools are required to develop a reading programme that will motivate children to read in English outside of the classroom. The aim of our seminar was to support schools in programme development and implementation. This was achieved through a series of presentations and workshops, which aimed to give our audience…

a clear understanding of the rationale and benefits of reading programmes
strategies for motivating students to read; making reading come alive in the classroom
practical ideas on how to manage resources and set up reading programmes
the opportunity to network and share experiences in this field

Dr Ruth Wong (National Institute of Education)
Regina Davamoni (Master Teacher, MoE)
Roger Jenkins (Storytelling specialist)
Raneetha Rajaratnam (Children's Services)
Caroline Tees (British Council Singapore)

Thailand: CLIL and Thinking Skills

This "Hot Topic @ the bar" was an interactive panel discussion in an informal 'bar- like' environment. The event was organised as part of the Thailand TESOL International Conference 2008 and co-sponsored by Pearson Longman.

Panelists:
John Clegg (CLIL expert)
John McRae (Thinking skills expert, University of Nottingham)
Marc Helgesen (Miyagi Gakuin Women's College, Japan)
John Wiltshier (Miyagi University, Japan)
Arunee Wiriyachitra (Chief advisor to the Thai Ministry of Education)
Alan Mackenzie (British Council, Thailand)

Discussion points included:
What is CLIL and why integrate thinking skills into ELT?
When introducing them at primary levels, what do we need to consider?
How much does this change the job of the teacher?
How can we prepare teachers to integrate these methods into their classrooms?
Are these methods appropriate for Thailand?

During the discussion, it was made very clear that CLIL is not one method, but a variety of approaches to teaching a curriculum subject through the medium of English. It is not an easy option for education ministries and if and education ministry wants to introduce wholesale teaching of a subject through English, it must furnish subject teachers with the language ability and teaching skills to be able to do so.

This event generated a very lively discussion with many participants asking a variety of questions and commenting vigorously on issues raised. It was called "the highlight of the conference" by the conference chair.

Vietnam: The Learner-Centred Classroom

In Vietnam, paper hats, monsters and puppets were just some of the new ideas and related activities that 140 primary teachers, trainers and Department of Education and Training specialists tried out during one-day workshops on "The Learner-Centred Classroom" held in both Hanoi and Ho Chi Minh City. The workshops aimed to raise awareness of how teachers can create more child-centred lessons and the benefits this can bring. Participants learnt about and practised ways of setting up pair work and group work, ideas for effective learning activities and guidelines for implementing them.
One of the key findings from last year's Primary Innovations research into the current situation of primary ELT in Vietnam, was the need to help teachers develop more learner-centred approaches and meaningful activities to motivate and engage pupils. Over the past two years the British Council has been supporting the Ministry of Education and Training in reviewing the new primary English language textbooks. The workshops were an opportunity to highlight how lessons from the set texts can fit learner-centred approaches.

Indonesia: English-medium education in primary schools

With Indonesia taking tentative steps towards English-medium education in Primary schools we set out to support the MOE and implementing schools through a symposium for policymakers, some initial training for teachers and a baseline study of the situation by a UK expert.
In Indonesia the Ministry has identified 64 Primary schools which have been appointed as 'International' schools and which are beginning to implement the teaching of other subjects in English. However, many schools and teachers have been left unclear as to what this means in practice, with concerns about Indonesia's capacity to support this and with questions as to what now needs to be done.

That's why we brought in John Clegg, a UK CLIL expert, and Debbie Singh from the British Council Malaysia to highlight some of the key issues and challenges for Indonesia at a one-day Symposium for 35 MOE officials, Provincial education officials and head teachers. This was followed by a two-day workshop for classroom practitioners.

Judging from participant feedback there was clear recognition of the challenges to be faced and the critical success factors that need to be in place - such as teacher training, materials development and consistent government support.

Support for teacher educators

Support for teacher educators is intended to increase, enhance and improve teacher training programmes in the region. The goal of this strand is to build the capacity of a

cadre of teacher trainers who are capable of implementing policy by supporting classroom teachers. Jaynee Moon has lead on development of this strand of the project and describes it in detail in her paper in these proceedings. Laura Grassick, British Council Hanoi manages this strand.

Support for policymakers

The main component of this strand is a suite of research projects that aim to provide policy makers with a clear picture of the current state of development in PELT to help them make informed decisions about primary English education and what the British Council can do to support their efforts. There are a number of individual research projects in progress. This volume consists of a series of status reports shared at the PIP seminar resulting from the following projects:

English Next Research

Based on the methodology in David Graddol's English Next (British Council, 2006), each British Council office in the region commissioned research into the current trends in English in their countries. They then conducted "Visioning" Seminars with key stakeholders in their countries out of which arose a strong socio-geographic rationale against which future education strategy could be planned. During this seminar, we will hear from each country what the major trends and challenges are for their education systems and what initial policy options they are contemplating to enable them to deal with the quickly changing context we are facing in the region.
Alan S. Mackenzie, ELT Development Manager, British Council Thailand and manager of this strand summarises the main trends affecting East Asia in the first paper of this collection.

Cluster Research Projects

In order to create a regional view of the state of cutting edge teaching methodologies across the region, we commissioned two research projects focussing on CLIL (content language integrated learning) and ICT (information and communications technology).
A further project addressed the need to know more about the current state of in-service teacher training and development. All of these countries used comparable methodologies across a number of countries. Reports on each of these projects follow in these proceedings.

CLIL in Primary East Asia Contexts (CLIL PEAC)

Lead by Dr. David Marsh, University of Jyväskylä, Finland
Participating Offices: Philippines, Indonesia, Thailand, Malaysia

Research Questions:

- What experience, critical success factors, and potential, is there for CLIL-type provision in East Asia English language primary education?
- What methods of CLIL are appropriate to primary teaching contexts in East Asia?
- What critical success factors and issues are there in CLIL implementation at primary level in East Asia?
- What potential is there for CLIL development in East Asian schools?

Primary & ICT (PICT)

Lead by Nicky Hockly, Consultants-E:
Participating Offices: Malaysia, Korea
Research Questions:

- How are teachers utilising ICT in state schools across the region?
- Where can it be said to be succeeding?
- What factors have enabled successful ICT integration into the primary curriculum?
- What are the foreseeable uses for ICT in the near future?

In-Service Teacher Education in Primary ELT (INSTEP ELT)

Lead by David Hayes, Brock University, Canada:
Participating Offices: Indonesia, Thailand, Korea
Research Questions:

- What is the current state of in-service teacher education and development?
- What are the current development needs of primary English language teachers (PELTs) in the region?
- How does in service provision need to change to meet PELTs current needs?

Individual Country and Region Research Projects

Some offices in the region conducted their own context-specific studies which may be of interest to other countries either as future local research topics or as potential solutions to similar problems in their own contexts. These are also reported in detail in these proceedings.

Vietnam

Lead by David Hayes, Brock University, Canada
Research questions:
The purpose of this consultancy is to carry out research to find out what needs to be

done to help ensure that pupils finishing primary school have reached the agreed standard level of English. You will look at the following areas:

- How many periods of English per week are needed and the implications of this. E.g. where will the extra English periods come from?
- The capacity of MOET, curriculum and textbook developers to produce a curriculum, books and assessment framework which will make a meaningful difference to children's educational experiences. You will relate this to regional and international standards.
- Is the current textbook adequate for students to reach ALTE Level 1? What changes need to be made?
- The capacity of teachers and schools as a whole to implement the proposed changes such that the intentions of the curriculum and books are met.
- Does there need to be a set standard of English language competence for primary teachers? If so, what?
- The training capacity to introduce the changes.
- The impact of changes to the primary English curriculum on the secondary English curriculum.
- The impact of changes to the primary English curriculum on other aspects of the primary curriculum.

Indonesia

Lead by John Clegg
This consultancy for the Ministry of National Education in Indonesia focusing on establishing what current conditions exist for the some 450 Primary schools that have been designated as SBI (International schools) and which will implement the English-medium subject teaching programmes which are planned by the government to start in 2008. The report focused on the current situation as regards factors such as teaching materials, teachers and teacher education, the learners and the curriculum, and the possible ways forward for Indonesia in the implementation of policy'.

Singapore

Lead by Dr Ruth Wong and Ms Yio Siew Koon, NIE
The number of foreign students currently entering the primary state school system in Singapore is significant and looks likely to increase even further in years to come, considering government initiatives to encourage foreign nationals to take up employment here.
The purpose of this consultancy was to ascertain how these students integrate into a school system in which the common language is English. Moreover, what strategies are they using to cope in an English Language system which presumes at least a working knowledge of English as a basis for study

The consultancy looked at the following areas:

- Identifying challenges faced by foreign students and the strategies they are employing to learn English, both in the classroom and outside.
- Based on these findings, highlighting the most effective strategies adopted and examining possibilities of a wider application in the primary school curricula
- Providing information of language support programmes currently in place in selected primary schools with a significant number of foreign students.
- Based on all the above, recommending appropriate interventions to policy makers in curriculum planning that better support foreign students in the primary state school sector.

Taiwan

The purpose of this project is to discover the current states and practices of primary English language teaching in Taiwan in order to highlight and thereby to facilitate change agendas in PELT. Through a multi-valent approach, the project aims to produce relevant research that will help education ministry officials to gain access to the information they need for better policy and decision making. These are likely to have direct impact on and implications for both teacher development and teaching practices. The following research questions were investigated:

- Is PELT compulsory or optional in schools and at what level is it implemented?
- What is the language policy behind this practice?
- How many hours of English class do learners have per week?
- What is the percentage of native English speaker teachers?
- How do schools measure or assess the success or the failure of PELT?
- What are the perceptions of teachers, parents and students alike towards mixed classroom ability in Taiwan's elementary schools?
- How is remedial teaching practiced and received by teachers, parents and students alike in Taiwan's elementary schools?
- What, if any, are the constraints and difficulties teachers face in PELT?

The Future

British Council East Asia has now expanded the Primary Innovations Project into a larger regional project called Access English. This constitutes an escalation of the scale and form of our work in English in the region. We are maintaining the strong research base that underpins PIP while expanding our product development and support for stakeholders in the region. This includes the addition of a further strand on learner and parent support focussing on publicising and adapting to the local context, our global website LearnEnglish. Other activities include

- Supporting Teachers with direct access to high quality British Council resources through our TeachingEnglish website and development of Virtual Teacher Support Networks.
- Supporting Teacher Educators through high quality development programmes that can be adapted and delivered locally such as Classroom English, Teaching Speaking and TKT *Essentials.*
- Supporting Policymakers through research consultancies with UK experts, policy dialogues and think-tanks to provide them with the information they need to foster institutional change within education systems.

We look forward to working with partners in the region to harness opportunities and to help progress the ELT development and research agenda.

02

English Next in East Asia

Alan S. Mackenzie
British Council Thailand

Over the next twenty years, the world is going to change and teachers' jobs are going to change with it. The opportunities children will have are going to be very different from what they can expect today, and the linguistic world that they enter will be significantly different from the one we are living in at present. All countries in East Asia are in a particularly sensitive position concerning these changes. The information in this presentation draws heavily on *English Next* by David Graddol (2006), which is available as a free download from the British Council website.

The global perspective

World Population Growth, 1750-2150
Population (in billions)

2000
6.1 billions

Less developed countries

More developed countries

Source: United Nations, *World Population Prospects, The 1998 Revision;* and estimates by the Population Reference Bureau.
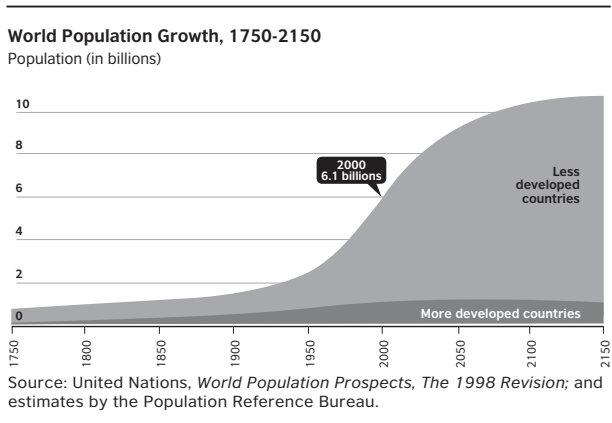
Figure 1: The world system in transition

Global population is increasing rapidly. The rate of this increase is bewildering and unprecedented. If we think of the world as a system, we can talk about this change as being a major switch from one steady state to another. The global population increase is essentially providing a huge input of energy into the world system, which is fuelling massive changes in human society.

In terms of world history, this transition from one state to another is happening in a very short period of time. In the 100 years between 1950 and 2050, the global population is set to multiply five times.

We are now somewhere near the middle point of this change. The world population has already doubled since 1950. If we think about the rapid changes that have happened in the last fifty years and how different the world is today, we have some indication of how different the world will be for our children in 2050.

A rapidly changing environment

The world economy is growing faster than ever before. Societies are changing dramatically through migration and new social policies (e.g. gay civil partnerships in the UK and other developed countries). Political outlooks are changing all over the world. The Internet and computers are revolutionising the way we communicate, express ourselves, find friends, seek information, and buy things.

The future of language change will depend on population growth and movement because language use is determined by: who lives where; what their basic needs are where they are living; and what kind of work will they be doing. These population changes are not happening in native English speaking countries, or even European countries, they are happening in Asia.
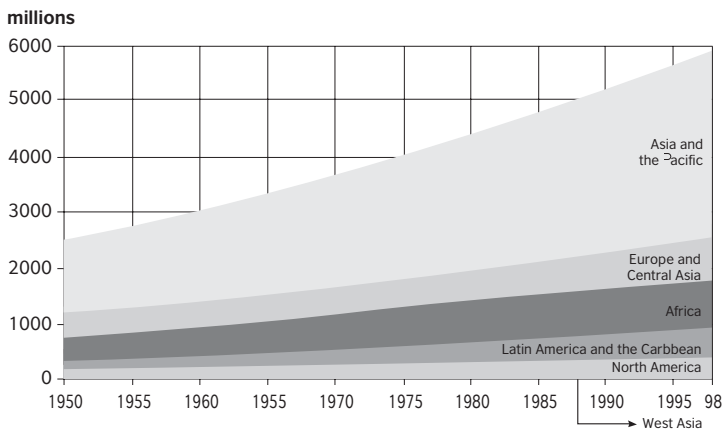

Figure 2: Asia Leads world population growth (Source: UN)

Asia is leading this massive population growth and is set to lead in economic, technological and social change too within the region and across the world.
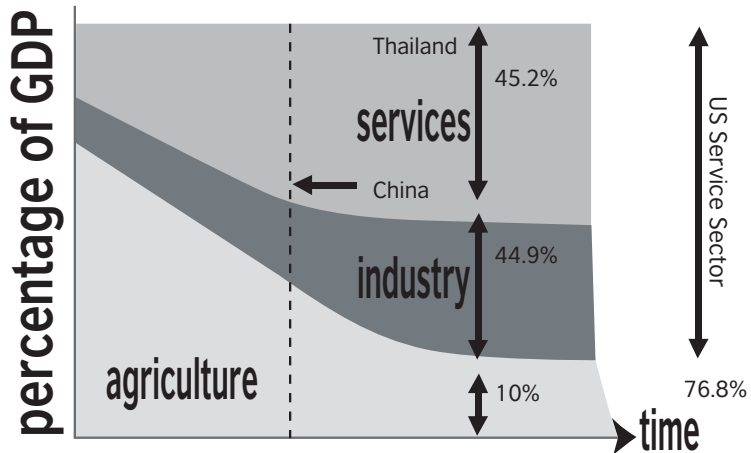

Figure 3: Changes in economic sector activity over time (Source figures: the CIA Factbook)

Globally, India and China, (as well as Russia and Brazil) are the key future influencers on world society and language. By 2010, China is expected to overtake the USA and Germany to become the world's biggest exporter. By 2050, China will be the biggest economy in the world (US second, India third). China's service sector contributes approximately 40% to GDP at present and is growing.

Over time, all countries have experienced similar changes in their economies. Agriculture decreases as industrialisation grows. With industrialisation, services have to increase to serve those industries. Eventually, the service sector becomes most important. Within the service sector, one of the most significant trends over the past two decades is Business Process Outsourcing (BPO). BPO is when any part of a business can be separated from the main business and done more cheaply somewhere else. For example, in the banking, finance and insurance industries, most of the data entry is now done by firms in India and the Philippines. In the publishing industry, printing, graphic design and editing are increasingly outsourced to developing countries where wages are lower. Business Process Outsourcing and IT Outsourcing are the fastest growing sectors in India. The most attractive countries for BPO are: India, China, Malaysia, the Philippines, Singapore and Thailand, in that order. Note that they are all in Asia.

Increasingly, the service sector relies on language to enable it to complete its business. Most services are about communication. Any part of a business process that can be

separated and done cheaper somewhere else, will be. Cheaper communications allow these services to be done in distant locations. English is so desirable in outsourcing because contracts come from English speaking companies. Here are some examples of global business product outsourcing:

- Any time a Nokia user in the US calls a Nokia help line, they are actually calling Malaysia and talking to Malaysians about their phone problems.
- Children in the California State school system get help with their homework from online tutors who are Indian and live in Kerala.
- The Standard Chartered Bank centralises all its HR resources in Mumbai, India

Outsourcing revenues (mainly call centres) in the Philippines will rise by 52 percent to reach $3.8B in 2006 and $12.4B by 2010, an increase of 400% in four years!

Trends in technology are also a contributing factor. Technology is becoming much cheaper. Developing countries are jumping from 'no communication networks' to broadband and mobile networks. Younger people are the main users and innovators and governments are struggling to keep control of information distribution systems. These trends are expected to continue at an accelerating pace. One consequence of these trends is on language usage.

The changing linguistic environment

English is still the most widely used language on the Internet (32% in 2005) but it is declining fast (51.3% in 2000). At present, 8-15% of Internet use is by non-native English speakers. However, Chinese and lesser used languages are growing quickly in use. Spanish, Arabic, Russian and French are also growing. Mandarin as a Foreign Language is increasing (30 million speakers worldwide) and Spanish has the same number of native speakers as English and may overtake it. Arabic is the fastest growing language in the world. What we are seeing is that second-language speakers are becoming more important than native speakers of English in deciding 'World Language' status. For example, currently 80% of communication in English in Asia is with other Asian speakers of English and non-native speakers are changing the language and making it their own. Research is currently being conducted into the phenomenon of English as an Asian Language. (For more on these issues see Kachru, Kachru and Nelson, 2006).

These changes are having an impact on education. There is a change from imparting knowledge to developing flexibility, creativity, innovation and management skills. English is being taught at lower and lower grade levels and is coming to be seen as an important basic skill. Another trend is the integration of content classes and English language classes. Not surprisingly, we are seeing changes in expected proficiency levels among both students and teachers.

Table 1: Expected proficiency increases according to Common European Framework of Reference for Languages

Age	From	To
6		A1
8		A2
10		B1
12	A1	B2
14	A2	C1
16	B1	C2

Table 2: English teacher proficiency in Thailand

Age	Future Needs	Thailand Survey 2004
6	A1	74.5% = beginner
8	A2	
10	B1	15.5% = intermediate
12	B2	10% = upper Int.
14	C1	
16	C2	

In the example given in table 2, we can see that a lot of teachers have to develop their own language ability before they will be able to help their students develop theirs.

These changes in patterns and expectations have policy implications. On the one hand, the native English speaker is becoming increasingly irrelevant as a model for English accents. For example, if 85% of tourists coming to Thailand are non-native English speakers, why should the employees of the tourist industry use British, Australian or American speakers as models? The potential is that these traditional models for language learners are increasingly irrelevant for international communication. Competent bilinguals are changing the way English is used and could be creating new standards. Certain linguistic features are being dropped: 3rd person 's'; in the present simple tense, perfect

tenses; and various pronunciation features have been identified as more or less unimportant for understanding (see Jennifer Jenkins on the Lingua Franca Core, 2003).

There is a slowdown in the demand for adult EFL, and a decline in the numbers of students studying in so-called native English speaking countries. On the other hand, there is an increase in the number of competent bilingual speakers of English, increasing recognition of local accents as valid models, increased demand for English for Young Learners (EYL) and increased interest in English as an International Language (EIL).

Furthermore, more students are studying English, or subjects in English not only in-country but also in neighbouring countries in a phenomenon called transnational education. This trend towards increased student mobility will likely reinforce the above ELF issues and strengthen the place of the competent bilingual speaker of English in the future.

Implications for English language education

With these major movements, major methodology shifts are inevitable, and somewhat predictable. There is likely to be:

- less explicit language teaching
- more Content Language Integrated Learning (CLIL) at primary and secondary levels
- higher entry requirements for English at university
- more English medium classes at university level
- More integration of Information Communication Technology (ICT) across all areas of language education

With ICT becoming cheaper and cheaper and newer generations growing up with advanced technology, not using ICT in classrooms does students a disservice. There is likely to be an increasing move towards more Web 2.0 technologies which are much more communicative and creative. In fact, if we don't use it in class, the learners will use it outside of class anyway, so capitalising on their interest and helping them build skills to use ICT more effectively and appropriately is becoming an absolute necessity.

Competence or proficiency is likely to be favoured over 'nativeness', and English is increasingly being recognised as a basic skill without which you will not be able to take part in the global economy. This raises a number of important educational issues:

- potential for a clash between 'old' and 'new' orders of teaching: resistance is likely from teachers used to traditional systems and methods;
- a massive and rapid need for teacher training;
- different speeds of uptake of new methods;

- classrooms becoming more diverse; and
- other languages likely to be introduced (Mandarin)

The new teaching skill set, then emphasises:
- classroom management
- information management
- extensive use of ICT in and out of class
- working with students in real time and reacting to their communication needs
- integration of content and language
- curriculum redesign
- materials development
- subject teachers need language skills

This is a very different skill set than has traditionally informed teacher-training and development courses in the past and requires us to shift our focus for development significantly.

How can we meet these challenges?

In order to meet these challenges, our international development agendas need to focus on equipping teachers with skills that enable them to meet these changing social trends and should primarily focus on the redesign of pre-service teacher training combined with massive, coordinated, ongoing teacher development. We also need to change educational culture through developing school leadership; promoting collaborative development projects and stimulating continuous professional development. All of this needs to be monitored closely so that future needs can be predicted, and areas where standards are not met, examined and dealt with through the provision of appropriate in-service development opportunities. There also needs to be continuous, appropriate investment in IT infrastructure to ensure our graduates at all levels are competitively skilled for the workplace.

The British Council will continue to offer assistance to agencies across the region in facilitating these development processes. Through our international networks, we will broker relationships with world class expertise in the areas of research, planning, policy, implementation and evaluation that are of particular interest to different governments and organisations. Our aim is to build strong partnerships, based on mutuality, working together towards achieving these exciting and important goals.

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03

In-service teacher education in primary ELT

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Introduction

The importance of INSET (in-service teacher education, training and/or development, as it is variously described) to a dynamic and effective education system, one responsive to rapid changes in an increasingly globalised world, is recognised by education authorities worldwide. INSET is particularly important for primary school teachers of English at a time when Ministries of Education are placing greater emphasis on an early start to the teaching of English. This paper describes the British Council's research project to investigate INSET in Indonesia, Japan, Korea and Thailand. The research project examines current policies and primary English teachers' experience of the policies as they are practised. Based on the research outcomes from one of the participating countries, Korea, this paper attempts to determine whether official policy on INSET is matched by reality and provides outline suggestions regarding what needs to be changed in policy and/or practice to ensure not only alignment between the two elements but also that the INSET needs of primary English language teachers are met.

Factors promoting and inhibiting successful INSET: International experience

International experience shows that the provision of INSET opportunities is not sufficient to ensure improvements in teaching quality (see, e.g., Lamb, 1996; Moon & Boullón, 1997; Stronkhorst & Van den Akker, 2006). International experience favours a cyclical programme of in-service courses for maximum effectiveness in the classroom (Hayes,

2000; O'Sullivan, 2001). Such an approach, with the opportunity to respond to teachers' needs at various points in a programme of courses, also ensures that the realities teachers have to deal with on a day-to-day basis as they implement change are effectively dealt with during in-service training. Underestimating the scale of the task that we require of teachers when changes in classroom practice are mandated is hazardous. O'Sullivan (2001: 111) reminds us that "The process of implementing change can be very deep, striking at the core of learned skills, philosophy, beliefs and conceptions of education, and creating doubts about self purpose, sense of competence, and self-concept." It is little wonder that many teachers, rather than welcoming change, see it as a threat. Any INSET programme that fails to deal with the 'subjective realities' affecting implementation of change and instead attempts to enforce a 'centrally determined blueprint' (O'Sullivan, 2001) will be sowing the seeds of its own failure.

Equally important is what happens after courses themselves as even well-designed in-service programmes may suffer from constraints in the context. Day et al. (2006: 123), in a study of teacher effectiveness in England, found that "Teachers across all professional life phases felt that heavy workload, a lack of time and financial constraints were important inhibitors in their pursuit of professional development." These 'inhibitors' have been noted in a variety of other contexts worldwide (see e.g. Kelchtermans, 2004). Also significant in the institutional context of schools themselves is the support that is given to INSET. Schools need to "allow enough time to support effective professional development and to ensure that acquired knowledge and skills [are] consolidated, implemented and shared with other teachers" (Boyle et al., 2005: 2).

Hayes (2008: 29-30) summarises key concepts for successful INSET for teachers.
- INSET should be thought of as part of *lifelong learning.*
- Long-term, holistic approaches to in-service teacher development are more likely to be effective than short-term skills-based, training approaches.
- Effective INSET is *school-focused* but not necessarily school-based.
- Best practice in INSET goes beyond training and development for teachers to include training and development for in-service *trainers.*
- Effective INSET practice is reflexive.
- INSET should not always focus on 'new' methods, rather its central concern should be with *effective* methods in terms of their impact on student learning.
- INSET programmes should incorporate evaluation components that go beyond reactions to the programmes themselves to encompass *classroom implementation* of what has been learnt by teachers on the programmes as well as institutional development.

■ Time and opportunities to reflect on one's own teaching and to share practice with colleagues are important means of professional development, but working conditions in many educational systems often militate against providing space for these forms of INSET.

The research project

In this research project in-country researchers collaborated with an international consultant (the writer) to answer three questions pertaining to INSET for primary English teachers in their respective countries, viz.:

1. What is the current state of in-service teacher education and development in the participating countries?
2. What are the current development needs of primary English language teachers (PELTs) in these countries?
3. How does in-service provision need to change to meet PELTS current needs?

Table 1: Data collection instruments and suggested sample sizes

	Instrument	Sample Size
1	**Teacher needs analysis questionnaire:** closed questions to facilitate data analysis.	100 teachers in each country: 50 from the capital city (of which 25 should teach in schools catering to children from higher socio-economic areas, 25 from lower socio-economic areas); 25 from a provincial city and 25 from rural areas.
2	**Focus group meetings** with teachers using structured questions (because of data analysis limitations): focus groups to discuss in more detail: • Attitudes to English language teaching in the primary school • Perceptions of existing confidence and competence to teach English at the primary level • Immediate and future requirements for in-service professional development. It was thought useful to delay the focus group meetings until some data from the questionnaire had been analysed, as this could provide useful areas for clarification or further enquiry.	Each focus group to consist of 5-6 teachers; focus group meetings to be held in the various areas of each country as specified for Instrument 1 sampling. There would, therefore, be 4 focus group meetings for each country.
3	**Classroom observation** using a standardized observation instrument referenced to curriculum requirements for each country; different for each country as curricula vary. It was hoped possible to assess whether teachers seemed to have the required knowledge and skills (content and classroom) to implement the curriculum in their own countries. The instrument(s) could only be developed when basic information about the curriculum in each country was to hand.	10 teachers in each country, drawn from the areas previously specified.
4	**Needs analysis questionnaire from the perspective of INSET providers** (e.g. school inspectors, Ministry officials), based on the questionnaire for teachers (Instrument 1) but giving outsider perspectives on teachers' needs. It was also considered useful to include questions on the providers' needs for professional development in the training of primary English teachers as this is a neglected aspect in INSET: who trains the trainers & what kind of training should they receive?	This questionnaire was to be distributed to officials at national and regional levels. The suggested sample size was 50, drawn from national level and regional level educational administrative bodies, including school inspectors/supervisors.
5	**Focus group meetings with INSET providers.** Again, this was to mirror the structured questions for the teacher focus groups in order to receive the administrator/inspector/ supervisor perspective on teachers' competence and needs. As with Instrument 4 it was also important to elicit information on the training needs of the INSET providers.	Two focus groups of 5-6 providers (educational administrators, inspectors, supervisors), one in the national capital area, one in the regions.

Trialling
In an ideal world all research instruments would be systematically trialled but it was recognised that there was unlikely to be time in the project programme for this. However, it was envisaged that careful scrutiny by country research consultants would help to eliminate any obvious errors in any of the instruments.

Data collection

Research instruments were designed by the international consultant but modified by country researchers to suit their particular contextual circumstances. The instruments were designed in English and then translated into the national language of each country for administration by the in-country researchers, who were also responsible for obtaining all necessary ethics and administrative clearances. The primary data collection instruments and suggested sample sizes are outlined in Table 1.

In this paper only findings from data obtained for Korea – collected by Dr Seongju Lee from the Korea National University of Education – will be discussed. Because of limitations of space I shall also only focus on the responses from teachers, leaving the perceptions of INSET providers to another paper.

English in Korea

English has been compulsory in Korean primary schools since 1997 with the language introduced from Grade 3. The instructional time devoted to English in primary schools is low given the aims of increased fluency: 1 hour a week in Grades 3-4 and 2 hours in Grades 5-6. It is taught by specialist English teachers, where they are available, or homeroom teachers if specialists are not available. In some schools native-speaking teachers have been recruited to assist Korean English teachers, largely for speaking skills. A pilot programme to teach English from Grade 1 for one hour a week in 50 experimental schools was evaluated in 2006 but to date there has been no decision made on nationwide implementation. Currently, the MoE has announced its aim to have all English lessons conducted only in English by 2010. This does not accord with international research experience with respect to the value of first language use in the foreign language classroom.

Findings

Given the complexity of the research and its recent completion, only major themes arising from a preliminary analysis of the data are outlined here.

INSET opportunities and take-up

INSET opportunities are frequent in Korea. Starting in 2007, the Ministry of Education (MOE) began to sponsor a 6 month residential 'Intensive INSET' programme of 700 hours for 1,000 teachers annually. In the first year, however, take-up was not as high as expected, figures indicating only 443 teachers attended these courses. Given a total English teacher population in primary schools of 6855, the total number of places available would enable every teacher to receive such training within a 7 year period.

Short-term courses are also held, generally in the school vacations so as not to disrupt teaching in schools. A range of such courses has been run by both the Ministry and Provincial Offices of Education, but statistics on teachers attending are not always disclosed, making it difficult to assess take-up of these courses. A final type of course is the Web-based course, run by 9 universities and funded by MOE.

Of the 100 teacher respondents to the questionnaire, 34% said that the last time they had attended an INSET course was more than a year ago; 22% had attended a course within the past year; 24% within the past 6 months; and 15% within the past 3 months (on-line training). 5% of respondents have never attended an INSET course for primary English. Teachers reported problems with access to courses: 59% have to travel more than 25km to a course, with 54% saying they have too far to travel. However, of the 95% who had attended courses, most teachers say the courses were useful (53%) or very useful (29%). Only 11% said their courses were not useful, and 2% said they were not at all useful.

Teachers' perceptions of skills

The teachers' questionnaire attempted to assess teachers' perceptions of their existing levels of skill as English teachers. Teachers feel generally confident with their overall teaching skills, as well as in using English to manage the class and promote interaction. For example, on a scale of 1 (no skill) to 4 (highly skilled), in response to the statement 'I can provide learning activities appropriate for the class objectives' 63% said they had 'good skill' and 24% that they were 'highly skilled'. And in response to the statement 'Using English I can manage the general learning environment effectively' 51% said they had 'good skill' and 20% that they were 'highly skilled'. There was a similar 70%+ self-assessment of confidence in teaching ability in other sub-areas as well as in using English to accomplish classroom goals.

Nevertheless, in spite of their generally high levels of confidence in the classroom, few teachers (only 7%) thought their English language level was 'excellent'; most saying it was either 'adequate' (43%) or 'good' (32%); with 18% reporting that their English level was 'not very good'. Most teachers (83%) only use English in their own classrooms and there is minimal use of the language in outside contexts, even with other English teachers in schools. Breaking down the general level of English language self-assessed competence, their was less confidence in ability in various sub-skills. Only 14% rated as 'high' their ability to hold a conversation with native speakers, and only 15% to hold a conversation with foreigners in English. Only 11% believed they had 'high' ability to conduct a teachers' meeting in English. Even in reading only 18% rated 'high' their ability to understand books about English teaching in English; and 17% their ability to understand web-sites in English.

Collegial working in schools

Given the importance of in-school collegiality identified in the literature on INSET, teachers were asked to report on the extent to which they worked with their English teacher colleagues, and on what. Of the respondents, 50% reported they did not work with other teachers; 48% said that they did; and 2% did not answer this question. With respect to the frequency of collegial working,19% said they collaborated once or twice a week and15% every day. They worked mostly on materials, schemes of work or lesson plans. Only 7% of respondents said they worked on mentoring schemes. The only other potential for collegial working came with observations by provincial or district education officials. Observation was not generally conducted as follow-up to INSET courses but as part of usual routines and for evaluation purposes rather than as part of professional development. 35% of teachers said this made them anxious but only 24% had negative feelings about the observation process itself. However, as observations were usually known about and planned for well in advance, this may have lessened feelings of tension.

INSET: What teachers want

Teachers were also asked about their preferred modes of INSET. There was a strong preference for face-to-face contact whether in formal courses, informal teachers' group meetings or mentoring by an experienced teacher. With respect to a range of possible topics for INSET, most popular was 'English language teaching methods for primary teachers' (49% definitely would participate) followed by 'English language improvement for teachers' (41% definitely would participate). Surprisingly for a technologically advanced country where computers tend to be in every classroom, 'CALL (computer-aidedlanguage learning) in primary schools' was not popular (only 9% of teachers definitely would participate).

Teachers' focus groups: Key issues

Two focus group meetings were held in Seoul, one with 6 teachers from the capital, and one with 6 teachers from rural and semi-rural areas. These meetings provided an opportunity to elicit more qualitative data to support that gained from questionnaires. What follows are representative comments on key issues. Comments have been translated from Korean by the country researcher, Dr Seongju Lee.

The general view of INSET courses is not a positive one. Teachers' think INSET courses are "made up of theoretical and formal lectures which are not applicable to the class teaching". Not only that, where courses do focus on methods, "the focus is on the secondary teachers" teaching method, not the primary school teaching. A reason for low take-up of courses may be that teachers often have difficulty in persuading school principals to release them to attend because of the strains of finding substitute teachers.

This is where on-line courses could have a part to play in teachers' professional development, but on-line courses are not favoured because "they do not give us [teachers] a chance to practise" and "it's hard to do two things (study and work) at the same time". There is a clear preference, then, for vacation time courses. This view may, of course, be influenced by the formal nature of most INSET provision in Korea. If notions of INSET were extended to collegial working with other teachers, then perhaps to "study and work" at the same time would not be considered so difficult. Changed notions of the observation process could also potentially contribute. At present, observation is considered unhelpful by teachers because "it is just for showing what we prepared for them". The daily pressures on teachers also figured in teachers' thinking - "A lot of work hinders teachers from working together" – particularly in the capital because "parents' attention is higher than other areas, which increases parents' interference". Though parental and other pressures were less outside the capital, so too were opportunities for professional development.

Discussion

In this section I shall make outline suggestions as to what might be done in Korea to develop INSET so that it is more in line with best practice internationally, with directions for the future derived from the brief literature review set against the preceding analysis of teachers' data.

The future: Institutional perspectives

In Korea, conceptions of INSET are focused principally on formal courses for teachers delivered by providers higher up the educational status ladder. There is, however, no indication that these courses have substantially changed classroom practice in schools. Conceptions of INSET needs to move beyond formal courses to more informal and collaborative practices but it is quite clear from the data that institutional contexts do not encourage best practice of this nature. In order to ameliorate the situation, the MoE should actively encourage – and make space in the timetable for – teachers to collaborate in schools. To achieve this goal, a first step would be to reduce administrative workloads so that teachers can spend more time working with each other (and INSET providers more time with teachers in schools).

Many formal opportunities are provided for INSET in Korea, but they may not be the most productive ones. For example, the residential Intensive INSET courses, though laudable in aim and scope, require teachers to be away from their homes (at least during weekdays) for 6 months. This is not only a discouragement for teachers with family responsibilities – a particular concern for females who make up the majority of the English teaching population but also prevents teachers from making immediate connections between

what they learn on the courses and the realities of their own classrooms. Where formal courses are deemed to be necessary, attention should be paid to training INSET providers so that courses can be developed which are more relevant to teachers' needs, and follow-up observation in schools – neglected at present – not only takes place but does so in a more constructive manner than is suggested by teachers' reports of regular observations for evaluation purposes. Further, though not favoured by teachers, the merits of on-line courses for professional development should be actively promoted by the MoE.

The data also leads to the conclusion that levels of English are often more of a concern than age-appropriate methodology in primary teaching English in Korea. There is thus an urgent need to provide teachers with the English language levels as well as the methodological knowledge and skills necessary to enable them to fulfil their roles in primary classrooms. If the MOE continues to pursue the goal of having primary teachers teach in English only by 2010, then English language improvement will need to be given higher priority.

The future: Individual perspectives

Whatever their institutional contexts, it needs to be recognized that teachers can always take more responsibility for their own professional development: it is not something that others have to initiate for them. In any system there is always some scope for self-development initiatives, even if these are restricted to an individual teacher seeking to change practice in his/her own classroom as a result of, for example, an action research project. Teachers must be aware of their own responsibility for their professional practice as well as the responsibilities of their supervisors and employers. Connected with this, the culture of isolation in primary schools that at present restricts teachers' opportunities to learn from each other is something that can be challenged by individual teachers seeking like-minded colleagues with whom to work more collegially. This kind of practice can begin with a simple act of offering to share with colleagues an activity that has worked well in oneís own class and move on to creation of materials with colleagues who prove sympathetic to overtures to work together and even to peer observation for development when time allows.

Further, collegiality needs to move beyond teacher colleagues to colleagues in other areas of the education system. A climate of mutual understanding and respect should be built up between teachers and INSET providers, for their mutual benefit. If INSET providers feel unwelcome in schools and teachers feel anxious when observed by them (even when lessons are staged), then the two groups are clearly not working together for the benefit of the children in schools – which should be their primary objective. INSET providers should perhaps try to be less judgmental and more supportive of teachers as they

confront the daily realities of their classrooms, offering suggestions which may improve practice rather than telling teachers what they should be doing, mentoring rather than supervising; while teachers should perhaps recognize that INSET providers do have substantial experience on which they can draw and utilize in their own ways in their classrooms. This can only develop if there is mutual understanding, a first step towards which may be for INSET providers and teachers to meet together in a local group to discuss their mutual concerns (and mutual suspicions) in an open – but respectful – exchange of views. A basis of trust may then be established from which the respective parties can progress to a genuine partnership aimed at professional development for both teachers and INSET providers.

From the data gathered in Korea, it is clear that both English language and primary language teaching skills do need to be addressed as part of in-service development. However, these need to be considered taking account of the wider context of teaching and learning. Development does not occur in a vacuum and the potential as much as the constraints of the context need to be assessed. Part of the potential of the context includes the wide availability of on-line sources for professional development. In spite of the lack of preference for on-line modes of INSET professed by teachers, these may be useful resources for them and ways should be sought to overcome the issues identified as stumbling blocks – lack of opportunity to apply what is learnt directly to classrooms (perhaps by changing the nature of the on-line courses so that they incorporate action research elements for teachers) and difficulties combining work with study (perhaps by making on-line professional development less of a formal undertaking and something which can be accessed as and when teachers need).

Conclusion

For teachers themselves, INSET at its best is seen "as an important professional life investment, a means of re-charging their batteries" (Day et al., 2006: 123). The preliminary findings from this research project indicate that INSET as presently experienced in Korea does little to assist teachers to "re-charge their batteries". This is perhaps unsurprising given that INSET courses are reported to be remote from the everyday realities of the classroom and organized in ways that make it difficult for teachers to integrate INSET experiences into their working lives. Nevertheless, there are ample resources directed towards INSET in Korea and this demonstrates a willingness on the part of the Ministry of Education to invest in teachers' development with the aim of improving the educational experience of children in schools alongside the professional satisfaction of teachers themselves. Perhaps in years to come these resources may be directed towards more effective means of development so that Korean primary English teachers' batteries can be frequently recharged and their classrooms become places where they engage in continual self-renewal.

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Content & Language Integrated Learning in Primary East Asia Contexts (CLIL PEAC)

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Introduction

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.

The CLIL PEAC fieldwork was conducted as a collaborative process (2007-2008) involving research teams in Indonesia, Malaysia, the Philippines and Thailand. Each research team explored specific research questions on CLIL in their respective countries. The main focus was on examining the potential of CLIL for improving the learning of English language in primary level education. An overview report CLIL in primary East Asia Contexts, which includes the separate country reports, is available from May 2008.

This article summarizes part of the main report, and focuses on critical success factors and issues for CLIL implementation in the region.

1. Early Foreign Language Learning: The Broader Landscape

Focus on early foreign language learning is a major issue of interest across the world. The field known as Early Foreign Language Education (EFLE) concerns:

- methodological approaches which best suit younger learners
- impact of early foreign language learning on longer-term development
- impact on the first language
- impact of early foreign language education on overall acquisition of knowledge across the curriculum
- impact of foreign language learning when integrated with other forms of subject-learning in the curriculum

Discussion focuses on good practice within what could be considered 'foreign language classes'; and on what may be achievable when foreign language learning and content learning are combined in the curriculum. One assumption in EFLE is that it is very hard to learn a foreign language if it is separated from meaningful content, and if insufficient curricular time is available. CLIL is now being viewed as a means by which to articulate and implement good early foreign language learning practice.

2. Early English Language Learning & CLIL: Fieldwork Insights

The societies of Indonesia, Malaysia, the Philippines and Thailand differ extensively both comparatively, and in-country, with respect to the position of English language in the everyday lives of young people.

All countries have a
- history of English-medium education at primary level for a minority sector of the population
- commitment to upgrading the teaching and learning of English, starting at primary level, so as to be able to face the challenges posed by internationalization and globalization
- set of differing educational challenges which create certain types of barrier which reduce the capacity to initiate rapid and positive improvement in Primary English Language Teaching (PELT)
- recognition that swift improvement of English language competence across their populations, is a pre-requisite for socio-economic performance in certain sectors
- tendency for an emerging private sector to expand which provides forms of CLIL-type provision in English across all educational sectors

The countries differ substantially with respect to the:
- quality of English language teaching, and subsequent outcomes
- scale and speed at which education through the medium of English is being implemented in mainstream education

- involvement of the English language teaching community with those teaching through the medium of English, and subsequent integration of the teaching of English as a subject alongside English-medium education

It is neither possible, nor appropriate, to attempt any level of generalization on the basis of the CLIL PEAC research with respect to classroom practice (English language classes, and subject classes taught through the medium of English) . However, there are some observations which are important in terms of what is currently achieved in PELT and what could be done through the introduction of CLIL. The following tendencies, if not happening in a majority of schools, across and within all countries, are reported at primary level from CLIL PEAC data sources such as interviews and classroom observation:

English as a Subject

- mainly teacher-centered, comprising teacher-talk as monologue

characterized by:

- teacher questions to students asking for short responses or repetition of 'written-discourse' sentences
- class choral reading and rote-learning
- code-switching into first language

The teachers involved show widely diverse levels of fluency in English. Content-based instruction is used but is not explicitly connected to parallel 'teaching through the medium of English' when this is also implemented within a school. Large student class cohorts and limited curricular time for English as a subject are widely viewed as barriers. Student attitudes towards the relevance of learning English vary widely.

Subjects taught through the medium of English

- mainly teacher-centered, comprising teacher-talk as monologue

characterized by:

- teacher questions to students asking for short responses testing for 'memorized' facts
- Some group work, but, where used, this may not be conducive to participatory learning (possibly 10+ students per group)
- an assumption that students understand English rather than the inclusion of strategies to make the content accessible through English
- widespread code-switching into the first (majority) language
- activities which often activate lower order thinking (for example, matching and labeling) with limited use of activities which evoke higher order thinking.
- a lack of English language support in lesson activities

One feature crucial to curricular integration concerns the interplay between English language teaching and those subjects taught through English. Even in the more experienced examples of 'teaching subjects through the medium of English', curricular integration of English and other subjects does not appear to be operational.

3. Potential of CLIL for Supporting Development

The CLIL PEAC research finds that CLIL methodologies have potential for upgrading the teaching and learning of English at primary level in the region. Factors specific to each country are covered in the country reports. CLIL has been identified as an enabler for achieving good practice with respect to the following:

Learner attitudes towards the relevance of English

CLIL could help ensure that early learning of English does not result in negative affective attitudes resulting from environmental factors which may make a cohort of pupils feel that English is a hard subject, and one which is not relevant to their lives and interests.

Classroom management, class size and collaborative group work

Class sizes presently range from 30-100+ pupils. CLIL could support systematic and focused group work, according to predictable routines, and with suitable support materials, which would facilitate learner-centered participatory and collaborative learning.

Attitudes of School Administration, Teaching Personnel & Parents

There is reportedly considerable interest in further developing the quality of education, and English language teaching, by administrators, teachers and parents. This further promotes the value of examining any innovative approaches to education which could fulfill such goals such as CLIL.

Curricular Alignment & Development

CLIL could be introduced, even if on a small-scale, as an active part of curriculum development where themes and topics are taught 'across the curriculum'. This is particularly suitable for primary level education. At present, English language often remains a distinct curricular subject, even in those cases where pupils also are learning content through English.

Lower & Higher Order Thinking Skills

At present it appears that teaching approaches are not yet developing the range of higher order thinking skills which could be developed and elicited using an integrative

approach, and child-centered methodologies as in CLIL. The teaching of English language as a subject, and the teaching of subjects through the medium of English, can both benefit by having teachers teach and learners learn the English language required for engaging in higher order thinking. This involves an identifiable, often subject-specific type of language, which is often not part of CBI or communicative language approaches, nor found in English-medium education.

Reforms in pre-service and in-service teacher education

Most of the countries are active in examining and developing reforms in pre-service and in-service teacher education. CLIL methodologies can complement other priority educational development areas (e.g. cooperative and collaborative learning environments; emotional intelligence competencies; information communication technology and child-centered teaching approaches). It can also act as a catalyst for enabling teachers to work through the types of teamwork which are typical of success in the high performing OECD/PISA countries.

Equality of Access to English Language

CLIL replicates the type of educational experience which has previously been available to those who are in some way privileged (e.g. having access to certain types of schooling, or finance by which to experience privately-funded English language development). Yet all of the countries hold equity and equal opportunity as an important social objective in education. The introduction of small-scale CLIL in mainstream schools, would help pre-empt certain social inequalities which can surface if access to quality English language teaching is for a specific elite.

Summary of Findings & Recommendations

- There is a need for 'paradigm shift' in PELT across the region
- Paradigm shift requires a catalyst for structural change – for changing the status quo
- CLIL could act as a catalyst which enables change because the drivers (better English language teaching & adoption of English as medium of instruction) are already active

Understanding CLIL means seeing it as neither language teaching, nor subject teaching, but rather a fusion of both. This fusion introduces a higher level or relevance and authenticity than could be otherwise achieved in the language learning classroom.

Integration of subject-specific and language methodologies offers the possibility for a radical change in existing features of language teaching practice. CLIL provides a catalyst for change because it provides teachers with opportunities for re-thinking educational practice through realignment of the position of English language learning in the curriculum, and reaching out for an upgrading of performance.

Pressures in the region to upgrade English language learning levels, and introduce English as partial medium of instruction, indicate that CLIL might be a solution which could accommodate the demands of each of these often separate educational developments.

- That an **Expert Group** be convened to produce a regional econometric analysis report on the potential of CLIL-type provision as a socio-economic driver which explicates English language competence as human capital within the economies of Indonesia, Malaysia, the Philippines and Thailand (and preferably involving other countries within the framework of PIP).

- That an **Administrative Fusion Group** be convened in Indonesia, Malaysia, the Philippines and Thailand (and preferably involving other countries within the framework of PIP) to identify appropriate national policy and implementation bodies, and experts within them, that have a mandate to handle inter-agency initiatives and decision-making necessary for the implementation of a trans-disciplinary innovation such as CLIL.

- That a **Educational Expert Think** Tank be created comprising policy-makers, examination board representatives, researchers in subject and English language learning, and other gatekeepers, to evaluate the feasibility of implementing pre-determined low exposure forms of CLIL at primary level, and estimating the eventual outcomes in terms of content and language learning, and child development.

- That financial support be made available for national **educational and curriculum** experts to visit Malaysia to examine the potential transferability of the ETeMS initiative (and preferably similar development models in other countries within the PIP framework).

- That a regional **Network of Teacher Educators** be formed by which to examine implications of integrated approaches such as CLIL for initial and in-service teacher development programmes; and that this network be linked

to similar international networks, and that finance be made available for visiting, teaching and shadowing in CLIL-type provision contexts.

■ That a **PISA Resonance Group** examine the implications of PISA (OECD) on the potential of CLIL to introduce positive innovative change with respect to content and English language teaching and produce a Reflection Document (similar to How the worldís best performing school systems come out on top (McKinsey 2007).

■ That a **Research Compendium** be compiled of research reported in Indonesia, Malaysia, the Philippines and Thailand (and preferably involving other countries within the framework of PIP) on innovations in PELT in general, including CBI and CLIL.

■ That **Major Regional/international Corporations** be invited to sponsor development of modular-based learning units, and corresponding teacher implementation packs, and a base-line quality assurance framework, which could be used in all countries for the introduction of CLIL on topics which fit within the curriculum, but which also carry an international, inter-regional focus of significance and relevance to learner's lives such as themes within the environmental sciences.

■ That the **PIP Experts** examine how the integration of good pedagogies in using ICT for education, teacher professional development, and CLIL, could be inter-linked on the basis of knowledge acquired and initiatives proposed, particularly with respect to introducing paradigm-shift with respect to achieving greater collaboration and inter-dependence between teachers.

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05

CLIL PEAC case study: The Division of Quezon City, Philippines

Remedios Z. Miciano

Status and scope of CLIL-type provision

Content and Language Integrated Learning (CLIL) may be traced to the Former Education Secretary Raul Roco's 2002 Revised Basic Education Curriculum (RBEC). This curriculum restructured and filtered the academic load of elementary and high school students to just five learning areas or "tools": Filipino, English, Science, Mathematics, and Makabayan (Nationalism or civic consciousness, which integrates music, arts, physical education, health, technology and livelihood education, and values). RBEC emphasizes the integrative modes of teaching which include Content-Based Instruction (CBI): "…among the tool subjects, the integration of English, Science, and Mathematics will be emphasized through innovative and interdisciplinary modes of instructional delivery" (2002: 16). Interdisciplinary connections are evident in the use of content-based materials in language teaching and the innovative aspect of teaching is highlighted by the teachers' valiant efforts to take up content despite the shortage of instructional materials.

RBEC highlights the CBI feature which aims to close the gap between language and subject matter courses as it integrates content learning with the goals of language teaching. It pertains to the simultaneous study of a content subject together with a particular language, bearing in mind that "the form and sequence of language presentation (is) dictated by content material" (p.36). The RBEC cites this example of a possible lesson in 1st year high school:

> A lesson in English designed to 'develop the ability to locate and synthesize information' may use content in Science (essay/article) such as 'The Ecological System,' which is a topic in the First Year of Science under 'Living Things and their Environment.' (p.36)

After Grade 3, "every learner should be able to read and understand at least simple paragraphs, both literary and nonliterary" (p.26), in Filipino and English, but more so in the latter because most of the instructional materials developed and procured through the Department of Education (DepEd) are in English. Thus, certain revisions with the time allotment and choice of texts were made:

> Time allotment in Grades 1-3 and First to Fourth Year has been increased to enable adequate understanding of every lesson and to include not only literary but also scientific and technical texts in reading and comprehension activities. Scientific vocabulary will be used in the English lessons through approaches such as Content-Based Instruction (CBI), which can help make difficult academic terms easier to understand (p. 25-26)

It is evident that the government has given much effort in pursuing CLIL (in the form of CBI) in both elementary and secondary schools, both public and private. Functional literacy and lifelong learning should theoretically be strong motivations for the CLIL-type provision using the regional lingua franca as medium of instruction (MoI); on the other hand, global competitiveness is a strong motivation for English CLIL-type provision.

Curriculum

The DepEd "envisions every [Filipino] learner to be functionally literate, equipped with life skills, appreciative of the arts and sports, and imbued with the desirable values of a person who is makabayan [patriotic], makatao [humane], makakalikasan [eco-friendly], and maka-Diyos [God-fearing]" (Department of Education, 2002, p. 10).

The current elementary education curriculum provides for, among others:

1. development of basic understanding about Philippine culture, the desirable tradition and virtues of our people as essential requisites in attaining national consciousness and solidarity;

2. teaching of basic health knowledge and the formation of desirable health habits and practices;

3. development of functional literacy, in Filipino and in English, as basic tools for further learning; and

4. acquisition of fundamental knowledge, attitudes, habits and skills in science, civics, culture, history, geography, mathematics, arts, and home economics and livelihood education and their intelligent application in appropriate life situations.

Among the five subject areas for elementary (and secondary) education, Filipino is a subject and the MoI for *Makabayan.* English is a subject and the MoI for Science and Mathematics. In some pilot schools, the MoI for all the learning areas in Grade 1 is the Regional Lingua Franca (RLF) or the vernacular.

In RBEC, the children are introduced to simple scientific processes and basic health in the English and *Makabayan* learning areas in Grades 1-2 while Science as a separate learning area begins in Grade 3.

The RBEC in 2002 puts premium on the mastery of essential abilities such as linguistic fluency and scientific-mathematical competence integrated in various learning/subject areas like Filipino, English, Science, and Mathematics. As basic tool subjects, the time allotted for these subjects has been re-distributed to ensure "increase in time for tasks and activities to gain mastery of basic competencies from the social sciences" (2002 Basic Education Curriculum for Elementary, p. 16).

The DepEd, especially in the National Capital Region, has largely followed the implementation scheme for MoI proposed by the Philippine Commission for Educational Reform (PCER), as seen in Table 1 below. It should be noted though that PCER qualified the choice of MoI for science and mathematics: [they] "may be taught provided that there will be strong support for the writing of instructional materials in Filipino and intense training of Science and Mathematics teachers in Filipino." (PCER, 2000, 64-65). The same advice applies if the regional lingua franca is chosen as MoI.

Table 1: Recommended implementation scheme of MoI in Grade 1.

Grade 1		Grade 2 and up	
Subjects:	**MoI**	**Subjects:**	**MOI**
GMRC	RLF*	GMRC	**Filipino**
Sibika	RLF	*Sibika*	**Filipino**
Science	RLF	Science**	**English**
Math	RLF	Math**	**English**
Reading	RLF	Reading	**Filipino**
English	Taught as separate subject	English	**Taught as separate subject**
Filipino	Taught as separate subject	Filipino	**Taught as separate subject**

*Regional Lingua Franca
**May be taught in Filipino provided that there will be strong support for the writing of instructional materials in Filipino and intensive education of Science and Mathematics in Filipino

Notwithstanding this qualification, because of the dearth of instructional materials in Filipino, and more so in the regional lingua franca (RLF), and the lack of teachers trained to teach in Filipino or in the RLF, in reality English is the dominant MoI throughout the country. Unfortunately, the language component in teaching content is hardly given any attention.

From the foregoing, it can be inferred that the CLIL-type provision is very strong in the elementary level (Grades 1-3) but from the intermediate level (Grades 4-6), there is stronger focus on content. CLIL defined as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language, would make the Philippine CLIL-type provision at best content teaching in a second or foreign language.

Students

At age 7, a child is admitted into Grade 1. Other than age, the other basic admission policy in public schools is articulated in the Department of Education Order No. 32, series of 2003: "To ensure equity in basic education... all public schools are strictly enjoined to admit all prospective Filipino pupils/students regardless of sex, creed, socio-economic status, racial or ethnic origin, residency, political and other affiliation."

The only documentary requirement for admission is a birth certificate, or an affidavit attesting to the birth of the child, in the absence of the birth certificate at the time of

enrollment. However, the birth certificate must be submitted later.

Basic education in the Philippines is free, which makes public education a heavy burden for government, with a hefty 105,970 increase in elementary enrollment (from 11,990,686 in SY2005-2006 to 12,096,656) in SY2006-07 alone.

Teachers

Teachers in public and private elementary schools must have at least a bachelor's degree in elementary education. On the other hand, non-education graduates may complete an eighteen-unit Certificate of Professional Education in order to qualify as primary or secondary teachers. After completion of these programmes, the students are required to take the Licensure Examination for Teachers (LET) to qualify to teach at the elementary and secondary levels.

Given the integrated approach to teaching subjects in RBEC, all public school teachers from Grades 1 - 3 are in effect doing CBI. Since the practice of most schools is to assign new teachers to the lower grades, this means early exposure to CLIL-type provision of neophyte teachers. Teachers assigned to do CLIL-type provision are not paid additional honorarium.

Training for CBI was implemented soon after the revision of the Basic Education Curriculum. Division supervisors trained principals of all schools throughout the country in the integrated approach and in turn the principals trained their teachers. Unfortunately, the promised instructional materials to support integrated teaching have not materialized, so that teachers doing CBI have had to spend for and prepare their own materials.

Methods

Instruction in the typical Mathematics Class:

The data from the Classroom Observation Protocol used in the present study indicate that the mathematics instruction in English at the early elementary level (grades 1, 2, 3) is primarily teacher-directed (76.8%). It is dominated by lecture or teacher presentation (43.5%) using teacher-prepared visual aids or exercises (74.6%) because most of the children do not have textbooks. The teacher poses questions in a classroom discussion mode and usually calls on a student to recite and give short responses to the questions posed (61.3%). Consequently, there is very little pupil-teacher academic interaction. Most of the questions are knowledge-based inquiries into memorized arithmetic facts (63.3%) although a good percentage of the discussions go up the comprehension (49.2%) and application levels (34.1%). Rarely do pupils determine class activity, nor its pacing (17.9%).

Some teachers make use of pair or big groupings (19.6%) however, there is no clear evidence that the pupils benefit from such activities because some groups are so big (at least 10 in a group) that meaningful participation of each member can hardly be achieved. Besides, the classroom environment which is usually hot and cramped is not conducive for such big groupings. Teachers manage to maintain order in the classroom in spite of that condition, by way of classroom management techniques (41.9%).

There seems to be an assumption by most teachers that their pupils understand English and so they focus on the mathematics content as they discuss the lesson in English (67.9%). There is also very little pupil-to-pupil academic discussion and oftentimes this takes place in Filipino (13.1%). There are some teachers who codeswitch from English to Filipino and back (13.1%) and they often do this to help students understand the mathematics concept or process being taught in English. Some pupils manage to recite or report the result of their computations in English (20%) but usually this is with the help of the teacher.

The class typically starts with a drill or a review of a past lesson. Teachers try to motivate pupils by making them sing, presenting drills using colorful visual aids, or making them act out some word problems. At this point, pupils are sometimes asked to read aloud (29.8%). After that, the teacher presents the lesson by telling students mathematical facts or procedures. The usual procedure given in problem solving is the AGONSA which stands for identifying what is Asked, Given, Operation to use, Number sentence, Solution, and Answer. All teachers ask a number of questions requiring short answers during the teacher presentation part. They make use of visual aids heavily. The teacher also demonstrates the process that pupils would use in the activities that follow. The Generalization part is usually a repetition of the procedure discussed in the teacher presentation. There is application of the lesson to word problems which is either done individually (using differently colored straws or sticks, "mini" blackboards, or the traditional paper and pencil) or as a group. Most classes end with a short quiz.

Instruction in the typical Science class:

The data of the science group are very similar to that of the mathematics group. Science teaching at the early elementary level (grades 1, 2, 3) is primarily teacher-directed (71%). Since the children do not have textbooks it is also dominated by lecture or teacher presentation (44.48%) using teacher-prepared visual aids or exercises (38.9%). Student recitation is characterized by individual student's (45.9%) short responses to questions that the teacher poses in a classroom discussion mode (44.4%). Most of the questions are knowledge-based inquiries into memorized or generally known science facts (54.2%) although a good percentage of the discussions go up to comprehension (43.1%) and application levels (34.6%). Consequently, there is very little pupil-teacher academic

interaction although pupils are required to report or present the result of their group work or board work (23.25%). Rarely do pupils determine classroom activities (7.9%). There is definitely no out-of-class experience which is ideal for a science class. Similar to the mathematics experience, some teachers make use of pair or big groupings (10.9%) under classroom conditions that are not conducive to learning.

Surprisingly, Science classes are conducted in English 100% and the little pupil-to-pupil academic discussion takes place in Filipino (45.8%). There are some teachers who switch to Filipino in order to help students understand the concepts or processes taught in English.

Like in mathematics, the science classes start with motivation exercises (in the form of songs, stories, etc.), moving on to drills and review, followed by teacher presentation, with activities that apply the procedures presented in the lecture part. The application tasks may be done individually or by a group using Manila paper as ìminiî-board or doing simple experiments using materials often found in the school premises, after which a student is asked to report the result of the activity. Generalizations are in the form of repetition of what the teacher has discussed. Classes usually end with a short quiz.

Instruction in the typical English class:

Like Mathematics and Sciences classes, English classes are heavily teacher-directed (86.5%), dominated by lecture or teacher presentation (48.5%) using teacher-prepared visual aids or exercises (55.7%) because pupils do not have textbooks. Q & A, with all questions for discussion generated by the teacher, constitutes 58.6% of the class activity. A pupil is usually called upon to give short responses to the questions posed or to repeat sentences. Most of the questions are based on the literal level (58.5%) and comprehension level (42.9%), the text often brief passages copied on Manila paper by the teacher.

Most teachers make their pupils do choral reading (51.2%) instead of pair or group activity (20%). Teachers manage to maintain order in the small crowded classes through creative classroom management techniques (53.1%).

Teachers of English use the language 72.3% of the time while some codeswitch (7.6%) or use Filipino (9.3%), which is totally unexpected in an English class. On the other hand, when pupils formally answer questions or report in class, they use English (35.7%) with some prompting from the teacher, but among themselves they use Filipino (20.6%); that is, when the pupils discuss among themselves the problem or the teacher-generated question(s), they use Filipino but when called upon by the teacher to share with the class their answer, they use complete sentences (with constant reminder from the teacher) in English.

General Observations

Data culled from classroom observations (Mathematics n=21, Science n=8, and English n=15), focus group discussions with the teachers, interviews with the school principals, and lesson plans submitted by teachers yielded interesting information about the competencies, skills, practices and development needs of the primary school teachers (n=45) observed in this study.

As a whole, classrooms are teacher-centered, teacher-directed (78%), with lecture/ presentation (45.4%) and Q & A (54.8%) as the most dominant teacher activities, using teacher-prepared visual aids (56.4%). Most dominant pupil activities are reading aloud (38.3%) and answering teacher-generated questions (54.8%), which, interestingly, pupils find engaging (65.9%). Often the content being learned is presented in authentic context, consistent with the advocacy of the DepEd that lessons should be experiential. Consistent with Constructivism, there are attempts to draw on the pupilsí background knowledge and interests but there appears to be a need for the teacher to design lessons that promote studentsí thinking and reasoning skills, which should contribute to L2 learning. Academic register of language and emphasis on development of studentsí process skills appear to be not so evident (Appendix C). As for the visual materials used by the teachers to support their lecture/presentation, although they are very colorful and creative, they often activate lower level thinking skills, because of the very nature of the activities (often matching and labeling). Attempts by the teachers to enable pupils to predict, estimate, hypothesize and test their hypotheses are not so evident. Although the pupils are generally able to accomplish the classroom tasks, efforts to make pupils reflect on their learning are minimal.

Regarding the language aspect of instruction, although the English language is used as MoI, it is noteworthy that the teachers' English language proficiency is not very evident. Pupils' language production is limited to supplying lexical items or answering a question in a complete sentence. More extended use of language by pupils is rarely observed because they are hardly asked to explain their answers or to narrate/describe a procedure in their own words.

Assessment

While the classroom discussions remain at the level of knowledge, comprehension and application, teachers pose a lot of questions during the presentations. This gives the impression that instruction is inquiry-based and that it is diagnostic in nature. However, since the pedagogy used does not really allow students to build their concepts, but instead memorize or repeat facts and procedures, then the teacher-pupil interaction is not able to achieve the real essence of inquiry-based instruction. However, teachers really

do their best to make pupils understand the lesson by encouraging the pupils to respond individually or in groups. That accounts for the high pupil engagement in all the classes that were observed. It should be noted that pupils also answer in chorus. It seems to work in spite of the fact that it is not a good way to check comprehension. Furthermore, in most cases, it seems like only the pupils who can give correct answers (i.e., the brighter ones) are called upon to recite, answer board work, or report. Besides, these pupils are the ones who volunteer to respond to teacher inquiries.

Usually, teachers end their class with a short quiz. In mathematics and science, these are in the form of simple computations that check their knowledge of procedures or their recall of memorized facts, in the form of filling the blanks or matching. Usually, they check the quizzes right away. Pupils are asked to check each other's papers or "mini"-boards and then the teacher determines, by show of hands, the class performance. The teacher does not confirm if the pupils' claims are true or false.

Educational Infrastructure

Teacher training in support of CLIL-type provision is at times fully funded by government, which is keenly focused on the improvement of teachers' proficiency in English. Some of the government's initiatives are the following:

Government-funded teacher training programs to support CLIL-type provision

As of late 2007, around 140,000 primary and secondary level teachers received training in English teaching through the following means: workshops and conferences facilitated by English specialists; school-based training through mentoring, and trainings conducted with Teacher Education Institutions.

Other than the annual National Teacher Training Convention, DepEd's National English Proficiency Program (NEPP) places particular focus on English teacher training. Around 7,300 teachers who received intensive English training will pass on instruction to a total of 95,600 teachers in their respective schools under the Teachers Mentoring Teachers Program.

According to the latest memo by the DepEd, PHP500 million (~6 million GBP) has been allotted for the training of English teachers since English proficiency has been listed as one of the priority programs for 2008.

Partnership between government and non-government organization, in support of CLIL-type provision

Given its limited budget and the dramatic yearly increase in school population, the Philippine government has partnered with some institutions in support of CLIL-type provision. For instance, DepEd and DepEd-ARMM, together with the United States Peace Corps, introduced the teacher-training project, Tudló Mindanao ("Teach Mindanao") in October 2003. Training programs and materials for CBI were constructed by teachers in Muslim Mindanao.

Non-government teacher training programs to support CLIL-type provision

Aware of the countless problems that have caused the continuing deterioration of Philippine education, concerned non-government organizations (NGOs) have taken the initiative to do their share to help improve Philippine education. Some of these NGOs are composed of educators and/or industry heads who have observed that college graduates do not seem to be proficient in English and do not exercise critical thinking at their jobs. Some examples of these NGOs are the following:

- ABS-CBN Foundation, Ayala Foundation (Bridge Leadership Training for Principals), DIWA Publishing, HSBC, Knowledge Channel Foundation (Educational Television), MBC-AMCHAM, and McDonaldís Foundation have given scholarships, funding for in-service training, and access to instructional materials and equipment.

- Conventions and conferences on current theories and practices in language teaching and ESL have been regularly sponsored by the Linguistic Society of the Philippines (LSP) and the Philippine Association of Language Teachers (PALT).

- In the Beginning English for Asatidz (BEA) Training Program, three universities in the south of the Philippines namely, University of Southeastern Philippines (USP), University of Southern Mindanao (USM), and Mindanao State University (MSU), combined efforts to develop English Language modules specifically for the Muslim community.

- The Metrobank Network of Outstanding Teachers and Educators (NOTED) sponsored Communications Skills Enhancement Training, an intensive training program for teachers who seek to enhance their English communication skills in writing and speaking.

- The Foundation for Upgrading the Standard of Education (FUSE), supported by the Tan Yan Kee Foundation, has been training teachers in the Philippines for twelve years. The FUSE Board of Officers consists of former university adminis trators and DepEd officials. Teacher-support materials called Continuing Studies via Technology (Constec) are currently under production.

- The Promoting English Proficiency (PEP) Project, a joint initiative of the American Chamber of Commerce of the Philippines and the Makati Business Club, and an expanding group of stakeholders, "aims to develop a world-class workforce with English proficiency that meets the highest international standards" (PEP Newsletter, 1, 1, (January-April 2006, p. 1)

Ongoing trends, obstacles, debate and initiatives
Trends

CLIL-type provision in the Philippines is likely to continue in its present form - CBI. Based on the "continuum of integration" proposed by Pring (1973, cited in Drake 1998, p. 20) reproduced below (Fig. 1), the Philippine idea of integration is either Fusion and/or Within One Subject. Fusion means that "a topic is inserted into several subject areas." Within One Subject refers to the combination of the sub-disciplines of a big area under one subject; for example physics, chemistry, and biology topics are taken under the subject 'science.' (Drake 1998, p. 20).
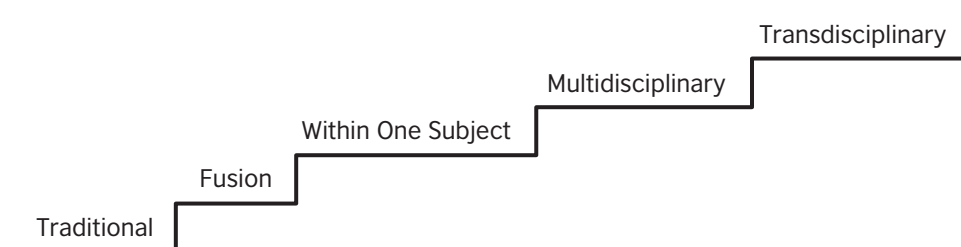

Figure 1: Continuum of Integration (in Drake 1998, p. 20)

In language classes, integration means taking up science, mathematics, or any content topic to illustrate or practice a language rule but the science/math idea itself is not discussed. On the other hand, content CLIL-type provision such as mathematics and science classes pay attention to the language aspect of instruction by requiring pupils to answer teachers' questions in complete sentences. This is essentially the understanding and implementation of CBI in the elementary level. In other words, there is more focus on content in content subjects, although the medium of instruction (MoI) is English; on the

other hand, there is more focus on language in language classes, although the teachers may opt to use science/math material. Mathematics and science teachers do not write separate content and language objectives in their lesson plans precisely because, according to them, they are supposed to be integrated.

In content CLIL-type classes, teachers do not readily translate an idea or concept that is not understood in English by the early graders. Teachers use simpler vocabulary, give contextual clues, use illustrations, give concrete examples, demonstrate, dramatize, and translate as a last resort, only if all the other attempts have failed.

The dominant L2 language used in this CLIL-type provision has been and will continue to be English. Historical and economic pressures and globalization assure the ascendant position of English in the Philippines in the next 5 years and beyond.

Obstacles

The following are possible deterrents to CLIL-type provision in the Philippines:

Linguistic

For CLIL to be effective, teachers must be very good models of the target language. Unfortunately, many teachers need to improve their proficiency in the English language. In fact, in a self-assessment survey conducted by the Social Weather Station from March 8-14, 2006 the following figures emerged:

Table 2. Comparison of self-assessed English competence (1993, 2000, 2006)

Level of English Proficiency	December 1993	September 2000	March 2006
Understands spoken English	74%	77%	65%
Reads English	73%	76%	65%
Writes English	59%	61%	48%
Speaks English	56%	54%	32%
Thinks in English	42%	44%	27%
None applies	7%	7%	14%

Pedagogical

To acquire the target language, the children must be motivated to use it in a more meaningful and naturalistic manner in the classroom. Less teacher talk and more pupil talk; less rote repetition of drills and more activities that require higher thinking skills; less choral reading and more processing of the reading text - these are expected to improve pupils English proficiency.

Books and other instructional materials should also be available. Infrastructure support by way of well-ventilated, roomy classrooms should improve learning conditions.

An open and non-selective school admission policy also poses some challenges, such as very big enrollment (e.g. in Commonwealth Elementary School and Payatas Elementary School, the regular class size starts at 80), heterogeneous classes, and enrollment of children who obviously are not ready for school.

Economic

Because of poverty, many students do not attend school regularly, eventually drop out, and consequently lose whatever little English they have learned in school. Their knowledge of common English terms that have been absorbed in the Filipino language may remain but their ability to use English in the discourse level disappears.

The more experienced and better-qualified (in terms of content and English language proficiency) teachers have left the country for better-paying jobs abroad.

Political

Schools in urban centers often get more government support than those in remote areas.

Push Factors

The strongest factor going for CLIL-type provision is the very receptive attitude of school principals and the enthusiasm of teachers to learn the CLIL approach: "…kakaunti ang sweldo nila pero pag may ipagawa ka, gagawin nila (They may not earn much but when you give them an assignment, they will do it."). All they want is an assurance that they will be given the proper training and the materials to implement the approach.

Another factor could be the positive attitude of most parents towards English. Parents realize the economic benefits from being proficient in the language. And, of course, there is prestige attached to English.

Current Debate

In what language can the Filipino learn most effectively and efficiently? This has been at the heart of the controversy over the MoI since the 1950s. Educators and linguists insist that a concept can more easily be learned by children if it is taught in a language that they already know, their L1. Dr. Patricia Licuanan, President of Miriam College contends that "English as medium of instruction will not improve the quality of education and will actually have a damaging effect... [as it will mean we] sacrifice the learning process itself."

From a nationalistic perspective, writers and artists, and academicians complain about the threat to indigenous culture. On the other side of the fence, politicians in strong support of English have filed House Bill 4701 on "Strengthening and Enhancing the Use of English as the MoI in Philippine Schools" in the House of Representatives. Behind this move is the perception of many politicians that the continuing deterioration of Philippine education is due to the deterioration of English Language proficiency among teachers and students alike. The Bilingual Education Policy (BEP) has been continually blamed although research has shown the contrary:

> A study, *Evaluating Bilingual Education in the Philippines* (1974-1985), was done to find out whether BEP was responsible for the perceived poor quality of education in the country. This well-documented study convincingly presents findings that factors other than BEP are the causes of the poor quality of Philippine education. (PCER, 2000: 62)

In its well-documented study of the problems of Philippine education, the Philippine Commission for Educational Reform (PCER) recommended the continued implementation of the BEP where applicable but it also pushed for the expansion of the MoI to include the regional lingua franca or vernacular as MoI for Grade 1. The conviction of PCER was that children are less likely to drop out of school if they were not traumatized by the sudden introduction of two strange languages - English and Filipino/Tagalog - in Grade 1. Furthermore:

> ...children learn better and more quickly with the use of the lingua franca... Whatever children learn during the early grades will be better retained and become the foundation of continuing self-learning and education, including development of technical-vocational, livelihood skills. Despite its methodical study of the educational situation, the recommendation of the PCER regarding MoI has not been implemented. (PCER, 2000: 62)

On the contrary, the latest pronouncements from government support the use of English as MoI and even as "language of interaction" in schools.

Initiatives

PHP500 million has been allotted for the training of English teachers since English proficiency has been listed as one of the priority programs for 2008. Focus will be given to schools with low mastery level (mean percentage score of 34 and below) as revealed in the results of the 2007 National Achievement Test. This project hopes to address the urgent need for teachers to be well equipped in teaching English, as well as teaching in English, as in the case of Science and Math classes. The DepEd hopes to gain a 30 percent increase in the exam results of students by 2010.

Schools that lack space and/or teachers have double or triple shifts. On the other hand, academically unready pupils are given extra tutorials by the classroom advisers who either come an hour early if they are assigned in the afternoon shift or stay an hour later if they are assigned in the morning shift. This additional service is rendered for free by the teachers.

To address absenteeism by poor students, the government has adopted the rice-for-attendance scheme where the children get a kilo each of rice for every day that they attend class.

Summary and Conclusions

Recognition of the importance of integration

The Philippine educational system has realized long ago the need for integrated, experiential, and integrative teaching/learning. However, the government has not fully followed up on its pronouncements about the ideal teaching/learning situation because of budget constraints, among other serious problems.

CBI: CLIL-type provision in the Philippines

English is the dominant L2 used as medium of instruction, and its use as MoI starts from as early as Grade 1.

As implemented, content and language are not given equal focus. To be able to do this, teachers who are highly proficient both in content and language must be hired. The problem is there is a scarcity of such teachers in the country. Those qualified have opted to teach abroad. To address this problem, teachers must be trained and amply rewarded with competitive salaries so that they do not leave the profession/country.

CLIL might be effective if there is meaningful interaction in the classroom using the L2. Part of the teacher training should be on facilitation techniques, so that the pupils really

get to use the L2. Emphasis should also be given to the development of higher thinking skills using L2.

Evaluation of CBI

The goal of acquiring and becoming proficient in the target language, English, alongside learning content has not been as successful as expected, considering the advantages already enjoyed by English in the country. This may not be due to the CBI approach but to a host of interlocking factors that could explain the sorry state of Philippine education.

Acknowledgements

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06

Primary ICT: PICT

Nicky Hockly, The Consultants-E

Project Overview

The PICT project aimed to investigate current and future uses of ICT in the English primary classroom, and involved Malaysia and South Korea. Data collection took place from October 2007 to March 2008. The main research questions were:

- How are teachers utilising ICT in state schools across the region?
- Where can it be said to be succeeding?
- What factors have enabled successful ICT integration into the primary curriculum?
- What are the foreseeable uses for ICT in the near future?

Full reports on both countries are available on request.

Procedure

Phase 1:

National survey of teachers' ICT use: type, frequency, requirements, methodologies, future plans.

- Questionnaires were completed online by practising teachers using the survey tool 'Survey Monkey'.
- Initial questionnaire was designed by TCE (The Consultants-E) and feedback solicited from the local researchers to allow for regional variations to be added to the questionnaires.

- Information about the project and link to the final questionnaires was distributed by the local researchers via electronic mailing lists and teachers' groups, in both countries.

Phase 2:

Case studies

- One or two showcase schools / teachers in each country were identified, in which ICT use is deemed successful, based on the questionnaires and researchers' local knowledge.
- Case studies of these teachers were produced.
- Data collection took place via: written interviews with teachers (Korea), observation of video recorded classes (Korea and Malaysia), teachers' reflections via individual written interviews (Korea).

Phase 3:

Analysis: Success factors

- Definition of pedagogical success factors based on case studies in interim reports for each country were produced by TCE.
- Analysis was primarily *qualitative,* based on data collected in phases 1 and 2.
- Certain success factors were predicted from similar studies carried out in the field recently* – for example, correlations between age (of learners and teachers) and ICT use and confidence levels; amount and type of training received; ICT facilities available; time spent with these facilities; class size; pedagogical approach etc. To what extent these factors are present and significant in the current study was addressed, and was incorporated into the Phase 1 questionnaires and subsequent detailed reports.
- One of the local researchers (Korea) produced a report based on the data collection carried out in Phase 2. This report was included in the Phase 2 Korea report.

* See for example the NRDC 'Using ICT' report published in the UK in February 2007.

Phase 4:

Reporting back

- PIP Regional meeting in Bangkok 5-6 March 2008 – report on progress.
- Final report submitted to British Council East Asia May 2008.

Trends

In terms of the use of ICT tools, we see a majority of first generation tools being used in both countries (Figs. 1 & 2), although Korea shows a predictably higher ICT use and computer literacy rate:
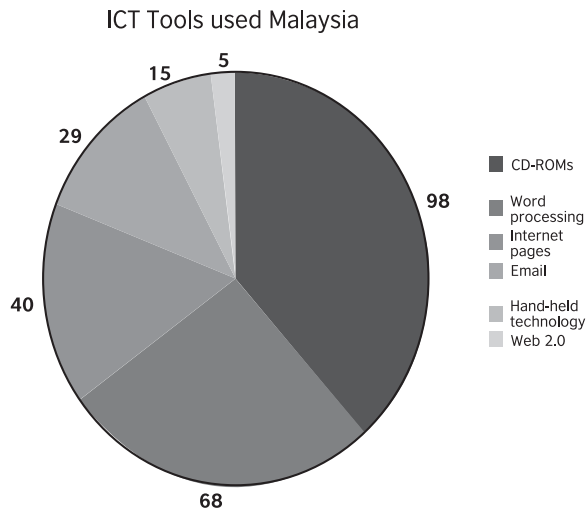
ICT Tools used Malaysia

Figure 1: ICT tools used in primary classrooms in Malaysia

ICT Tools used Korea
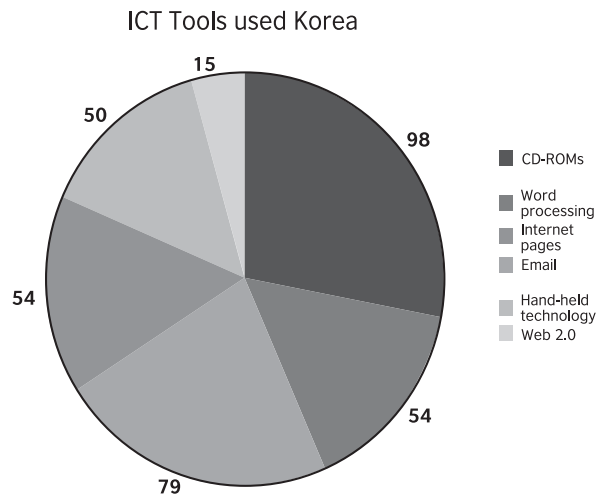
Figure 2: ICT tools used in primary classrooms in South Korea

71

The profile of teachers using ICT successfully in both countries - typically PowerPoint and a projector, or CD-ROMs in whole class format - shared the following characteristics:

- 4 - 15 years teaching experience. In other words, non-novice teachers.
- Had received general teacher training in the last 12 months.
- Had received some ICT training in the past.
- Felt themselves to be 'intermediate'+ level computer users.
- Use CD-ROMs and laptops in class, and show a slightly higher use of Internet with learners.

Research Questions Revisited

How are teachers utilising ICT in state schools across the region?

From the Phase 1 research, we see a mainly first generation use of ICT in primary schools in both Malaysia and Korea.

Where can it be said to be succeeding?

From the Phase 2 case studies, we see that especially successful use of ICT by teachers is shown by motivated individuals who have received prior ICT training, are skilled at handling basic ICT tools, and have access to the necessary hardware and software in their school.

What factors have enabled successful ICT integration into the primary curriculum?

The Phase 2 case studies have identified the following factors as key:

- ICT training received
- Class size (to some extent, in Korea)
- Access to software, hardware and materials
- Teachers' attitudes
- Teaching experience (non novice teachers)

What are the foreseeable uses for ICT in the near future?

Currently both Malaysia and Korea are still very much focussed on first generation ICT tools in the classroom. This fits in with a teacher-centred pedagogy, in which ICT tools are seen as an effective way to transmit information – for input. This trend is likely to continue for some time unless state sponsored training programmes start to examine not only some of the new Web 2.0 technologies (such as blogs, wikis, podcasting, social

networking tools etc.), but the pedagogies of learner-produced content, and collaborative class/group work which these tools require.

Conclusions and Recommendations

The analysis of the questionnaire responses in Phase 1 showed three main themes emerging which affect teachers' use of ICT, and what they feel makes this successful (or not):

- training and peer support (Malaysia and Korea)
- hands-on practice with ICT tools (Malaysia and Korea)
- access to computers and to materials (especially Malaysia)

Teacher training:

Primary school teachers in both Malaysia and Korea are already using ICT tools such as CD-ROMs in English with learners, with what they feel to be some success. Both countries showed a 98% uptake among respondents of CD-ROM use. The teachers appear to be happy with the materials provided for them to use with learners, and with the training provided. There is definitely a case for continuing with the teacher training programmes already in place, and for expanding these to include the minority of respondents in both countries who have received no training whatsoever.

However, there is a wide range of free-Internet based Web 2.0 tools, which the great majority – over 90% of respondents in Malaysia and 75% in Korea - seem to be either unaware of, or unsure of how to use with their learners. We recommend that teacher training programmes continue building on the first generation IT training already provided, and start to widen this to include training with more recent Web 2.0 ICT tools, which can be used to effectively promote language learning. For example, a small pilot training program on using Web 2.0 tools in the classroom could be set up, for teacher trainers, which looks at a small range of Web 2.0 tools, or simply one tool (such as blogs) and trains teachers how to use these with their learners. Training of this sort could then be cascaded down to teachers via already established training programmes.

Teacher development:

In their final comments in the questionnaires, several teachers in both countries mention the need for peer support, and to 'try things out'. For training to be effective, it needs to be ongoing and supported, and to involve a cycle of:
a) learning,
b) application to practice, and then
c) overt reflection.

One-off training workshops on a particular topic tend to be less effective, unless teachers start to apply what they have learned to their classroom practice – a step that it is often not easy to take. Peer support, or mentoring, could be included as part of the initial training in new ICT areas recommended above, with mentoring programmes implemented within pilot schools for training in the application of new technologies to the classroom.

The case studies in both countries clearly showed that the approach to teaching which is favoured in the use of tools such as CD-ROMs (when these are displayed for the class), PowerPoint slides, or IWBs, is that of a teacher-centred, or teacher-fronted, approach. Using Web 2.0 tools also requires training in alternative methodologies and approaches to classroom management for teachers, as the more collaborative Internet-based tools will require small group work, for example, to be effective. This will require a rethink of more traditional classroom teaching practices, and an exploration of alternatives, for both trainers and teachers.

Access to computers:

There is a difference between access to computers in Malaysia and Korea, and between rural and urban areas (especially in Malaysia). For the use of ICT to move beyond the static content represented by CD-ROMs, and to involve learners in Internet-based communication (both written and spoken), schools need to be equipped with reliable broadband Internet connections and good computers, as well as the IT support to keep these functioning.

However, the computer skill set needed by teachers in order to use these Internet-based tools is not especially demanding. The majority of teachers who answered the questionnaire already appear to have these skills in place, as 'intermediate' computer users. However, any training in new ICT technologies would need to be accompanied by the basic skills needed to effectively use specific tools in cases where teachers lack these. For example if teachers are to learn to produce blogs with learners, they will need to learn how to use simple free blogging software. In Malaysia, where access is still not widespread outside of urban areas, the use of first generation tools (such as off-line CD ROMs) is of course more practical and relevant.

Acknowledgments & Thanks

Foreign pupils in Singapore primary schools: Strategies used for learning English

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Introduction

This research study looks at a small sample of foreign pupils studying in Singapore schools in order to gain some insights into the strategies (and / or non-strategies) they use to learn English. The objective of the study is to recommend relevant intervention strategies in the area of teacher education so that our teachers are better equipped to help these foreign pupils in the learning of English. Table 1 below shows the profile of the individuals sampled in this study.

Table 1: Sample in the study

#	Gender	Class	Age	Native country	No. of years in Singapore
1	Female	Primary 4	12	Sri Lanka	1
2	Female	Primary 4	12	Philippines	3
3	Male	Primary 5	13	Indonesia	1
4	Male	Primary 4	11	Philippines	1
5	Male	Primary 4	13	China	2
6	Male	Primary 4	11	China	9 months

Each of the individuals sampled was given a series of tasks which they were observed completing. Subjects were also interviewed about their responses to the tasks. Findings and recommendations for each skill area are examined below.

Reading

Task

The subjects read aloud a short passage, and subsequently answered (in writing) three questions (one literal, one inferential and one vocabulary) on the passage. Running records were used to analyse the fluency and accuracy of the reading of the passage.

Findings

The analysis indicates that the weak pupils struggle with both the comprehension of what they read, as well as the language (i.e. grammar) of articulating their answers. In other words, the challenges facing the pupils in reading are:

1. Comprehension of the text read;
2. Reflecting their understanding in grammatically correct sentences.

Suggested intervention strategies

Pupils who struggle with comprehending what they read need to be taught explicit reading skills. When comprehension has been achieved, scaffolding can be provided to assist the pupils to articulate their understanding in grammatically correct sentences. This can be linked to the grammar lessons so that the pupils see a purpose and relevance for learning grammar.

Several research studies have endorsed the positive impact of aesthetic reading on academic results. Apart from the academic reading, it is therefore important that the foreign pupils engage in lots of aesthetic reading, both fiction and non-fiction.

Writing (and Grammar)

Task

The subjects were free to write as little or as much as they wished on any topic. Samples of previous writing done in the school were also collected so that the progress (if any) could be charted.

Findings

The analysis shows that the subjects struggle with writing in three aspects:

1. using the appropriate words (vocabulary);
2. organizing their ideas (organization)
3. expressing their ideas in grammatically correct sentences (grammar).

Suggested intervention strategies

Explicit instruction in vocabulary, organization of ideas, and contextualized teaching of grammar is likely to help these foreign pupils. Teachers need to bear in mind that these foreign pupils come to school with prior knowledge and experience about language learning, albeit in their mother tongue. They need scaffolding to "transfer" these ideas on to paper. For pupils who are extremely weak, teachers can consider engaging the pupils in a Modified Language Experience Approach where the pupils dictate to the teacher what they would like to write, and the teacher negotiates the language with the pupils. In the process, the teacher can teach the pupils how to organize their ideas into different paragraphs, and how to ensure a smooth flow from one paragraph to the next. Wordless books are particularly useful because they contain pictures which can provide the necessary stimulus in terms of ideas and plot development. Aesthetic reading of both fiction and non-fiction are critical for providing input for their writing.

Speaking

Task

"Speaking in a second or foreign language has always been viewed as the most demanding of the four skills." (Bailey and Savage, 1994: vii). The six subjects were interviewed to find out which language skill is most demanding for them, and also to ascertain their levels of ease or difficulty with spoken English.

The interview questions and topics were specifically designed to encourage them to speak as much and as freely as they wished to. Depending on their oral language competency, the subjects interviewed spoke for anything between 2 and 6 minutes.

Findings

All except one of the foreign pupils struggled with the complex demands of spontaneous speech, at having to first understand the interviewer's questions and then to process their thoughts before finding the words to express them. They lacked essentially the vocabulary and the grammar to express their thoughts. They did not have the appropriate rhythm and intonation for spoken English and had actually begun to acquire the speech patterns of their Singaporean classmates with the intrusive "lah" particle commonly heard in Singaporean speech. When it became a real verbal challenge to find the words to express their thoughts, they depended on word repetitions, direct mother tongue translations, code-switching, utter silence and head-shaking.

Suggested intervention strategies

What makes speaking in a foreign language difficult has been analysed by Brown (1994), who speculated about a number of explanatory factors that include foreign pupils' inability to use speech reduction, form contractions, vowel reduction, elision, speech idioms, stress, rhythm and intonation of English. Foreign pupils may not have sufficient practice with these. In congruence with the findings of the present study, Brown (ibid) has also noted that foreign learners in spontaneous speech situations have been seen struggling to understand the speaker's intent and taking a fair amount of processing time before responding. They need to cope with the twin demand of understanding a conversation topic and responding appropriately. It has been commonly acknowledged that speaking in a foreign language is an "activity requiring the integration of many sub-systems … all these factors combine to make speaking a second or foreign language a formidable task for language learners" (Bailey and Savage 1994: vi – vii).

Grammar and core vocabulary expansion for the foreign pupils can be substantially increased through a constant and wider exposure to different contexts of speech with speech models – be they native speakers or otherwise – in authentic communicative situations. What this means is strategies that help foreign learners certainly need to go beyond language laboratory audiolingual drills and reinforcement of speech patterns. They need to be those which teach oral communication skills as a "contextualized, sociocultural activity" that will involve learners as active participants eager to express real meanings. Savignon (1983) has observed how learners have successfully expanded their communicative competence through practice and experience in an increasingly wide range of communicative events and contexts.

Although oracy skills can be systematically developed within solely speaking lessons, it would be more meaningful for our foreign pupils here if these skills could be taught as part of an integrated language programme. Murphy (1991) emphasizes that teachers should connect speaking, listening and pronunciation teaching, and that teaching reading and writing can be the basis for teaching oral skills. In this way, oral skills development may be made more engaging to the learners.

Lazaraton (1996, 1997) talked about the need to structure oral skills class, determine instructional content, implement a variety of classroom activities, and to use published materials and books that meet the authenticity criteria. All these are not outside the scope of intervention strategies for the present study since different learners respond differently to different oral tasks that best suit their immediate needs. Special EFL courses that address such diverse learner needs could be implemented to good effect.

For beginning or very weak learners, the development of fluency may initially have to take precedence over accuracy until such time as the learners, having had adequate exposure to native or native-like speech models, especially in less formal settings, are ready for more formal instruction in grammar. Lazaraton and Skuder (1997), in their analysis of instructional materials for teaching oral English, have suggested that teachers of foreign pupils should work towards balancing fluency and accuracy for teaching oral skills. In developing fluency, the foreign pupils in this study certainly need to be given ample opportunities for more "natural language use" (Hedge, 1993) with a focus on meaning and its negotiation, and the minimization of ìovert correctionî.

It is thus important for our teachers to find out more about their foreign pupils by administering some diagnostic tests for analyzing their level of spoken proficiency, the amount of time they spend speaking English and their future goals. As follow-up strategies, the teachers should strive to make speaking lessons as concrete as possible, provide pupils with extensive practice in speaking, and use strategies that encourage these learners to initiate social conversations and engage in meaningful interaction with peers and teachers.

Listening

Task

The listening task was administered to the six foreign pupils, one at a time. They were given a picture showing seven children and seven types of food, arranged in random order. They had to listen to oral descriptions to match each child with each type of food he/she likes to eat.

Findings

On the whole, the six foreign pupils did not express marked difficulties with listening. The statements made by one pupil points to an important factor, that familiarity with the type of listening task, and being drilled and given practice in exam-like listening tasks make listening a less challenging language skill. Listening can become much more demanding if foreign pupils are given a wider range of listening tasks that fall outside their comfort zone or include lengthier or more complex spoken texts and spontaneous speech.

One factor that contributes to listening difficulty is the lack of vocabulary and the presence of "difficult words" as indicated by one pupil who said that his failure to understand what was heard orally led to him giving wrong answers.

Another pupil felt that in order to understand what a speaker or a teacher was saying to him, he had to first understand the speaker's or the teacher's use of English. He felt the need to try and remember words. This was a very limiting practice. It was also indicative of the narrow range of listening modes given for classroom practice. It can result in a high dependency on memory work to deal with listening tasks.

Suggested intervention strategies

Although aural comprehension is recognized as important for language development, our teachers may not have given sufficient thought or attention to making every listening lesson a very active process for the foreign pupils. They may not know enough about guidelines and principles for developing or adapting listening comprehension activities or instructional materials for foreign pupils.

Indeed listening skills for these pupils need to go beyond skills meant for preparing pupils for listening tasks in the examinations: memorization, matching tasks, understanding directions and MCQ tasks[TBC1]. This implies that teachers provide foreign pupils with opportunities to listen to real-life communication, interactive two-way conversations, and oral texts that move along a continuum from sentence length to lecture length (Morley, 1999). In addition, listening tasks for these learners should be modified so that they are appropriate to the learnersí age, interests and language proficiency level (Morley, 1992, 1995).

Given the pupils' limited access to meaningful listening contexts and the teachers' obsession with preparing the pupils for examinations, they would need sustained instruction and practice in dealing with different communicative situations.

These learners also need language for negotiating meaning in an interactive listening-and-speaking situation. To reduce learner anxiety in listening tasks, the learners can be given a mix of authentic and semi-authentic audio materials either for their independent listening in the classroom, or be allowed to borrow the listening materials for self-study at home where there is no listening pressure and where they have the freedom to stop the CD-ROM or replay it as many times as they wish.

Recommendations

Based on the findings of this research, the following in-service or professional development courses for teachers will be useful:

1. Certified short EFL/ESL courses that target EFL teachers' specific concerns and needs
2. Courses which provide input and understanding of Second Language Acquisition (SLA) theories, and which include "personal intervention shaped by social convention" (Goodman & Goodman, 1990, in Freeman & Freeman, 1994:106)
3. Preparatory courses to help EFL teachers to understand the grammar and culture of their EFL pupils.
4. Education courses on managing multi-racial and multi-lingual classes.
5. Courses on differentiated instruction in the area of selecting, preparing and designing instructional materials for foreign pupils.

Conclusion

Before we can start helping our foreign pupils, we need to find out first who they are. We need to understand their needs and their pre-existing skills so that we can provide the necessary scaffolding in our class to enhance their learning. The study by Chall, Jacobs & Baldwin (1990) indicated that the home seems to be less able to compensate for poor schooling, particularly at the upper primary level. It would therefore appear that at the upper primary level, the role of the school is more important than that of the home (p. 135).

Our pupils from different countries will most probably need, first and foremost, to build their oral English skills. This is important as a launching pad for them to be able to communicate with their peers and with the teacher. Next, we need to build up their abilities in reading, writing and listening, not just for English, but also for their learning of the other subjects across the curriculum.

Input has long been deemed important for all children learning language. Krashen (1985) proposes that second language acquisition is a result of "comprehensible input" that is received by the learner. Classrooms which have been rated as being high in quality input are those that show explicit teaching (in vocabulary, phonemic awareness and phonics) and differentiated instruction (VanPatten, 2003). Recent research studies have shown that output (in Speaking and Writing) is also important, particularly for English Language Learners (Swain, 2005). Environments that encourage output are those that are rich in collaborative conversations, and manifest explicit teaching of vocabulary, reading and writing (Anthony, 2008).

Above all else, we need to recognize, support and maximize the identities that our foreign pupils bring with them to our classrooms. This acknowledgement will go a long way to

signal to both our foreign and Singaporean pupils that in this global world, we value multilingualism and multi-literatracy (van Sluys & Reinier, 2006).

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08

Primary English Language Teaching in Vietnam

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Introduction

This paper describes the current situation of primary English language teaching in Vietnam and the outcomes of a consultancy requested by the Ministry of Education and Training (MOET), through the British Council Vietnam, which was designed to assist in the process of providing guidelines for the successful implementation of reforms in English language teaching in the primary sector. It outlines the primary ELT context in Vietnam and the research process which informed recommendations to the Ministry on the implementation of reforms in this sector. A number of these recommendations are then discussed.

The context: Primary ELT in Vietnam

Currently English is an optional subject at primary level in Vietnam and there is considerable variation in practice. The latest MOET directive, issued in October 2003, stipulates that children may learn a foreign language as an elective subject from Grade 3 to Grade 5 for two 40-minute periods a week. However, in Ho Chi Minh City some children take English in an "intensive" programme involving 12 periods per week; and there are some schools which are running a pilot programme teaching Science and Maths through English. Some schools in the major cities were teaching English from Grade 1 for a time, though this practice has been ended recently following MOET intervention. Crucial enabling conditions for teaching English in primary schools determined by the Ministry are that it should only be taught where teaching conditions permit, and where there is

sufficient demand from parents. The demand from parents is not in doubt (Hoa & Tuan, 2007) but less certain is whether English is only taught where teaching conditions permit, i.e. where there are adequate numbers of appropriately qualified teachers.

According to the Ministry of Education and Training (2003, cited in Hoa & Tuan, 2007: 165) English at the primary level has the following purposes:

- "Forming basic English communicative skills in listening, speaking, reading and writing for students to be able to communicate in English at schools, at home and familiar social environments.
- Providing students with a fundamental knowledge of English to gain primary understanding of the country, people, and culture of some English speaking countries.
- Building positive attitudes to English, and better understanding and love for Vietnamese through learning English. Furthermore, students' intelligence, personality, and learning method will also have been gradually formed."

The purposes thus move beyond simply acquiring the English language to the general educational value of learning about other cultures, the effect of language learning on general social and intellectual development and children's learning skills; and, perhaps most importantly, to an enhanced appreciation of the children's first language (or their national language if they are from an ethnic minority).

There is no official textbook and schools are allowed to choose from those approved by MOET. These are the "Let's Learn English" series published by the Education Publishing House, Hanoi, "Let's Go" published by Oxford University Press and a series "English 1-5" published by the Centre for Educational Technology for use in experimental programmes. The status of this latter book is uncertain, with Hoa and Tuan (2007: 168) saying that "This series of books is no longer used in Vietnam" but MOET sources report that the book is still officially in use.

Research outline

To inform recommendations to MOET on primary ELT in Vietnam, data was collected through a series of survey questionnaires designed by the consultant, translated into Vietnamese and submitted to MOET for approval. The questionnaires were then administered by the British Council through the Vietnam Teacher Training Network (VTTN). The questionnaires attempted to secure a picture of English language teaching at the primary level as viewed by primary English teachers themselves, their primary school teacher colleagues and the parents of primary school children. They were administered in 5 areas of the country – Hanoi, Ho Chi Minh City, Da Nang, Nghe An and Soc Trang – in order to try to achieve a picture which would be more balanced than if they were only

administered in the capital city. Inevitably, though, practical constraints meant that most respondents came from the larger urban areas, even outside of Hanoi. This, taken with lack of random sampling, means that the results are unlikely to be generalisable to more rural areas. Nevertheless, the surveys may be used to illuminate aspects of the current situation in Vietnam regarding primary English language teaching. Data from the questionnaires was supplemented by discussions with senior officials in MOET, the National Institute for Education Strategy and Curriculum, the Hanoi Department of Education and Training, the Hanoi Teacher Training College, staff of the Educational Publishing House, Oxford University Press and various focus groups of teacher trainers, primary school teachers and headteachers. Telephone interviews were also conducted with a number of provincial English specialists, and school visits made to observe both primary English classes and Vietnamese literature classes.

From this data and other published material a number of recommendations were formulated to assist MOET with their policy and planning for the implementation of English language teaching at the primary level. A number of these recommendations are discussed in the following section, though space does not permit detailed discussion of all of them.

Key recommendations from the research

There is widespread support for the introduction of English into primary schools in Viet Nam amongst policy makers, parents, primary school teachers and teachers of English themselves which is consistent with trends and practice in other countries in the region. The Government of Vietnam is also committed to education for national development which provides a supportive context for innovations in language education. There is a widespread perception that English is important for national economic development and regional integration, and also that it will lead to a greater appreciation of other cultures which may be seen as important in an increasingly globalised world. As Graddol (2006: 89) puts it: "EYL [English for Young Learners] is often not just an educational project, but also a political and economic one." Whether the possession of English is actually related to economic development is another matter. There is surprisingly little evidence linking proficiency in English with higher levels of economic development; nor is it clear even that English is a necessity for the majority of secondary school or even university students entering the labour force upon graduation. What does seem to be common practice, however, is that a degree of proficiency in English is seen as a desirable skill and that this is used to differentiate between candidates applying for employment. These points notwithstanding, there remain sound educational reasons for wanting children to learn a foreign language, even in primary school, as the reference to intercultural understanding above suggests. Within Vietnam there is also an appreciation of a number of issues which need to be addressed if the introduction of English into primary schools is

to be successful, by which I mean that language learning objectives can be met and that children learning English should have a rewarding educational experience. What follows are some of the key recommendations to ensure that the enabling conditions for success are achieved.

1. The need for a decision on the compulsory introduction of English into primary schools as soon as possible

The situation of primary ELT in Vietnam is currently the subject of much uncertainty as an official decision on the compulsory introduction of English in the primary curriculum has yet to be made. The uncertainty is having negative effects and needs to be resolved as soon as possible so that answers can be provided to current questions, such as:

- Will English be made compulsory or not?
- At what Grade will teaching begin?
- When will the new policy be effective?
- Will implementation be staged or go nationwide immediately?
- When will schools be able to employ permanent primary English teachers?
- Which textbooks will schools be allowed/required to use?
- When will the training of new primary English teachers begin?
- Who will offer this training?
- How will existing primary English teachers be upgraded?
- Who will offer this upgrading?

Once a decision has been made to teach a language to primary school children, if failure – seen as children being deterred from language learning in future years – is to be avoided, all manner of other factors come into play which are common to systemic educational reform for any subject area in the curriculum. These are, primarily:

- ensuring that there are adequate numbers of teachers to teach the subject to the particular grades;
- ensuring that these teachers are well trained for the task;
- ensuring that instructional time is available in the curriculum for the teaching of the subject;
- ensuring that curriculum materials and teaching-learning approaches are appropriate to the age group;
- ensuring that adequate time has been allowed for the preparation of new curriculum materials;
- ensuring that appropriate and timely in-service training is given to teachers in the use of the materials and teaching-learning approaches;
- ensuring that adequate in-school advisory support is available to teachers as they implement the curriculum;

- ensuring that appropriate evaluation procedures are in place to evaluate the effectiveness of the innovation;
- ensuring that adequate material and financial resources are available to implement all of the above;
- and, of course, ensuring that necessary adjustments are made to the curriculum and materials for all subsequent grades, and that teachers are given training to introduce them to these changes in the higher grades.

Educational reform is inevitably a long-term project and, given the scale and complexity of these changes, a decision to introduce English into the curriculum early in the primary cycle needs to be carefully thought through and planned in detail. However, no planning can begin until a decision is made on whether or not English (or any other languages) will indeed be made compulsory in primary schools.

2. Compulsory foreign languages - not English alone - in primary schools

Once a decision has been made in principle (and for the purposes of this paper I assume that it will be a positive one), the question needs to be addressed whether the policy should be "English only" or a range of foreign languages from which one or more may be selected by the school. The practice in lower secondary schools in Vietnam is that a number of languages are permitted but English is chosen by some 98% of schools. There seems to be no reason why a similar policy with a similar outcome could not also be permitted in primary schools. In this way the policy would be in keeping with Article 7.3 of the Education Law (MOET, 2005) which states that:

> "Foreign languages defined in educational programmes are the languages used commonly in international communication. The teaching of foreign languages in schools and other educational institutions should guarantee learners with continu ing and effective learning process[es]."

This policy does not restrict schools to one international language alone. Permitting a range of languages would also allow scope for future changes to language provision in primary schools to be made more easily if there were ever to be a shift in emphasis away from English. The most likely state of affairs is that there will be an overwhelming demand for English, particularly as it is the only foreign language taught in primary schools at present. However, it is preferable for schools to choose this for themselves, rather than to have it chosen for them.

3. Communicative approaches and ALTE Level 1

In common with other countries, in Vietnam the 2003 curriculum "English as an Optional Subject in Primary Curriculum" places increased stress on the need for enhanced ability

to communicate in English as a goal of teaching, even at the primary level. Allied to this is a focus on 'communicative' and/or activity-based curricula which, it is suggested, will lead to this enhanced ability to communicate. The 2003 curriculum states "The optional English curriculum is designed in accordance with the communicative approach to language teaching" and "The topics selected should be communicative". However, caution is necessary at this point because communicative approaches in themselves do not guarantee improved learning even if there were any agreement on what constitutes a communicative approach. In the conclusions to her research in South Korea, Japan and Taiwan, Butler (2005: 442) comments "Without specifying motives and goals, the introduction of communicative activities into classrooms does not necessarily lead to learning." The lack of consistency in conceptions of communicative language teaching (CLT) amongst teachers is also highlighted by Manghubai *et al*. (2004: 293) who note that "the little evidence that is available points to teachers having incomplete and imprecise notions of what CLT entails and to substantial differences within teachers' understandings of CLT and between teachers and researchers". There is, then, a need for greater definition in what the curriculum means by "communicative approach" with specific reference to primary schools in Vietnam.

Attainment of communicative competence at various levels is the focus of the Council of Europe (CE)/Association of Language Testers in Europe (ALTE) levels. MOET has expressed a desire for primary children to reach ALTE Level 1 by the end of Grade 5. A general description of ALTE Level 1 is: "At this level, users are acquiring a general basic ability to communicate in a limited number of the most familiar situations in which language is used in everyday life. Users at this level need to be able to understand the main points of simple texts, many of which are of the kind needed for survival when travelling or going about in public in a foreign country. At this level, they are using language for survival and to gain basic points of information." (ALTE, 2008) There are specifications in the framework for various 'abilities', viz. general, social and tourist, work, and study which are supported by a number of 'can do' statements. All of the information contained in this framework needs, of course, to be referenced to the Vietnamese context before it can be usable.

The number of hours of tuition required to achieve ALTE level 1 will inevitably vary from context to context as well as from individual to individual, and will depend on factors such as aptitude for learning, memory, the target language itself, the level, the teacher, the instructional context, support for the language outside the class and so on (Freeman, 1996). Freeman calculates that because there are huge variations in learning speeds, a very rough rule-of-thumb is 50 to 300 hours to move from one CE level to another, with higher levels often requiring more hours than lower ones. However, if we take 125-160 hours as the average range to achieve ALTE Level 1 (as indicated by a number of foreign

language course providers) we will see that Vietnam's primary schools with 210 periods from Grades 3-5 @ 2 x 40 minute lessons a week will provide 140 hours over the 3 years, or almost 47 hours of tuition per year. This is within the average range but additional factors must be taken into account. The first is that children are not taking these 140 hours in a concentrated block of time but strung out over 3 years in what has been termed the "drip-feed" approach. All available research evidence indicates that students learn a language best when instructional time is concentrated. Lightbown (2000: 449) found that "The intensity of the exposure and the opportunity to continue using the language over a long period of time is as important as the starting age in the effectiveness of classroom instruction." Her research concluded that "students who have intensive exposure to the second language near the end of elementary school have an advantage over those whose instruction was thinly spread out over a longer period of time" (ibid: 449). It would seem, then, that rather than starting earlier in the elementary cycle it is more effective to begin instruction nearer the end of the cycle, but to concentrate the input children receive.

So, if these 140 hours available from Grade 3 to 5 were all in Grade 5 then there is a chance that ALTE Level 1 could be achieved by the end of that year. Unfortunately, information gathered in Vietnam indicates that such a time allocation is not viable in the context. The consequence is that, if the teaching hours are spread out over three years, much more time needs to be added in for the continual recycling that will be needed to ensure that students do not simply forget the language they have learnt from week to week. It is at this stage that only very rough estimates can be made but it would not be unreasonable to assume that double the time would be needed over a 3 year span to stand any prospect of the target being reached, i.e. 4 periods per week over Grades 3-5. Does the primary school curriculum have space available for this amount of English tuition? The answer would seem to lie in an extension of the school day. At present Vietnamese children, as MOET itself acknowledges, fare poorly in terms of instructional hours, having "660hrs/year, which is not high in comparison with those of other countries (average 1,000hrs/ year)" (http://en.moet.gov.vn/?page=6.7&view=4401). Given the poor experience of English language learning at the secondary level reported by Vietnamese parents in their questionnaires it is worth reiterating that additional time for languages in the primary curriculum must be used productively, i.e. "more of the same" has to be guarded against. All efforts must concentrate on ensuring a stimulating and successful learning experience for young children if English is to be made compulsory in primary schools. If more time is allotted to English and learning continues to be unsuccessful, the investment in human and material resources will be a significant waste and lost opportunity.

4. Baseline survey of existing capacity

There is a widespread recognition in Vietnam that the current situation and the conditions which might support the teaching of English in primary schools are varied throughout the country. The precise situation and conditions are not known in all regions, though there is a growing body of data on them. However, effective educational planning must be based on very firm factual foundations and, to this effect, a thorough survey is required of current provision and standards in all areas of Vietnam, from province to province and within each province, to establish the baseline to inform educational planning and against which to measure progress once implementation begins. This *baseline survey* would enable MOET to provide tailored implementation strategies for specific areas and to target resources where they were most needed. These strategies and resource allocations could then be monitored and their impact evaluated to determine their effectiveness and to allow for ongoing revision in strategies and reallocation of resources as and when required by the particular circumstances.

Given the varied English language provision in primary schools across Vietnam at this time, it is doubtful that a baseline survey would indicate that all areas of the country had already attained the conditions necessary for successful introduction of English into their schools: this is certainly the impression gained from the research on which this paper is based. It would be preferable, then, that implementation of the new policy should be staged, beginning with those areas in which preconditions have been established (e.g. teacher supply sufficient, teaching-learning resources available, local supervisory capacity adequate, parental support for the policy). Additional time will be needed for similar preconditions to be established in all areas nationwide. However, as the areas ready to begin implementation in the near term will be those in the country which are already educationally most advantaged, there must also be special attention paid to disadvantaged areas to ensure that they do not fall further behind and that English for children in these areas does not become another means of exclusion from educational advancement. Further there should be a strict timetable for staged implementation so that the disadvantaged areas will know when implementation will reach their schools.

5. Integrated planning for the introduction of English

Once the decision to introduce foreign languages into primary schools has been made, the need for integrated planning will be paramount if implementation is to be successful. Integrated planning will involve many educational sectors, viz. education planners and supervisory officials at national and provincial levels, curriculum designers, textbook writers and publishers, pre-service training colleges/universities, in-service trainers, headteachers and teachers themselves (both existing and new). Ideally national and provincial "Language policy implementation committees" would be established to

coordinate all aspects of the implementation, beginning with the baseline study. Some of the key factors in integrated planning are discussed below.

a. Development of primary ELT pre-service training courses for future teachers/trainer-training

If English is made compulsory in primary schools, MOET has acknowledged that an additional 12,000 English teachers will be needed in schools nationwide. There is a widely recognised need for the development of a pre-service teacher training course focused on primary English language teaching to produce this number of teachers over the long-term. However, assuming a change in policy to warrant proceeding, prior to the development of the pre-service teacher training course in colleges and universities it is necessary to examine the levels of expertise currently available in these institutions which would enable the creation of such a course. Teacher educators themselves in Vietnam have indicated that they do not feel they have the necessary levels of expertise required in primary English language teaching, though they are well versed in secondary level methodologies. Key questions, then, are who will design any pre-service training course, and who will teach it? The answer to the first question is relatively straightforward as there exist numerous primary language specialists in other countries who could be asked to assist Vietnamese institutions with the design of an appropriate course. The second question cannot be answered so easily as it is part of a nationwide capacity shortage in primary English language teaching expertise. In the short-term one answer could be to provide interested lecturers with distance-training modules in primary English language teaching from an overseas provider, supplemented by periodic training workshops in Viet Nam, to 're-skill' them. In the long-term the capacity shortage will only be addressed as teachers progress through their pre-service training into schools and then on to higher echelons of the education system, a process which will take many years. The immediate pressures in the system make further short-term measures necessary, such as selecting existing teachers who have demonstrated an exceptional capacity for primary English teaching (the British Council's 'Primary Innovations' trainers may be one source of such people) for overseas training with the objective of placing them in colleges and universities on their return to staff the primary English pre-service courses which will have been developed in their absence.

b. In-service training for teachers presently in school

There are some 6,000 teachers currently working in primary schools in Vietnam who recognise themselves that they are inappropriately qualified and inadequately trained for work as primary English teachers. Observation and discussion also lead to the conclusion that levels of English are often as much as a problem as appropriate methodology. There is thus an urgent need to provide these teachers with the English language levels as well

as the knowledge and skills necessary to enable them to fulfil their roles in primary classrooms. This can only be done through a programme of in-service training.

In-service training is often conducted through a 'cascade' system. Cascade systems have been criticised for offering diluted training the further one progresses down the cascade, but they have also been demonstrated to work successfully (Hayes, 2000). Successful cascades generally operate with notions of professional development which go beyond skills-based training. As Mann (2005) notes the development of language teachers (including in-service development) must be seen in holistic terms: the situated nature of development is emphasised as is development of the teacher as a whole person, given that teachers are not just their professional selves. The demands on in-service teacher educators are considerable, perhaps greater than on pre-service trainers working with young adults with no professional experience. We are again immediately confronted by two key questions: who will design any in-service training course, and who will teach it? Once more, university or college-based trainers do not have the expertise necessary to do either of these two things. Even were they to attempt to do so, they would have little face validity when confronted by groups of practising teachers. There would then be a danger of the trainers resorting to the kind of lecture-based training with which they could maintain a façade of expertise. Lecture-based training would offer practising teachers little that was of immediate use in their classrooms. If university and college-based trainers are unable to design or deliver this training expertise must be found elsewhere. It is here that MOET should consider focussing on groups of key teachers, developed themselves as trainers from practising primary English teachers. The secondary focused Vietnam Teacher Training Network (VTTN) operating in 20 provinces, developed by the British Council under MOET auspices, and the new 'Primary Innovations' trainers project offer models of how key teachers can be developed and successfully utilised to offer high-quality in-service training to their peers. Given the rapid expansion of internet availability throughout Vietnam there is also a possibility that in-service teachers may be able to access on-line language development resources such as the British Council's "English for Teachers" to supplement their face-to-face training.

c. In-service training for headteachers

Support from administrators for change is vital, at local as well as national level. In this connection O'Sullivan's (2001:113) research into teacher development indicates that "The least improved teachers worked in schools with ineffective principals who did not support the programme as effectively as principals elsewhere". The nature of leadership by headteachers is widely acknowledged to be a key indicator of a school's success (Pennycuick, 1993) and so it would seem to be important to target headteachers too if English is to be made compulsory in primary schools. Teachers interviewed for this report indicated strongly that they would like their headteachers to be able to support them in

the classroom and to be able to comment on language teaching methods rather than just classroom management. However, headteachers are often quicker to identify the training needs of teachers in their schools rather than to reflect on their own training needs. This common lack of a reflective capacity is a drawback when one considers the demands of implementing English language teaching in primary schools in terms of age-appropriate methodology. Any training for headteachers should, then, provide experiential activities focusing on how young children should be taught English so that headteachers realise what is being required of teachers and children. It should also introduce headteachers to the skills of mentoring so that their periodic appraisals of teachers provide constructive support rather than acting as formal inspections.

d. Transition between primary and secondary sector English teaching

As soon as the decision to make English compulsory in the primary curriculum is made there will be an immediate need to review the secondary curriculum so that it is brought into line with the projected outcomes at the primary level. It is imperative that children moving into lower secondary schools are not made to begin their language learning again, as was suggested by some interviewees during this consultancy. Language may be recycled in new contexts of use in a principled manner, but this is quite different from assuming zero competence on entry to lower secondary school. Lower secondary teachers will need substantial knowledge of the primary English curriculum in general, both language levels and age-appropriate methodologies in use, as well as of incoming students' individual language abilities. At present primary schools provide lower secondary schools with report cards on each child listing grades achieved in all subjects and providing space for very brief comments on performance, such as, typically, "a good student" or "needs to try harder". Such comments are virtually useless to a teacher wanting to know the strengths and weaknesses of a student in a particular subject in order that s/he may prepare to teach a new class of students effectively. It would be relatively straightforward to redesign the form to allow space for primary teachers to write an extended paragraph on each student's performance in the subject which would then be of real value to a secondary teacher.

Conclusion

Teaching foreign languages in the primary school has immense potential to enhance children's classroom experience, to stimulate in them a love of language learning and to increase intercultural understanding. However, if English is to be made compulsory at the primary level in Vietnamese schools, there will need to be comprehensive, integrated efforts across all sectors of education to ensure that this does not simply result in "more of the same" type of unsuccessful school language learning which is reported at secondary level. The complexity of the task ahead for MOET, particularly because of a

nationwide shortage of expertise in primary English teaching, should not be underestimated. However, given the vision of the Government of Vietnam for improving educational quality in the country, the desire of parents for their children to learn English and the recognition by the education sector of the requirements if change is to be introduced successfully, there are many positive indicators for success.

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09

Teachers' perceptions towards the mixed classroom ability/ remedial teaching in Taiwan's primary schools

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Background to the study

As a result of the trend towards globalization and internationalization, plus the recognition of English as the international language of commerce, learning English as early as possible in life has become a matter of priority to many parents in Taiwan. In response to this new global trend of early English language acquisition, the Ministry of Education (MoE) in Taiwan drafted a bill to the Legislature that was passed into law in 1997 which requires English to be taught as a compulsory subject in primary education curricula in the year 2001 starting from grade 5 up through high school. Again in 2005, the MoE required that primary schools begin their English education from the third grade upward. As a result, "learning English fever at a young age" has spread across the country and the age of first-learners has dropped from traditional junior high school level to primary or even down to pre-school level.

This drastic change in primary education is meant to equip young children with fundamental communicative English skills which aim mainly to help enhance learning motivation, to cultivate global views and to deal with international affairs. The ultimate goal, of course, is to strengthen children's competitive edge in the international workplace, which in turn reflects a key area of national competitiveness. However, problems with regards to teaching methods, materials development, classroom activities, and other sorts, have been impeding the effectiveness of primary English education. To explore such problems and find appropriate solutions, we deemed it necessary to conduct a study to investigate these problems.

The information we present in this article is from a larger study, commissioned by British Council Taipei and conducted by the Department of Foreign Languages, Fooyin University, aiming to shed light on the effectiveness of English teaching and remedial education in the primary level in Taiwan.

Purpose of the study

This project aims to produce relevant research that will help MoE officials to gain access to the reality on the ground and the information they need for better policy making and decisions in relation to PELT. This policy making and these decisions are likely to have direct impact on and implications for both teacher development and teaching practices. The following were the general research questions:
1. What are the perceptions of teachers towards mixed classroom ability in Taiwan's primary schools?
2. What, if any, are the constraints and difficulties teachers face in PELT?

Method

Following the two research questions, semi-structured interviews with thirty one primary English teachers, six male and twenty five female, from primary schools in various cities and counties throughout Taiwan were conducted to investigate the teachers' perceptions of and reflections on their practices of PELT. All of the teachers are native-Chinese speakers with varying degrees of teaching experience, ranging from three to twenty five years. Twelve of them have master's degrees, and two are working toward that degree. Seventeen have graduated from four-year university programmes. Interviewers contacted par ticipants individually over the telephone and used a guided list of questions.

Results

Three issues that emerged from these interviews include: (1) reflection on current teaching practices, (2) comments on student placement, and (3) suggestions for remedial teaching.

Reflection on current teaching practices

Among the thirty one teachers, all reported that the MoE allows primary schools certain freedom in planning their own English curriculum, as long as guidelines have been taken into account. When asked to comment on the current arrangement of English classes in their schools, the interviewees generally felt that English instruction hours should be increased by two to three hours per week in order for students to achieve better learning results. The following is an illustrative quote:

> You can't really do much in a once-a-week, 80-minute class. Deducting the time for role call, class management, assignment check-up, review and testing, there's not much time left for lessons. So you can't actually expect students to make much progress by the end of a school year. (Teacher 6)

Teacher 3 held the same opinion, yet she deemed it a "mission impossible" to increase English teaching hours under the current situation when so many other school subjects, including the dialect, are competing fiercely against each other for a place in the school curricula.

Another concern that the participants raised during the interviews is the heavy teaching load, ranging from 20 to 24 hours per week for each teacher. Heavy teaching loads have led to two immediate problems: first, it means that an average English teacher needs to teach 10 to 12 classes of 30 some students in one semester, making it impossible for the teacher to know his/her students well enough to attend to individual needs and build up a close relationship with them; second, the teacher is always busy correcting students' homework, test papers, or even preparing students for end-of-the-year public performance in English, thus leaving little time to offer remedial instruction to those who lag behind in learning. Teachers 2 and 6 expressed their dilemma of not being able to take extra care of weak students because of their teaching loads and limited chances to meet students:

> Since you have many classes to teach, all you can do is take care of those who are at the intermediate level. (Teacher 2)

> But, frankly speaking, you have 22 hours a week to teach, have workbooks to correct and need to prepare for the lessons–there is no time left for you to provide assistance to a specific student. (Teacher 6)

Comments on student placement

Most teachers had a lot to say on student placement, since it is the common complaint for teaching inefficiency and ineffectiveness. Opinions from teacher 15, 16, 18, and 20 may well describe the problem:

> In every class I teach, one fourth of the students are seriously behind, and another one fourth leading way ahead. As many educators warned that the extreme mixed English abilities with primary school students may result in teaching inefficiency, it indeed happens in my classes.

They continued to explain that,

> Ability grouping would probably work better because students may learn with peers of their own level and won't think little of them.

However, student placement for English classes is deterred due to MoE regulations, in fear of students being labeled. All English instruction is conducted in their original class, with a number of approximately 33 students of mixed English abilities. Therefore, some students, with little or no prior English learning experience, are inevitably left behind.

Obviously, it is very difficult for the teachers to adapt themselves and the curriculum to accommodating the diverse English needs of their students. Is English ability grouping the key to the problem? Teacher 2 replied:

> Perhaps. By separating students of different proficiency levels, the course materials and the activities can be so developed to address more accurately the students' needs and interests. Both high- and low- achievers will find English learning more interesting and rewarding.

Yet, many teachers are concerned about the feasibility of implementing ability grouping for English class at primary schools. Teacher 2, whose school used to place students with varying English proficiency into three levels of classes, shared her experience:

> Ability grouping is good because people should be taught according to their abilities. However, it may not be a good policy in primary school setting because young children are easily affected by the labeling effect. Those placed in the upper-level classes tend to feel proud of themselves, while those in the lower-level classes will feel hurt psychologically and may develop negative attitudes towards school and learning. Besides, the competition in upper-level classes grows more intense, while the learning morale in lower-level classes becomes extremely low because low achievers totally lose confidence in themselves. Due to these problems and strong opposition from students' parents, we finally canceled the policy of ability grouping two years ago.

It seems that the teachers, after weighing the advantages and disadvantages of ability grouping, have gradually accepted mixed-ability grouping as the norm although they don't consider it an ideal type of student placement

Suggestions for remedial teaching

If ability grouping is not the best way to structure learning, what other measures can

primary English teachers take to improve their studentsí learning results? According to the interviewees, cooperative learning and remedial teaching might be two ideal solutions. Teacher 1 incorporated some form of cooperative learning in his class:

> During break time, I will ask every group leader to check if they understand the material. And then group leaders will check their members to see if everyone understands. If they fail, they won't be allowed to leave the classroom until they learn the content of the lesson. And I will also offer some extra lessons for slow students at the end of the day or when I have no class. So a group leader checks first, and then comes my check.

By assisting slow learners, the strong learners also made significant academic gains, thus enhancing the achievement levels of all students. Teacher 4 emphasized the importance of remedial teaching, which she claimed to be more practical and effective than ability grouping. She said:

> This year my school received funding from a private industry and could offer free remedial English classes. Students with serious learning difficulties in each class will be taken out of their regular classes and receive remedial lessons in separate classrooms. In this way, they can be better taken care of because the remedial classes are smaller in size, around 20 students in one class.

Remedial teaching courses seem necessary to help lower-achievers catch up with others. However, most English teachers report that remedial courses are not feasible owing to all sorts of difficulties, such as the lack of funds, time, and space. Teachers 16 and 18 expressed their dilemma for not being able to care for low-achievers due to their heavy teaching loads and limited chances to meet with students:

> Since we have large teaching loads, we're really short on time and physical strength to care for the students left behind. Even though we do what we can to help them, we need to beat our brains out to make special arrangements.

While no English remedial teaching is currently available in the schools of the other interviewees, one third of the teachers said they would try to offer extra help to slow students when time is allowed, while the rest said they simply did not have the time to do so because of their heavy teaching loads. They think it is necessary for the government to expand the project to cover all important school subjects and to open more classes so that remedial instruction can be implemented in a regular and systematic manner, rather than in one which is random and sporadic.

In conclusion, English teachers complain the most about students' mixed abilities in a

class, over-sized classes, and limited teaching hours. Since the majority of schools do not group students according to students' English ability, lessons are conducted as other subjects within original classes. Facing the challenge of teaching mixed abilities classes, some teachers strive to offer remedial lessons to low-achieving students after class or encourage higher-achievers to assist lower-achievers. Due to inadequate funding, facilities and resources, difficulties of implementing remedial courses are commonly identified. Limited hours of English instruction and heavy teaching loads seem to be the two biggest problems that trouble all the teachers, and viable solutions have not been developed.

Recommendations

To enhance implementation of PELT in Taiwan, a few recommendations concluded from the study are:

A. Student placement and English remedial courses should be implemented to accommodate various needs of students, instead of ignoring individual differences.
B. English learning hours should be increased to expand students' exposure to English, helping low-income families who are unable to afford to send their children to English cram schools.
C. Additional expenditure should be allocated for teaching materials, facilities, and compensation for teachers, ensuring sound teaching quality.

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10

Classroom discourse in selected Philippine primary schools: A corpus-based analysis of language use

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Abstract

This paper attempts to describe the languages used in three learning areas, namely, Mathematics, Science and English, in primary schools in the Philippines. Transcripts from thirty-seven classes in Grades 1-3 (12 for English, 18 Mathematics, and seven Science) that were observed in connection with the Content Language Integrated Learning (CLIL) project constituted the corpus of the study. A modified version of the Sinclair & Coulthard (1975) teaching exchange model – Preparation-Initiation-Response-Feedback – was used to analyze the classroom interactions. The study found that, overall, in all three learning areas, teacher-led talk (initiation, response, feedback) and student response to teacher initiation or feedback are conducted in English. However, students shift to Filipino and the code-switching variety (Filipino/English) of Philippine English when interacting with their peers and when clarifying procedural matters with the teacher. In addition, teachers use Filipino and the code-switching variety when they clarify concepts for better comprehension. The paper discusses some implications of the findings for second language teaching and for the Bilingual Education Policy.

Background

McFarland (2004) writes: "The Philippines is a rich country, at least if wealth is measured in the number of languages it has" (p. 59). Counts of Philippine languages yielded by several linguistic studies mention figures from around 118 (McFarland, 1980) to 163 (Grimes, 2002). It does not come as a surprise that language planning (and policy-making,

for that matter) in the country has been, as Gonzalez (1996) puts it, "divisive rather than unitive" (p. 38).

Sibayan (2000) reviews more than four hundred years of language planning in the Philippines and the resulting patterns of such planning. During the Spanish period which started from 1565 and lasted for more than three hundred years and finally ended in 1898, religion was of utmost concern to the Spaniards who came to Manila, since most of them were priests of various congregations. And in the evangelization of their new colony they used the local language rather than Spanish, even if later decrees reiterated the use of Spanish. As to government and (higher) education, Spanish was used because laws applied in the Philippines were all in Spanish. Spanish then became the source of the Christianization of the indigenous Philippine languages. However, very few Filipinos, the elite, were able to acquire Spanish through education in universities run by the Spanish or even through education in Spain.

The colonization of the Philippines by the Americans resulted in the introduction of a language that eventually became "functionally-native" (Kachru, 1997; Bautista, 2000) to the Philippines – English (Sibayan, 2000). Gonzalez (2000) assumes that the learning of English in the Philippines was perhaps one of the most successful linguistic events in the history of the world, and perhaps rivaled only by the revival of Hebrew. This great success may be attributed to the use of the language in the controlling domains, but particularly in education. English became the language of power and prestige. A Commonwealth Government was formed by the American colonizers, and the 1935 Constitution proposed that a common national language be developed, based on one of the Philippine languages. English, however, remained as the language of government and education, but Jorge Bocobo, then secretary of public instruction, ordered that local languages be used as auxiliary medium of instruction in Grades 1 and 2 when the child could not understand instruction in English.
However, the Japanese occupation of the country halted this spread of English by propagating the use of the national language based on Tagalog. Eventually, the Philippines became independent and, with the prevailing nationalist sentiments, the shift to Filipino from English was pursued.

Sections 6-9 of Article IV of the 1987 Constitution have this to say:

> Sec. 6.   The national language of the Philippines is Filipino. As it evolves, it shall be further developed and enriched on the basis of existing Philippine and other languages. Subject to the provisions of law and as the Congress may deem appropriate, the Government shall take steps to initiate and sustain the use of Filipino as a medium of official communication and as language of instruction in the educational system.

Sec. 7.   For purposes of communication and instruction, the official languages of the Philippines are Filipino and, unless otherwise provided by law, English. The regional languages are the auxiliary official languages and shall serve as auxiliary media of instruction therein. Spanish and Arabic shall be promoted on a voluntary and optional basis.

Sec. 8.   This constitution shall be promulgated in Filipino and English and shall be translated into major regional languages, Arabic, and Spanish.

Sec. 9.   The Congress shall establish a national language commission composed of representatives of various regions and disciplines which shall undertake to coordinate, and promote research for the development, propagation, and preservation of Filipino and other languages.

The Bilingual Education Policy of 1987 (originally promulgated in 1974), in particular, aims for an enhanced learning through English and Filipino and to develop a bilingual nation competent in the use of both English and Filipino. English is to be used as a medium in teaching English, Mathematics, and Science, while Filipino is used in other subjects. The difference between the 1987 promulgation and the 1974 policy is that the latter allows for the use of major vernaculars in Grades 1 and 2. However, recently, President Gloria Macapagal-Arroyo issued Executive Order 210: an order establishing the policy to strengthen the use of English as a medium of instruction, as she deemed it necessary "to develop the aptitude, competence and proficiency of our students in the English language to maintain and improve their competitive edge in emerging and fast-growing local and international industries, particularly in the area of Information and Communications Technology [ICT]". Interestingly, educators like Bernardo (2005, 2007) and Martin (2007) are now looking at English-Filipino code-switching as a resource for teaching and learning.

Given these conflicting orders and suggestions, teachers and students are placed in a problematic situation. Although policies are implemented in the classrooms as much as possible, Philippine classrooms may still be a host to interactions far from what is idealized. This study then was an attempt to provide a description of language use in Philippine classrooms. More specifically, it made use of corpus-based analysis to describe the types of languages used in different elements of classroom discourse in selected primary classrooms in the Philippines.

Methodology

Research in education should aim at compiling a corpus of the spoken language of Filipino teachers as this may be one way of looking at what is actually happening inside

Philippine classrooms, most especially in terms of language. The use of a corpus – "a finite-sized body of machine-readable texts, sampled in order to be maximally representative of the language variety under consideration" (McEnery & Wilson, 2001: 32) – allows samples of the spoken language of Filipino teachers to be readily available for analysis from various linguistic and non-linguistic perspectives, such as descriptive linguistics, discourse analysis, sociolinguistics, and educational linguistics, as well as teaching strategies, and classroom management. Toward this end, the present study utilized a corpus of the languages spoken by Filipino teachers.

The corpus was compiled concurrently with the project that had the objective of evaluating the provisions for a Content and Language Integrated Learning (CLIL) classroom in the Philippines. Hence, the elementary schools observed for the said evaluative study were the same schools from which the corpus was taken. The evaluation of the provision for a CLIL classroom in the Philippines was funded by the British Council Manila, which had selected the schools included in the study. Obviously, this part of the compilation of the corpus affected its representativeness. There were only a total of six government-run schools in Quezon City, National Capital Region, that volunteered and were later on provided by the British Council Manila for classroom observation for the CLIL classroom evaluation. Thus, there were only six schools from which the classes for the corpus were sampled. Some classroom observations did not have clear recording, and one was not recorded at all. Table 1 presents the distribution of the number of classes observed per grade level and learning area:

Table 1: Number of classes per grade level and learning area

Learning Area	Grade Level			
	Grade 1	Grade 2	Grade 3	Not Indicated
English	7	5	0	0
Mathematics	5	9	3	1
Science	0	0	7	0

As can be seen from Table 1, there is an uneven distribution of classes across learning areas and grade levels. This is because it was the principals of the schools that told the observers which classrooms to observe. The observers were not able to select the learning areas or grade levels to observe since they were dictated by principals. In addition, as shown in Table 1, there were no teachers who taught Science in the first two grade levels, given that, as mandated by the Revised Basic Education Curriculum of the Philippine Department of Education, Science is integrated in English classes in the first two grades.

As for the recording itself, in most cases, an MP3 recorder was attached to the teacher's upper garment, with the microphone pinned as close as possible to his/her mouth. On the other hand, an audiotape recorder was placed either on the teacher's table located in front of the classroom or on the observer's table at the back of the classroom. There were instances when only one of the recorders was used to record the classroom observation. Of course, much of the quality of the recording was affected by how far the microphone attached to the recorders was strategically located to capture the teacher's voice, as well as the students'.

During the recording, an observer was seated at the back of the classroom to find out if the class being observed had provision for CLIL. As expected, the presence of the observer affected the naturalness of the classroom (and to the language of the classroom, for that matter). There is a belief among the observers that many of the classes observed were, to some extent, rehearsed prior to the observation, a usual practice in Philippine schools when there are classroom observations, most especially in those which are run by the government.

At present, the corpus and its texts are simply stored as Microsoft Word Documents. In all, there are 38 texts of approximately 12 pages each (in font Times New Roman, size 12). It has undergone no marking, annotating, tagging, nor parsing. Since the present study is more interested in language codes (languages that are actually used in the classroom) rather than in the semantic and pragmatic meanings derived from classroom interactions, the corpus does not follow any transcription convention. Marking, annotating, and parsing should constitute the next phase in the development of this corpus. However, it is readily available, including the recordings, to anyone for use in any scholarly endeavor and can be acquired from any of the compilers.

Results

Eighteen years ago renowned Filipino linguist Andrew Gonzalez sounded the call to focus research on where the real action of bilingual education is. Gonzalez (1990) wrote:

> Evaluation cannot be done from the comfort of one's office based on the test results administered by evaluators in the field. *In addition to final product measures, the process itself must be observed first-hand, through visitations of institutions and most important of all, through classroom observations of even remote schools whether both media of instruction are in use, to gauge real results and to contextualize the numbers that will be churned out by the test results.* (p. 337, emphasis added)

He sounded this call in reference to the theoretical and methodological implications of his paper which described the context of language policy and language use in the Philippines, specifically the results of the nationwide evaluation of bilingual education in 1985 that prompted the implementation of the 1987 Bilingual Education policy.

One significance of the present study lies in its methodological value: it attempted to address a research gap identified by Gonzalez by observing first-hand the process of actual language teaching and obtaining a finished product (the corpus) which can yield information as to the media of instruction and language use inside the classroom. The analysis of this corpus is a step beyond the analyses of Bilingual Education output based on achievement tests and perception data. While the present study does not make robust claims about solutions to the specific issues germane to the language context in the Philippines, it provides valuable insights regarding classroom discourse that can be a basis for a conscientious reevaluation of language policies, language education, and language learning.

The present study aimed at one research question – identification of languages used in classroom discourses in primary schools – but actually hit "two birds at one time", for in the effort to identify the languages used in the patterns of classroom discourse, the question relating to what constitutes classroom interaction was also answered. Hence, the painstaking exercise of coding the transcripts yielded results that brought to the fore the constitutive elements or patterns of talk in classroom interaction in English, Mathematics, and Science classes, and the types of languages used in which these patterns of talk are expressed. The analysis given here goes beyond that of Dalton-Puffer (2007) in that, while the latter gave a detailed analysis, using several analytical frameworks in the field of linguistics, of how language learning proceeds in the European CLIL classrooms as teachers and students use their second language, the present study focused on the types of language used in the different patterns of teaching exchange between the students and teachers.

The study relied on the transcripts of the tape-recorded classroom interactions of students and teachers under study. After coding each turn-taking sequence in the corpus using the PIRF framework (based on Sinclair and Coulthard's I-R-F model), the identified patterns across learning areas include:

1. The 'Triadic Dialogue' (Dalton-Puffer, 2007) in which the teacher's role is seen as opening and closing the negotiation of meaning and the student's role, sandwiched between the two moves of teacher-led talk, as responding to the teacher's talk, is woven in the structure of classroom interaction. Predominantly, the teacher controls the interaction by setting the agenda of the interaction

and guiding the students toward the goals of subject learning. In other words, teachers act as gatekeepers of classroom talk to ensure that language or content learning proceeds in accordance with the specified goals. At the minimal level, students may start the talk to clarify something from their teachers or initiate an interaction with their peers.

2. Three languages play important roles in the weaving of classroom discourse under study: English, Filipino, and the code-switched variety of Philippine English (Tagalog-English), with English emerging as the default medium of instruction.

    ▪ In English classes, both students and teachers extensively rely on English to facilitate discussion, be it teacher-led talk (preparation, initiation, feedback, response, and combination of patterns) or student response to teacher initiation or feedback. Students resort to Filipino when initiating interaction with their peers, when prodded by their teachers, or when clarifying procedural matters with the teacher. Conversely, teachers rely on Filipino or shift to Tagalog-English in order to facilitate easier comprehension among students.

    ▪ In Mathematics classes, classroom interaction is mainly conducted in English, especially in teacher talk (preparation, initiation, feedback, and other combined patterns) and student response. However, most student initiations are verbalized in Filipino, to which teachers and students also respond in Filipino or in Tagalog-English.

    ▪ Similarly, the structure of interaction in Science classes follows the general tendency in English and Mathematics classes, that is, maximizing the use of English in both teacher talk and student talk except in student initiations which are extensively expressed in Filipino.

3. The consistent use of English in the transmission of concepts in academically-oriented teacher talk in three learning areas indicates the supremacy of English as the language of academic classroom discourse which is used for meaning construction and knowledge transmission. On the other hand, Filipino and Tagalog-English are linguistic resources of both pupils and teachers in both non-academic and academic pursuits:
    a. Filipino and Tagalog-English are the main resources of pupils during peer talk, an interaction that is mostly interpersonal and non-content in nature, and during initiations with the teacher concerning subject, procedural, and interpersonal concerns; and

     b. Filipino and Tagalog-English are resources of teachers when replying to student initiations in Filipino, when managing the whole classroom interaction and tasks, and in trying to make the lessons or instructions more understandable to the students.

Implications

These empirical results provide useful insights to strengthen the practice of language teaching/learning, to evaluate language policies, and to open windows for new research directions.

First, tying our results to the issues of English language learning and language teaching, it is worth mentioning that the minimal student output in English, mostly slotted in the R-move, may send signals that language learning in English has not been proceeding optimally and successfully. Student replies in English may be an observable indicator that content learning is achieved but a poor measure of language learning. It is the assumption of the advocates of CLIL or CBI that the tacit learning or acquisition of language takes place when language is taught side by side with subject content. However, with students not engaging in a free flow of linguistic expression in English as evidenced by their one-word, phrasal, and sentence-level answers, curriculum designers, language planners, and even teachers should not be happy with the finding that most student replies are made in English. Studentsí minimal output may be indicative of their limited language proficiency.

However, the limited English expression of students can be interpreted in a different light. The nature of the initiation prompts issued by the teachers may be partly responsible for the one-word, phrasal, or sentence-level replies from the students. It is, therefore, fitting to pose a question whether the types of questions or student activities in the classroom provide an ideally conducive environment for 'optimal' English language learning. Curriculum designers and teachers should consider providing activities or speaking prompts that would require students to engage in long stretches of discourse or authentic interaction. The analysis in the present study could provide curriculum designers and English teachers with concrete evidence by which they can evaluate whether language learning or English language teaching is heading in the right direction in Philippine schools and set specific language goals alongside content learning in Mathematics, Science, and English subject areas.

Second, the occurrence of Tagalog/English code-switching and Filipino in subject areas which are supposedly taught in English as stipulated in the Bilingual Education Policy, invites a great deal of attention. The data in the present study defy the "code-separation postulate" which "involves the presumption of the need to preserve language purity and

to avoid language mixing, especially in the educational context" (Bernardo, 2007: 10). The Bilingual Education Policy's implicit aim is to keep English, Filipino, and the Vernaculars separate by ascribing different roles to each language. The main role of English is to be the language of scholarly discourse in Mathematics, Science, and English, while Filipino and the Vernaculars fulfill other roles in the curriculum. English has an instrumental function being the language of learning, while Filipino has an integrative role – a symbol of unity or national identity (Sibayan, 1974, as cited in Bernardo, 2007). Tagalog code-switching has no mandate from the Bilingual Education Policy to be a resource for knowledge acquisition and learning. Paradoxically, the corpus seems to show that Filipino and code-switching have both instrumental and integrative functions in Philippine classrooms – a situation which clashes with Sibayan's (1974) (as cited in Bernardo, 2007) vision of an ideal bilingual education context – an education which dichotomizes the functions of language instead of attaching multiple educative roles to a language and which dismisses code-switching as irrelevant in the teaching exchange.

Conclusion

How then should we view the mixing of language (code-switching), the mixing of functions – Filipino as a resource in the teaching of English, Math, and Science, and code-switching as part of classroom discourse? Bautista (2004) claims that code-switching is a "mode of discourse and a linguistic resource" of even the "educated, middle-class and upper-class Filipinos" (p. 1). Drawing from Bautista (2004), Bernardo (2007) laments that Tagalog-English code-switching has not been considered a possible resource for learning and teaching. He wrote:

> Her [Bautista's] studies strongly suggest that *Filipino-English code-switching has a stable linguistic structure, yet no one has explored the possibility of using this linguistic structure as a medium for learning and teaching* for bilingual and multilingual students and teachers who code-switch all the time. *Interestingly, it is very likely that code-switching is prevalent and maybe even dominant in Philippine classrooms today.* (p. 12, emphasis added)

Obviously, the ideal bilingual education as conceived by the policy makers and curriculum designers may be far from reality in many Philippine classrooms. The challenge now is whether to stick to the separate code policy or dissolve the demarcation line between the functions of Filipino and English, and then accord Filipino-English or Tagalog-English code-switching the same status enjoyed by Filipino and English as a language of knowledge acquisition and instruction. Yet another issue to address has to do with language learning and teaching itself. Language educators should reconsider their assumptions regarding language education by setting their agenda and goals against the backdrop of bilingualism/multilingualism and veering away from the functionally fixed

norms based on monolingualism. Language proficiency should be defined "based on the adaptive and communicative functions of language(s)" (Bernardo, 2007 18).

Further Research

Finally, some research directions must be pinpointed in relation to the findings and issues discussed in this study. Whether the use of Filipino and code-switching are indicative of limited proficiency or of poor language learning, or whether they are linguistic resources for knowledge acquisition, cannot be fully accounted for by the present study. All that can be done this time is to suggest implications and research directions that would examine the underlying motivations and factors why teachers and students opt to speak in Filipino and code-switched variety in classroom interaction. The research path is also wide when it comes to the corpus itself. The corpus still needs to be marked, tagged, and, perhaps, parsed, too. Certainly, there is still much to be done to be able to come up with a corpus that could be easily stored and retrieved for future studies. The corpus could still be enlarged to include samples from elementary schools in other cities and municipalities in the Philippines to enable a multi-framework and multi-disciplinary analysis of classroom discourse which could yield robust claims about language learning and knowledge acquisition.

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11

English Language Education in Chinese Schools

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Abstract

In this paper, we will briefly introduce English Language Education (ELE) in China, which includes (1) The national educational policy, the system, the management, and the student and teacher resources; (2) The Chinese National English Curriculum for primary and secondary schools; (3) Teaching materials and resources; (4) Teaching methodology and language assessment; (5) Teacher learning and education; and finally (6) A case study of outcomes of English education reform in primary English teaching in Guangdong.

Educational System and Policy

The Chinese educational system is 6-3-3-4: six years of primary school (6~12-year olds), three years of junior middle school (12~15-year olds), three years of senior high school (15~18-year olds).and four years of university education. The first nine years is compulsory education, which means primary school children go directly to junior middle schools. Good students can be recommended to "key schools", which have better teachers and more resources. Only half of the junior middle school graduates go to senior high schools and the rest may go to vocational schools or employment.

The management system of Basic Education is hierarchical from the Government, Ministry of Education (MoE) to provincial and regional administrations. Each level has Educational Administration, Teaching Research Section, and English coordinators.

English is one of the three main compulsory subjects in middle schools, the others being Chinese and mathematics. It is regarded as one of the necessary qualities for citizenship in the new century. From 2001, the MoE required primary schools to offer English program (gradually) from Grade 3 to Grade 6.

Student Population

There are about 130 million elementary school students, 85 million junior middle students and more than 24.09 million senior high school students in China (2005 statistics). By 2006, After five years development, Primary English has gained momentum with around 40 million primary students actively learning English, (also more than 80 million junior and senior high students continue with English learning,) and the figure of primary learners of English has reached to approximately 62.5 million (Zhang, 2006). This is likely to increase considerably with more primary English teachers trained to teach English in more rural primary schools in the coming years.

The average class size is 35~45 students in primary schools and 50 in secondary schools. The class size may reach 60~70 (sometimes 100) in rural areas. The teaching hours are usually 2~4 40-minute classes per week for primary school; 4~5 45~50-minute classes per week for secondary school. In some rural areas, there is only one day break in a month.

There is a huge gap between urban/developed and rural/less developed areas: In the urban areas, students spend a large amount of time studying English outside of school; children start English study at an early age in the kindergarten. However, the students in the rural areas have limited resources and little exposure to English.

Teacher Resources

There are about 200,000 teachers in elementary schools and 600,000 in middle schools. Only one third of them have met the qualification requirements by MoE (a university degree for senior high and college degree for junior high schools). There is a shortage of teachers of English in elementary schools. Elementary school teachers teach 15~20 classes per week and secondary school teachers 12~ 15 classes per week.

National English Curriculum

In 2001, the Chinese National English Curriculum (CNEC) for primary and secondary schools was launched. There are five major areas in the CNEC which aims at students' integrated language ability for use:

- Language skills
- Linguistic knowledge
- Attitude & motivation
- Learning strategies
- Culture awareness

The objectives are: By the end of Junior Middle School, students are expected to have a mastery of 1500 words; By the end of Senior High School, 3300~3500 words, basic grammar structures, 350 phrases, and basic mastery of four skills. These also include 24 topics, and functional & notional items in the CNEC. There are specific skills-based requirements for students too, for example, to be able to write compositions of 80~100 words

Textbooks and Teaching Resources

MoE promotes a variety of textbooks. At present, more than twenty sets of different English textbooks for elementary schools have passed the MoE evaluation and there is an expanding variety at different levels, starting points, approaches, and multi-media perspectives. Almost all major international publishers have their textbooks published in China. Most textbooks are based on the idea of Communicative Language Teaching. There are strict requirements for the price and length of the textbooks. Each area/ province must select at least two different sets textbooks for the schools and MoE has been providing free textbooks for all rural schools since Sept 2007.

The Trends of Language Assessment

Since the CNEC aims at students' ability for use and requires students to perform, create and produce language, the government and language testers have been trying hard to reform the language assessment system. Much effort has been put into using real-world contexts or simulations, allowing students to be assessed on what they normally do in class everyday, focusing on products as well as processes, encouraging open disclosure of standards and rating criteria, and calling upon teachers to play new instructional and assessment roles in ELE.

Teacher Learning and Education: STEPSS

English teacher education and development has been an important issue since the launch of the CNEC in 2001. The CNEC requires highly qualified teachers to implement curriculum innovations. Thus, in 2005, the Teacher Education Department, Ministry of Education engaged the National Teachers Association (NTA), the Curriculum & Teaching Materials Research Institute (CTMRI), and the National Foreign Language Teaching & Research Association (NFLTRA) to write the Standards for Teachers of English in Primary &

Secondary Schools (STEPSS). There are nine standards in STEPSS ranging from language knowledge and skills to competence and performance in the classroom, and reflection and enhancement in teacher development:

1. Linguistic knowledge
2. English proficiency
3. Pedagogical knowledge and teaching methodology
4. Testing and assessment
5. Curriculum development and syllabus design
6. Knowledge and skills in technology
7. Language learning processes and strategies
8. Cultural and intercultural communication skills
9. Professional development & research

STEPSS is an important contribution to English teacher education and development. It is hoped that with STEPSS, teachers of English in Chinese schools understand what is meant by teacher knowledge, teacher learning, (Day, 1993; Freeman, 1996, 2002, 2006, 2007; Freeman & Johnson, 1998), the nature, processes and tools of teacher development and language teacher education. STEPSS is to explore "what is possible for the individual who wants to grow and develop as a language teacher" (Mann, 2005: 103) and promote research from the field of foreign language teaching into what is referred to as teacher cognition, "what teachers think, know, and believe, and the relationships of these mental constructs to what teachers do in the language teaching classroom" (Borg, 2003: 81).

In the following section, we will introduce primary English teaching in Guangdong as the result of implementing an innovative project with British Council.

Outcomes: Primary English Teaching in Guangdong

With a population of more than 90 million, Guangdong is one of the most developed, dynamic and open provinces in China, where English is very popular and widely used in a foreign-oriented economy and multi-cultural society. English language teaching has always been encouraged and supported by the local authorities. In the 1990s, English was a required course for grade 4-6 students in most urban primary schools. In 2001, an ambitious plan to develop English language teaching and learning was implemented by the Guangdong education authorities. The key points included:

- English courses to be offered to most primary schools in cities and towns by 2003;
- the majority of primary school students to start learning English from grade 3 by 2004;
- effective measures to be taken to train more English teachers.

Despite disputes and doubts from many scholars, great progress has been achieved. By 2007, English is available to all primary students from grade 1 in cities and developed areas and from grades 3-6 in other places. At present, 10.67million students are learning English, taught by 42,424 primary English teachers. Class hours range from 2-3 per week for the lower grades to 3-4 per week for the upper grades. A wide variety of course-books are used, including *Primary English* by People's Education Press, *Kids English* co-published by Longman Press and Guangdong People's Press, and *Success with English* written by Leeds Polytechnic and Guangzhou Education Bureau. Many methodologies other than traditional grammar-translation are encouraged such as the communicative, task-based, Total Physical Response, or teacher-directed, learning centered approaches.

Achievements have also been made in other aspects. Teaching facilities have been improved, with lots of multi-media equipment and laboratories installed. Educational research networks and long-distance teacher education centers have been established, making it possible for English teachers to take the required 48 hrs/year on-line courses and training. The Advisory Committee for Teacher Training Resources was set up to review and coordinate issues like curriculum, course-books, software and collaboration projects. A great variety of training programs ("transferred teachers", new curriculum, new course-books) and projects involving different partners (British Council, universities, teacher training centers, publishers) have been successfully conducted. The most fruitful project PETT (Primary English Teacher Training) is jointly run between the British Council and the provincial education authority. This is a 4-tier training system jointly run by the British Council, Guangdong Education Department, Leeds University, Guangdong Teachers College of Foreign Language & Arts. ELT experts from Leeds ran a trainer training program in Guangdong Teachers College of Foreign Language & Arts and selected 5 groups of trainees to be trained in Leeds. These trainers returned to Guangzhou to train more key teachers in training programs organized every summer and winter vacation at Guangdong Teachers College of Foreign Language & Arts and the trainees returned to their own regions with the task of running more programs, supported by trainers and experienced teachers from the college. For the first 4 years, experts from Leeds came annually to observe training programs and advise the trainers. Now that the period of collaboration is over, the huge task falls on the Chinese trainers. From last year on, training started at the county level. By 2008, the PETT project will have benefited 7000 primary English teachers. Meanwhile, teachers have more chances to improve their language proficiency in English-speaking countries and areas such as UK, USA, Australia and Hong Kong.

As a result, more and more teachers take a positive attitude towards the new curriculum and are confident in their own ability to adapt to it. They are also more ready to play new

roles and try new approaches. According to research by Professor Wang Qiang, Beijing Normal University, over 70% of the teachers interviewed perceive their roles in the classroom as guide, organizer and demonstrator; while the roles of helper/consultant, learning companion and participant are accepted by about 76% of the interviewees. Moreover, English examinations have witnessed some positive changes in recent years, with speaking elements added and communicative skills emphasized.

Nevertheless, many problems remain to be solved. First, a big gap exists between the more developed and the less developed areas, the latter being far from satisfactory in terms of teaching quality. Secondly, there is a drastic shortage of English teachers: more than 10,000 are needed in order to offer English courses to all primary students. The third challenge is the competence of present English teachers. On the one hand, over half of them are "transferred teachers", who are other subject teachers with little knowledge of English. On the other, many teachers are inadequately trained, lacking cultural awareness and up-to-date methodology. Many teachers are also overburdened: with heavy teaching loads, large class size, and big pressure to help students pass examinations of various kinds. Consequently, these teachers are too busy to be relieved from post for training programs. The quality of teacher training programs also needs improving. Trainees complain that course design does not always meet their needs, and that training materials should be updated. Training programmes also need to be designed to bring trainees' initiative into full play. There are also far from enough qualified teacher training institutions and teacher trainers need more professional support if the arduous task of training all primary English teachers within the next three years is to be accomplished. Last but not the least, the government and education authorities need to increase spending on teaching facilities in rural schools, especially those in the poor areas, helping them to have access to modern education resources.

To tackle the above challenges, the following solutions are suggested:
1) Local governments provide more substantial support, particularly in terms of finance and related policy.
2) The Advisory Committee plays a more active role to enable teacher training programs and other projects to be more fruitful.
3) Improve the quality of English education resources centers and websites, and help countryside schools to be effectively connected.
4) Closer collaboration with the British Council on provision of teaching resources, long-distance teaching and learning, guidance of ELT experts on training programs at local centers.

To sum up, there are three key factors that affect ELE in China: teacher development, teaching resource provision, and English assessment innovation. Much empirical research is needed in these areas and in language acquisition and learning conditions.

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12

Challenges, risks and opportunities: Developing a regional trainer training course

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Over the last two years, the British Council has been operating more at a regional rather than country level. For consultants, this presents the challenge of creating solutions that work across a number of local contexts along with the risk that a one-size-fits-all approach will overlook the diversity of needs within the region. However there is also the opportunity to have huge impact over a vast area and in multiple education systems at the same time. In this paper, I will discuss the development of a trainer training course as part of Strand 2 in the British Council Primary Innovations Project (PIP) in East Asia.

My remit from the British Council was to create a trainer of teachers (ToTs) course for primary levels that would produce a cadre of around 20 primary teacher trainers in each participating country. This course was to be jointly run by Master Trainers (MTs) representing education ministries and the British Council in nine socio-economically and culturally divergent territories with different education systems, languages, cultural traditions and goals for English.

From the inception of the project there have been a number of key challenges to overcome including: contextual relevance, differing views of teacher training, building consensus and the role of the course materials.

Contextual Relevance: How to design a course to be used in nine different contexts?

The role of English in each particular context is very different. In Singapore and the Philippines, for example, English is a second language and a medium of instruction at primary school. In Vietnam, Thailand, Korea, Taiwan and Japan, English is a foreign language. Different contexts have different goals for English (Japan: cultural awareness/ developing positive attitudes; Thailand, Taiwan, Korea, Vietnam: English for communication to increase workforce strength in an increasingly globalised economy; Singapore, Philippines, Malaysia: English as a tool for learning other subjects).

The status of English in the primary curriculum also varies. In Indonesia, Japan and Vietnam, English is an optional subject. In Malaysia, Taiwan and Korea it is compulsory. There is also an ongoing debate and much variation over when to start English (Malaysia, Year 1; Vietnam, Year 3; Indonesia, Year 4, etc.). However in many countries we see an increasing move in larger cities to start much earlier, regardless of official policy.

Primary English language teachers' (PELT) training and experience is also divergent across the region in terms of whether they are formally trained as primary teachers, whether they have had specialized PELT training, their level of English proficiency, their background knowledge of English as a language and so on. Any regional training course, then has to acknowledge this diversity and confront it at the planning stage.

Understanding the nature of trainer development in the context of a particular region

Trainer training does not have a long history. In the UK, it was only in the 70's and 80's that people started asking "Who trains the trainers?" Generally speaking, most trainers (college lecturers/ tutors and teachers) in many parts of the world in the past did not receive specialized training to become trainers. However, in the teacher training literature, there is now a greater realization of the complex nature of the training process as this quote reveals:

> Teaching about teaching demands a great deal from teacher educators. There is a continual need for teacher educators to be conscious not only about what they are teaching but also the manner in which that teaching is conducted. (Loughran, 2006: 11)

While Loughran is talking about teacher training, this statement could equally be applied to the training of trainers. He argues that teacher educators, and in our case, MTs need to be concerned with both the content of training and the way it is being taught if trainee ToTs are to gain access to the thoughts and actions which shape the training process. MTs need to explicitly draw attention to the way in which they conduct the training so as to enable ToTs to 'see' and understand what is involved. This helps to overcome the problem that experienced trainers may make the training process seem very easy and fluent, so giving trainee ToTs the impression that they can become a trainer just by imitating and learning a set of procedures.

There seem to be two main views of trainers and training depending on the status of the trainer (gleaned from talking to teachers around the region). When experienced teachers are used as trainers for short in-service courses, there is a view that training means 'sharing ideas' (trainers as expert teachers). The second is the view of 'training as telling'. This is more associated with trainers in colleges and universities where a heavy emphasis is frequently placed on received knowledge passed on via lectures. Practicum/ methodology aspects are often seen as separate and downplayed, sometimes using experienced teachers to demonstrate methods. As David Hayes (this volume) points out, training is often seen as something that is done to 'inferiors' by 'superiors' in very short periods of time, rather than a collaborative developmental activity that takes extended periods of time.

Though things are clearly changing, (both Malaysia and Taiwan now run specialized courses for trainers), traditions do linger on. Training is often seen just as a form of sharing or transmitting knowledge. These views are revealed indirectly in some of the ToT questionnaires we have received and in the actions of education authorities when they expect ToTs to be able to run training programmes immediately after training.

The development of professional PELT teachers requires professional trainers. The challenge for our project is how to reflect this more professional and complex view of training in the training course and how to enable ToTs to develop as thoughtful professionals, not just as technicians.

How to ensure that the approach adopted is based on consensus?

Educational change and innovation literature all show the need for stakeholders in a project to perceive some personal interest or some purpose in the project in order for them to get involved (Clark, 1987; Fullan, 1991). Consequently, ensuring the involvement of MTs who would use the training materials was critical.

We know from the history of other projects that if project managers view the teachers or trainers as mere consumers or vessels through which to pass on the course messages, the project is unlikely to be successful because they will feel no ownership, which reduces commitment and effort. With no shared understanding of the approach, teachers or trainers filter materials through their own mental framework and beliefs and may use the materials in entirely different ways from intended (Karavas_Doukas, 1995).There is a better chance of working towards common goals if they begin from shared understandings. Finally, if they view themselves as mere deliverers, they will be unlikely to put in effort to adapt materials to local contexts.

Before any shared consensus can be reached then, there are a number of important needs to be met:
- a need for stakeholders to see some meaningful purpose in a project;
- a need for involvement of local master trainers in course design;
- a need to create some sense of ownership and understanding of the course;
- a need to ensure that local concerns are taken into account.

What is the role of course materials: Resource or constraint?

A major concern in developing this trainer training course was the issue raised by Prabhu's (1989) distinction between 'course' materials and 'source' materials where he argues that one central course book or set of course materials can act as a constraint on teachers (or trainers) as the course designer has made all the decisions. This reduces their own freedom to decide what is best for their learners it deskills them. A loose collection of source materials and ideas, on the other hand, gives freedom to teachers to use them in whatever way they wish and make their own decisions for the needs of their learners. However, it may be more helpful to see these two distinctions as part of a continuum; different situations may require different options, depending on the experience and expertise of the teachers or trainers.

In developing this course, the dilemma was that there are varied Master Trainer backgrounds across the region and great differences of experiences in training and trainer training. The general lack of regional expertise in young learner training at all levels, allied to the fact that there would be no direct contact with MTs before course delivery suggested the need to make the approach explicit. The tasks would need to be exemplified and the thinking behind them made explicit so that MTs could understand what we had
in mind.

In this project, the ToT course materials were seen as a vehicle for innovation and trainer development. However, the more detailed the training material, the more prescriptive the course may seem. If a set of materials is made available, MTs may feel they have to finish them regardless. This takes away MTs' decision making process and could lead to them feeling less committed as they had not prepared the materials. On the other hand, preparing course materials can be immensely time consuming, while too loose a collection of source materials may leave less experienced MTs unsupported.

Responding to the challenges of developing a regional teacher training course

In order to overcome the challenges in designing and preparing this course, a 3-day meeting was held in Kuala Lumpur. This brought together a core advisory team, whose role was to advise the consultant, give feedback on the development of the course materials, and provide the opportunity for involvement of three MTs and country representatives from nine project countries.

During the meeting we:
- collected contextual information/ carried out mini needs analyses,
- created shared understandings about the project and ToT course,
- collaboratively developed a course framework,
- identified obstacles/ constraints.

The meeting created a sense of shared enterprise. It helped to validate, expand on and change some of the initial plans I had tentatively made and helped me to feel that I was part of a team.

As a result of the KL meeting, the original proposal for one course of 90 hours was changed and it was reconceived as four phases over a much longer time frame. The first three phases consist of formal, taught courses (60 hours each) and the fourth is a supported development phase, post course. This redesign aimed to take account of the complexity of the process of becoming a trainer and focus on the process of trainer development rather than the materials. The four phases enable us to gradually develop ToTs' capacity to work as trainers in a supported way and provide time for ToTs to:
- digest ideas from the course
- get enough experience of classroom observation and carry out mini research tasks
- gain experience, possibly sheltered opportunities to 'teach' children and try out new ideas (particularly important for ToTs with no primary experience)
- learn more about teachers' needs
- try out training skills in a supported environment working with MTs during the inter-phases

This has been reflected in course outcomes (see below), which are set out as long- and short-term, acknowledging that some outcomes refer to more technical skills which can be acquired relatively quickly, while ability to reflect on experience and to develop their own courses takes much longer.

Course participants and needs

At the initial planning stages, it was agreed that wherever possible the course participants would be primary ELT teachers though we were aware that some countries would have greater participant variation due to local circumstances. In reality, about half of the countries had groups of mixed trainers/university tutors and primary teachers.

Data from country representatives suggested some common core needs for primary teacher ToT candidates from all countries but also some more specific needs by country.

Common core needs for all contexts

- knowledge of how children learn foreign/second language
- knowledge and ability to work with adults/ YL teachers and understand their characteristics
- trainer facilitation and management skills
- ability to articulate principles underlying classroom practice/ training sessions
- mentoring skills
- working as a team
- classroom observation skills

Varied needs by context

- language proficiency (Thailand, Indonesia, Vietnam, Malaysia [rural areas])
- in-depth knowledge of YL methodology materials (Japan, Korea, Thailand, Singapore, Indonesia)
- how to adapt and design YL materials (Indonesia, Vietnam, Korea, Taiwan, Singapore, Indonesia)
- CLIL (Malaysia, Singapore, Philippines)

The mixed participant groups potentially seemed to present a problem, given that the needs of trainers differed from teachers. Trainers would already have knowledge of adult learners and have acquired some facilitation, mentoring and classroom observation skills. However, we felt that with flexible MT handling, this would not create any major difficulty. It was unlikely, that many trainers and college tutors would have

been formally trained as trainers and some might be accustomed to a more formal approach to training so they would get the opportunity to experience more process-oriented, activity-based methods. They would have a chance to refresh their understanding of areas with which they were familiar from their work (e.g. facilitation and mentoring skills) and might gain new perspectives by considering these aspects in relation to their new audience – primary teachers.

Also mixed groups offered the possibility of sharing expertise: trainers could use their greater training experience to act as buddies to less experienced 'teacher' ToTs while the latter could provide the practical classroom knowledge and experience of primary classroom teaching which most of the trainers lacked. Mixed groups could, therefore be seen as an advantage.

Course aims

Course aims were collectively identified by the KL meeting participants as follows:
1. to develop participant capabilities as trainers of primary English teachers
2. to develop their capacity for on-going professional development
3. to develop and enhance their own English language skills

Aim 1 is the main declared aim of the PIP project-basic technical competence as PELT trainers.

However, to develop full professional competence (see Wallace, 1991) and the expertise which this implies, the second aim is needed. ToTs' willingness and ability to develop themselves professionally, which will make them 'open' to learn during the course and sustain their development even after the formal training course ends, is likely to lead to higher levels of achievement and capability as trainers. The third aim is optional as only some PIP countries consider that this is a requirement for their ToT candidates. At first it was assumed that most ToT candidates would have a sufficient level of English proficiency (B1, Common European Framework) to cope with a course conducted through the medium of English though, this has since been revised in two countries to include bridging courses involving classroom language development using a British Council global product.

Course content

The above aims are reflected in the course content which is made up of three strands (see Fig. 1 below)

Strand 1 is important for all prospective trainers regardless of their backgrounds, though needs to be handled differently, according to the ToTs' background and

experience. It concerns the specific trainer skills and knowledge which prospective ToTs need in order to become PELT trainers. It is introduced right from the beginning of the course so that ToTs become aware of their role and so understand the need to upgrade their content knowledge from a trainer rather than a teacher perspective. It is important that ToTs begin to develop some trainer skills from early on as they may be expected by education departments to participate in training sessions after the phase 1 course. This strand increases in importance across the course as Fig. 1 shows, but is introduced gradually across the three phases of the course as the skills involved are complex and ToTs need to build confidence and have a good content-base first, so that they have something to apply their training skills to.
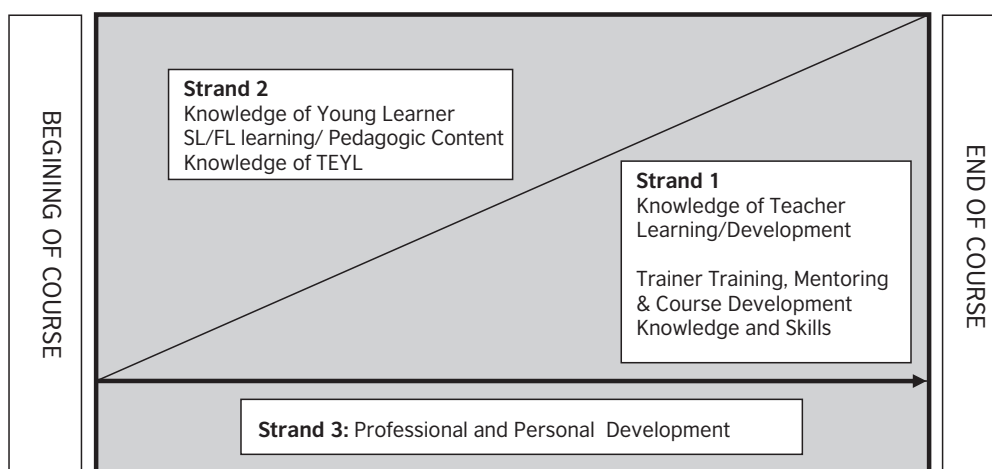

Figure 1: Course content strands

Strand 2 is important for all kinds of ToTs. Without a good practical understanding of how children learn foreign languages and of YL classroom pedagogy, informed by current thinking, ToTs will have little credibility with PELT teachers and will be unable to support their learning effectively. Even if, as teachers, they are familiar with some of the YL pedagogic content, they need to look at it 'with new eyes' so that they can begin to view it from the perspective of a trainer and learn to articulate their understandings of the principles which underpin classroom practice. This strand is developed in the first two phases of the course, being most prominent in Phase 1.

Strand 3 supports the other two strands and runs like a thread throughout the three phases of the course in order to enable ToTs to become more effective learner-trainers, so as to develop independence and to maximize benefits they gain from the course. If ToTs are going to facilitate and manage teacher professional learning and development, they need first to know how to manage their own learning effectively.

Taking account of contextual variation and making content relevant

We decided to aim the course primarily at the EFL country contexts first, as their need for assistance with PELT seemed to be greater. ESL contexts would also use the course but could be flexible in using modules or parts of modules they found relevant. At a later stage, these countries could collaboratively develop modules specifically for their contexts, e.g. on CLIL.

There were three main ways we tried to address contextual variation:

1. Role of MTs in adapting courses

The role of the MTs in implementing the course was seen as critical in making it relevant to the local context. MTs were encouraged throughout, to use the materials flexibly and adapt them to fit local needs.

2. Building choice & flexibility into course materials

In order to enable MTs to adapt the materials and make them accessible to different groups, key features of the course are flexibility and choice. For example:

- two types of optional tasks are provided:
  1. preparatory or warm up activities so that MTs can lead into a topic more gradually with a slower group;
  2. further extension or application activities for faster or more advanced groups or for MTs who have more time available.
- choice of content in some YL modules and more material than needed so that MTs can be selective
- flexible sequencing so that some of the content of professional development modules can be taught over time rather than in a block
- suggested readings so that MTs can choose readings for ToTs according to level
- encouragement to adapt handouts to suit ToTs
- use of examples from regional textbooks and use of DVD clips from regional classrooms to exemplify
- encouragement to replace examples with local examples

3. Framework for training

One of the third ways in which we took account of contextual variation was through our training framework.

One of the aims of the training programme is to enable ToTs to participate in, develop and run their own short courses for local PELT teachers in the longer term. The actual training experience for ToTs is provided after each phase of the taught course. Our framework of training is influenced by the notions of 'scaffolding' (Wood, 1998: 100) and 'guided participation' (Rogoff, 1990). It provides a staged approach to training for ToTs so they are supported initially by MTs but this support is gradually withdrawn as they begin to operate more independently, as illustrated below.

The three step programme:

<p style="text-align:center">After Phase 1</p>

Sheltered   MTs take responsibility for designing/running a one-day workshop for PELT teachers. ToTs observe, help and facilitate one or two tasks in pairs.

<p style="text-align:center">After Phase 2</p>

Supported   MTs design a two-day workshop with help from ToTs. ToTs may run one or two sessions with a buddy. MT helps/ guides.

<p style="text-align:center">After Phase 3</p>

Independent   ToTs design a three-day workshop with help from MTs. Play major role in facilitating it. MT monitors, provides feedback, guidance.

This framework allows MTs and later ToTs to take account of local PELT teacher needs and develop PELT courses relevant for the local situation rather than using a one-size-fits-all, ready-made course, transmitted through a cascade model. In addition, it is more developmental for both MTs and ToTs as they are involved in creating materials for their own context, which enables them to apply ideas from the course.

Potential risks to the project

We were very aware of potential constraints and issues with this project. Some of the main risks to sustainability seem to be:

- **Lack of continuity:** danger of ToT drop outs; danger that ministries will replace some people; MTs will move on.

- **Over reliance:** MTs play a critical role in running the programme; at present only two MTs in most countries; may need to increase numbers to cover attrition.
- **Lack of commitment:** Ministry, local education authorities' commitment and involvement is essential. The project wonít work without it.
- **Community support:** Parents and school administrators need to be involved.
- **Level of support for ToTs:** MTs may not be able to provide sufficient support to ToTs during the different inter-phases when they will be involved in training.
- **Future role of ToTs:** In some countries there is a role for primary trainers, in other countries there is no clear career path yet.

Opportunities

As mentioned before, despite the risks, the opportunities for the programme to have a major impact on PELT in East Asia are huge. By working with each other, MTs are developing regional understandings and collaboration. They are also developing new understandings about the nature of professional training at the primary level in the regional context. In the future we hope that MTs will be involved in the collaborative writing of additional modules for the training programme. Producing a cadre of well qualified YL trainers regionally will enhance the profile of PELT in East Asia and beyond, and the professional development for all those involved could lead to cross-border work on action research projects, writing articles for magazines, presenting at regional seminars and conferences, as well as having a positive effect on in-country training practices.

We have come a long way from our initial planning meeting in Kuala Lumpur and learned a great deal in the process. With the largely positive feedback from our first phase course, we can now move ahead with a greater sense of shared enterprise to meet the new challenges of designing Phases 2 and 3.

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