Current Issues in Second/Foreign Language Teaching and Teacher Development

Current Issues in Second/Foreign Language Teaching and Teacher Development:

Research and Practice

Edited by

Christina Gitsaki and Thomaï Alexiou

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LIST OF ABBREVIATIONS

3SG-*s*	Third Person Singular -*s*
4Cs	Content, Cognition, Communication, and Culture/Community
A	Activity
ALT	Assistant Language Teacher
Aux	Auxiliary
bio	Biology
CALTL	Complexity Approach to Language Teaching and Learning
CAPES	Coordination for the Improvement of Higher Education Personnel *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*
CAPS	Curriculum and Assessment Policy Statements
CAS	Complex Adaptive System
CDS	Complex Dynamic Systems
CELEPI	Centre for Applied Linguistics Studies and EFL Teacher Education *Centro de Estudos em Linguística Aplicada e Educação de Professores de Inglês como Língua Estrangeira*
cf.	confer
civ	Civics
CL	Collaborative Learning
CLIL	Content and Language Integrated Learning
CLILTA	CLIL (Content and Language Integrated Learning)-Type Approach
CLT	Communicative Language Teaching
CNPq	Conselho Nacional de Desenvolvimento Científico e Tecnológico
COLT	Communicative Orientation of Language Teaching
CoP	Community of Practice
CRS	Collaborative and Reflective Supervision
CT	Complexity Theory
E	Episode
EAL	English as an Additional Language

EAP	English for Academic Purposes
EFAL	English as a First Additional Language
EFL	English as a Foreign Language
EGP	English for General Purposes
EL	English Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
EMP	English for Medical Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
ESS	Eco-Semiotic Syllabus
FAPEMIG	Fundação de Amparo à Pesquisa do Estado de Minas Gerais
FL	Foreign Language
GE	General English
GUSSA	General Upper Secondary School for Adults
HOTS	Higher-Order Thinking Skills
HRT	Homeroom Teacher
ICC	Intercultural Communicative Competence
IDEB	Basic Education Development Index *Índice de Desenvolvimento da Educação Básica*
JTE	Japanese Teacher of English
L1	First Language
L2	Second Language
LGY2011	"Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011" /Curriculum for the Swedish Upper Secondary School
LOTS	Lower-Order Thinking Skills
LTC	Language Teacher Cognition
LTCI	Language Teacher Cognition Inventory
MA	Master of Arts
ma	Mathematics
MANOVA	Multivariate Analysis Of Variance
Max	Maximum
MEC	Ministry of Education (Brazil)
MEXT	Ministry of Education, Culture, Sports, Science and Technology (Japan)
Min	Minimum
NCS	National Curriculum Statements
Neg	Negation
NGO	Non-Governmental Organisation

NNS	Non-Native Speaker
NP	Noun Phrase
NPCSC	National People's Congress Standing Committee
OECD	Organisation for Economic Co-operation and Development
PCK	Pedagogical Content Knowledge
PD	Professional Development
PDE	Education Development Plan *Plano de Desenvolvimento da Educação*
PhD	Doctor of Philosophy
PIBID	Institutional Grant Programme for Teaching Initiation *Programa Institucional de Bolsa de Iniciação à Docência*
PIBID/Letras-Inglês Project	The PIBID Project involving student teachers of the TEFL undergraduate course of the Federal University of Western Pará
PISA	Programme for International Student Assessment
PLIP	PIBID/Letras-Inglês Project
PLO	Programme Learning Outcome
PMI	Plus-Minus-Interesting
PNLD	Textbook National Program (Brazil)
PQP	Praise-Question-Polish
PSET	Primary School English Teacher
PT	Processability Theory
RQM	Retrodictive Qualitative Modelling
Sch	School
SEM	Structural Equation Modelling
SGHS	Super Global High School
SL	Second Language
SLA	Second Language Acquisition
SVO	Subject Verb Object
TA	Teaching Assistants
TALIS	Teaching and Learning International Survey
TC	Teacher Cognition
TEE TEST	Teaching English in English Test
TEFL	Teaching English as a Foreign Language
TEFL-Pibidians	The undergraduate TEFL student teachers that are engaged in the PIBID/Letras-Inglês Project
TESL	Teaching English as a Second Language
TEYL	Teaching English to Young Learners
TIFF	The Toronto International Film Festival

TL	Target Language
Topi	Topicalisation
UFOPA	Federal University of Western Pará *Universidade Federal do Oeste do Pará*
UNESCO	United Nations Educational Scientific and Cultural Organisation
UO	University Objective
VLT	Vocabulary Levels Test
WP	Western Pará
WTC	Willingness to Communicate
Y/N	Yes/No

PREFACE

It is our distinct pleasure to present this volume on *Current Issues in Second/Foreign Language Teaching and Teacher Education: Research and Practice*. The volume is a collection of selected papers, the majority of which were presented at the 17th World Congress of the International Association of Applied Linguistics (AILA), which was held on August 10-15, 2014 in Brisbane, Australia.

The volume is divided into five sections. The first section comprises four chapters addressing *Issues in Teacher Education and Professional Development*. Chapter One by Nilton Varela Hitotuzi, Luiz Percival Leme Britto and Maria Luiza Fernandes da Silva Pimentel describes the achievements and challenges of a collaborative project between pre-service English teachers, school teachers and coordinators in an effort to improve the quality of teacher education in the Amazon region in the north of Brazil. In Chapter Two, Diane Johnson brings to light the challenges and shortcomings of a teacher training program in Taiwan. In Chapter Three, Hideo Kojima discusses the implementation of collaborative reflective supervision in order to assist a secondary school teacher to become a reflective practitioner in a Content and Language Integrated Learning (CLIL) context in Japan. Critical reflection is also the subject of Chapter Four where Ping Wang, Christina Gitsaki and Karen Moni provide evidence from an in-service professional development program in China based on a Community of Practice (CoP) model.

The next section in the volume deals with *Issues in Teacher Identity and Cognition.* In Chapter Five, Robyn Moloney and Lesley Harbon discuss the use of narratives with foreign language teachers in Australia as a tool for exploring language teacher knowledge, practice and identity. In Chapter Six, Mimi Nahariah Aswani Mohamed, Karen Moni and Carmen Mills highlight the professional identity construction process of a Malaysian university teacher of English for Specific Purposes (ESP). In the last chapter of this section, Chapter Seven, Shigeru Sasajima explores non-native English teachers' cognitions and thoughts about their pedagogy.

The third section in the volume, *Issues in Second Language Curriculum and Materials Development*, consists of four papers. In Chapter Eight, Anthea Fester and Diane Johnson highlight the challenges and shortcomings

of English as a second language (ESL) curricula in five different countries. In Chapter Nine, Elaine Ferreira do Vale Borges provides an example of how a series of teaching materials used in primary and secondary schools in Brazil can support the implementation of the complexity approach to language teaching and learning. In Chapter Ten, Muchativugwa Liberty Hove reports on a cooperative syllabus design project for the teaching of English in under-resourced secondary schools in South Africa. Chapter Eleven by Minako Nakayasu presents the development of course materials for teaching English to Medical students in Japan.

The next section presents *Issues in the Second Language Classroom* from teachers' and students' perspectives. In Chapter Twelve, Ylva Sandberg focuses on teachers' interaction challenges in the CLIL classrooms in Sweden. In Chapter Thirteen, Harumi Kimura explores how Japanese learners of English perceive and deal with their peers' uncivil behaviors and attitudes when working in pairs or groups in the second language classroom. In Chapter Fourteen, Tero Korhonen examines how Finnish adult second language learners construct their foreign language identity in an autonomy-oriented foreign language context.

The final section of this volume presents *Issues in Second Language Acquisition.* In Chapter Fifteen, Vi Thanh Son examines young Vietnamese learners' acquisition of English subject-verb agreement as a result of classroom language instruction. In Chapter Sixteen, Thomaï Alexiou presents evidence of the significant contribution of comic series in preschool English learners' receptive vocabulary development in Greece. Vocabulary acquisition is also the subject of investigation in Chapter Seventeen, where James Milton and Shadan Roghani measured the vocabulary growth in a young Persian learner of English after one year in an immersion program in Britain. The final chapter, Chapter Eighteen by Rie Adachi is an investigation of the development of Japanese elementary learners' communicative attitudes and intercultural skills as a result of English language instruction.

All the papers included in this volume underwent a rigorous selection process through a double-blind peer review process that involved a number of notable academics. Through this process the 18 papers presented here were selected. These papers underwent further review and editing before being published in this book. Below is the list of academics (in alphabetical order) who were involved in the double blind review process:

Aggeliki Deligianni	Hellenic Open University, Greece
Helene Demirci	Higher Colleges of Technology, UAE

Alexia Giannakopoulou	Hellenic Open University, Greece
Melanie Gobert	Higher Colleges of Technology, UAE
Elena Griva	University of Western Macedonia, Greece
Marina Mattheoudakis	Aristotle University of Thessaloniki, Greece
James Milton	Swansea University, Wales, UK
Josephine O'Brien	Zayed University, UAE
Angeliki Psaltou-Joycey	Aristotle University of Thessaloniki, Greece
Nicos Sifakis	Hellenic Open University, Greece
Areti Sougari	Aristotle University of Thessaloniki, Greece
Evangelia Soulioti	University of Edinburgh, UK
Kosmas Vlachos	Hellenic Open University, Greece
Keti Zouganeli	National & Kapodistrian University of Athens, Greece

The volume covers research projects, issues and contexts from around the world and it is hoped that it will be of use to both new and seasoned researchers in the field of Applied Linguistics. Teacher educators, language teachers and language policy makers will find this volume equally useful as the papers address current issues in language education.

Christina Gitsaki and Thomaï Alexiou

ISSUES IN TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

CHAPTER ONE

THE PIBID/LETRAS-INGLÊS PROJECT: STRENGTHENING TEACHER EDUCATION IN THE AMAZON REGION

NILTON VARELA HITOTUZI,
LUIZ PERCIVAL LEME BRITTO,
AND MARIA LUIZA FERNANDES
DA SILVA PIMENTEL

Abstract

Teacher education in Brazil is a complex issue for many reasons, some of which include the challenges of the school teaching profession in the country, ranging from low salaries, crowded classrooms and lack of adequate technology to overload of work and little or no opportunity for continuing professional development. As a result, many bright-minded students refuse to embrace the teaching career, and in-service teachers tend to become demotivated. This has caught the attention of education authorities who, in recent years, have been implementing a number of programmes to attract young people to the profession, and strengthen teacher education throughout the country. One example of such initiatives is the Institutional Grant Programme for Teaching Initiation (PIBID). Currently, PIBID can be implemented on demand in universities that offer teacher education undergraduate courses. At the Federal University of Western Pará (UFOPA), for instance, the PIBID/Letras-Inglês Project involved, from 2012-2014, twenty-four undergraduates in a Teaching English as a Foreign Language course (TEFL-Pibidians), six school teachers and two coordinators. This paper presents a summary of the achievements and challenges of this project in an attempt to enhance the quality of teacher education in the Amazon region. Ultimately, we expect

that this partnership results in teachers who are better prepared to cope with the singularities of the state school arena in the north of Brazil.

Introduction

The Brazilian Amazon is a complex region that poses many challenges for local, national and international leaders both for its importance in the global sphere and for the inevitability of the effects of any strategic action on its inhabitants, who reject the idea of being left behind in the developmental process of the country. On the one hand, there is the necessity to preserve and to implement sustainable projects so that the local people can have a dignified way of living. On the other hand, because these people feel they lag behind in terms of infrastructure, education, healthcare, communication and other benefits that are second nature to many citizens of developed countries, there is an urge towards economic progress even if it means the depletion of natural resources and green areas. To cope with these issues, the Brazilian government must invest in education and international cooperation. Knowledge of foreign languages plays a pivotal role for communication with the world. This seems to be a major reason why, in recent years, the Brazilian government has been investing more substantially in the teaching of English as a foreign language throughout the country. English is the current language of international expression, despite Ostler's (2010) prediction of its inexorable decline from this status.

Despite the Brazilian government efforts, the investments in the area of additional language teacher education are still insufficient as are those in teacher education in general throughout the country. According to a report of a survey carried out in 2013 by a non-government organization called *Todos pela Educação* (All for Education), on the situation of education in Brazil, the scenario is very bleak in the north of the country. In this region, which is known as the Amazon region (see Figure 1-1), there are about 81.9% lower secondary-school (Year 6 through to Year 9) in-service teachers delivering lessons on subjects to which they have received no qualification whatsoever. For Amazonian lower secondary-school students, this means four years of schooling with less than 20% of qualified teachers in their classrooms.

This scenario does not change much when upper secondary school is considered in the report, which indicates that about 55% of upper secondary school teachers in the north are not qualified to teach the subjects they do. This is yet another reminder that Brazil has not been able to cope with the demands in the area of teacher education in general,

especially in the Amazon region, which is considered one of the most important regions in the world for its biodiversity, water and mineral resources. When it comes to additional-language teacher education, things are even worse in this part of the country. For instance, in Western Pará (Figure 1-2), which is inhabited by 1,227,695 people (IBGE–Instituto Brasileiro de Geografia e Estatística, 2010), the Federal University of Western Pará (UFOPA) is one of the only two government institutions that offer a campus-based Teaching of English as a Foreign Language (TEFL) undergraduate course for the entire region.

Figure 1-1: The Brazilian Amazon region.

Figure 1-2: Western Pará (WP).

To cope with this and many other problems in the area of education in the country, the Brazilian government created a comprehensive and rather ambitious project, the Education Development Plan, also known as PDE. This document states that by 2020 all teachers from government-funded schools will be offered free continuing education in the subjects they teach (Brasil, 2011). As previously shown, the report presented by the Non-Governmental Organisation (NGO) *Todos pela Educação* makes this target appear nothing more than wishful thinking. Nevertheless, one has to admit that, against all odds, the Brazilian government has taken some initiatives geared towards pre- and in-service teacher education in a national scale, the Institutional Grant Programme for Teaching Initiation (PIBID), being one of them.

The Institutional Grant Programme for Teaching Initiation - PIBID

PIBID was launched by the Brazilian government in 2007 through the Regulatory Ordinance No. 38 (Brasil, 2007), and was implemented by the Coordination for the Improvement of Higher Education Personnel (CAPES). The attachment to the Ordinance No. 260 (Brasil, 2010, p. 6) lays out the objectives of this programme (translated by the author):

1. to support undergraduate initial teacher education courses to supply teachers for basic education (at primary and secondary school levels);
2. to contribute to the enhancement of the teaching profession;
3. to improve the quality of teacher education at undergraduate level by promoting the integration of higher education with basic education;
4. to provide opportunities for participants of undergraduate initial teacher education courses to be familiarised with the environment of government-funded schools, develop their creativity and take part in methodological, technological and teaching practices that are both innovative and interdisciplinary, aiming to overcome problems found in the teaching-learning process in partner schools;
5. to support basic education government-funded schools, involving their teachers in the education of future teachers, making them protagonists in the process of initial teacher education; and,
6. to contribute to the articulation between theory and practice, which are necessary for initial teacher education, increasing the quality of academic actions in undergraduate initial teacher education courses.

There is no doubt that these objectives project the desire of a process of preparation of future basic education teachers that is well grounded in theory and practice, providing undergraduates with plenty of opportunities

for reflection first and foremost about whether or not they should pursue a teaching career. If they do choose to embrace the profession, the reflective process continues, focusing on how to cope with classroom and other problems related to their profession. It is expected that awareness of what is actually happening in the school environment and initial attempts to deal with student learning difficulties and some other classroom related problems, informed by theory, will ultimately help them to become better qualified teachers, thus able to contribute to the provision of high quality schooling for basic (primary and secondary) education students.

Currently, all federal and state universities as well as some private higher education institutions can apply for the PIBID programme. Each candidate institution has to submit a master project that can incorporate several sub-projects from different undergraduate initial teacher education courses. Participants of these courses joining PIBID receive a monthly grant which is equivalent to approximately US$200, which is not much, but can help keep them focused on their academic tasks for at least eight hours a week apart from their classroom and other undergraduate duties.

The PIBID/Letras-Inglês Project

The PIBID/Letras-Inglês Project (Henceforth PLIP) is part of UFOPA's PIBID master project, entitled 'Education for the Integration of the Amazon'. This project incorporates 10 sub-projects, which comprise all undergraduate initial teacher education courses offered by the university. The sub-projects are developed in government-funded basic-education partner schools in Santarém (see Figure 1-3), a municipality located in Western Pará, which is part of the state of Pará. In these partner schools, the teachers involved in the sub-projects act as mentors of the TEFL-Pibidians (i.e., the TEFL undergraduate students who are engaged in the PIBID programme) and help them to become familiarised with the daily routine of the teaching profession.

More specifically, each mentor is responsible for a group of three to five student teachers. The mentor meets the group on a regular basis to help them: (a) prepare micro lessons; (b) share his or her own lesson plan with them; (c) develop teaching materials; (d) discuss matters related to the group's participation in extracurricular activities that are part of the school calendar; or (e) plan their participations in open houses either held by the school where the mentor works, by UFOPA, or by other institutions.

Figure 1-3: The Municipality of Santarém in Western Pará.

PLIP is coordinated by the Centre for Applied Linguistics Studies and English as a Foreign Language (EFL) Teacher Education (CELEPI), which is linked to the Language Arts Programme of the Institute of Education Sciences of UFOPA. As a whole, this sub-project aims to contribute to the continuing education of the mentors involved in it and the proper qualification of new generations of English teachers. Ultimately, the objective is to make them partners of UFOPA in its basilar mission of promoting scientific, economic and social development in Western Pará and, consequently, key players in the integration of the Amazon to the axis of the development process of Brazil from a sustainable perspective. Specifically, PLIP aims (Hitotuzi, 2012), on the one hand:

1. to create opportunities for undergraduates so as to experience the school environment from the perspective of the educator in order to help them become familiar with the complexity of teaching practice;
2. to encourage them to engage in reflective practice through the exercise of articulating theories that are appropriate in the university with the reality of the Foreign Language classroom in the partner schools;
3. to provide them with opportunities to gain teaching experience through the development of activities and teaching strategies under the guidance of their mentors in the partner schools;

4. to enable them to contribute to the development of the students and consequently to the improvement of the quality of learning of English in the partner schools;
5. to encourage them to propose solutions to difficulties encountered in the context of the classroom or in the school environment in general to galvanise their interest in scientific research; and,
6. to offer them a range of possible lines of investigation leading to their end-of-course papers.

On the other hand, the project aims to encourage school teachers who act as mentors of TEFL-Pibidians (Hitotuzi, 2012):

1. to reflect on their practice as educators;
2. to develop innovative language teaching and learning strategies;
3. to develop teaching materials in cooperation with TEFL-Pibidians;
4. to link theory and practice through teaching and the search for solutions to the difficulties identified in the school environment;
5. to contribute to improving the quality of education of new basic-education EFL teachers;
6. to stimulate their students to learn English;
7. to collaborate to increase the Basic Education Development Index (IDEB) in their school (IDEB is used to gauge educational quality by combining the performance of students in standardized exams at the end of educational stages (Year 5 of primary school, Year 9 of lower secondary school and Year 3 of upper secondary school) with information on the productivity of individual schools. Each school is provided with a set of targets for improvement by IDEB, but it is the school, with the help of the state or municipality authorities, which has to develop its own strategic improvement plan–a plan to optimize the quality of learning in the school. The federal government of Brazil, through the Ministry of Education, gives more autonomy to those schools which are rated as high performers, and grants more aid to the ones which are considered low performers. The scale levels of IDEB are aligned with those of PISA (Programme for International Student Assessment), which means to say that the statistics are restricted to student performance in reading, mathematics and science (Organisation for Economic Co-operation and Development (OECD), 2010); and,
8. to actively participate in the affirmation of government-funded schools as cultural arenas. In these educative environments, through a dialectical process, the students are able to acquire power and transform themselves, or acquiesce to the legitimacy of market interests. Alternatively, they can choose to adhere to the synthesis of these phenomena and become participants in the production and circulation of knowledge.

In addition, students, school teachers and faculty involved in this sub-project are encouraged (Hitotuzi, 2012):

1. to discuss issues related to the process of foreign language teaching and learning, such as teaching conditions, technological resources and pedagogic materials;
2. to describe the situation of English teaching and learning in the partner schools;
3. to diagnose possible causes of difficulties in learning the target language presented by basic education students; and,
4. to produce reports on experiences and share PLIP results through talks, posters and papers at academic events either held by UFOPA or by other higher education institutions.

It is believed that the achievement of these goals is not only feasible, but also necessary so that the quality of English teaching and learning in government-funded schools is improved in the region.

Impact Analysis of the PIBID/Letras-Inglês Project

The PLIP metrics presented here covers data collected during a period of 24 months, since the implementation of the sub-project in August 2012. The data are divided into six macro-categories, namely, 1) PLIP's team; 2) Students reached by the project in partner schools; 3) TEFL-Pibidians' activities in partner schools; 4) TEFL-Pibidians' outputs; 5) TEFL-Pibidians' participation in academic events; and 6) Impact on TEFL undergraduates.

PLIP's Team and Students Reached by the Project in Partner Schools

The organisation of PLIP is conducive to responsibility sharing among the participants. The team constitute a network that works in tandem, including two coordinators, six mentors, 1,165 students from seven partner schools, and 24 TEFL undergraduate grantees from UFOPA (Figure 1-4).

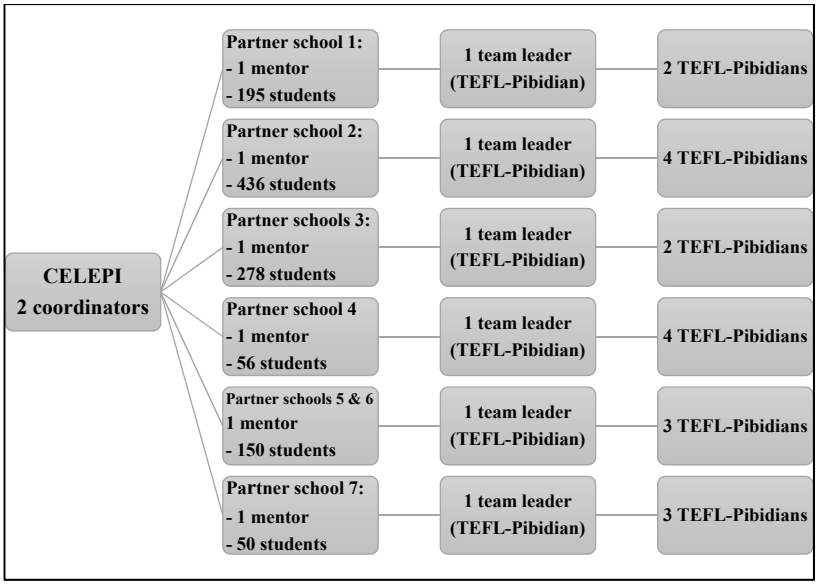

Figure 1-4: PLIP's team.

In relation to the large number of school students reached by the sub-project, as demonstrated in Figure 1-4, the workload of the six mentors is somehow alleviated by the fact that these 1,165 students are spread across seven partner schools. Nevertheless, it is worth pointing out that, in the north and in other regions of Brazil, a school teacher may deliver lessons to 20 different classes in a week. Considering that, on average, 40 students are placed in a single class, at the end of an ordinary week, the teacher may have taught 800 students. Thus, ultimately, having PIBID undergraduates to assist them in their classrooms can also be an incidental way of decreasing their overall workload.

The TEFL undergraduate grantees are divided into six small groups; each team has a leader reporting directly to the mentor of the group and to the CELEPI coordinators. As part of the assessment process of the sub-project as a whole, the coordinators collect individual reports of the PLIP activities carried out by both the mentors and TEFL-Pibidians every six months. Informed by the objectives of the sub-projects, these activities are planned by each group of TEFL-Pibidians and their respective mentors.