

Teachers Helping Teachers Teach for a Better World

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What's ahead? <https://kotesol2022.edzil.la/session/2807>

- Teachers Associations (TAs) (LTAs)
 - Setting(s)
 - Types of teachers
- TAs Literature
- Methodology, Analysis
- Discussion & Conclusions

Setting (1)

- various professional/academic societies
- may offer a variety of services and benefits
- to members & other stakeholders
- perceived demand from members and prospective members
- to the degree limited by organizational resources
 - finance, labor from paid staff and volunteers
 - time, activity, or facilities constraints
 - imposed by sponsors, governmental bodies, or employers

Setting (2)

- Teachers of FLs face social and professional constraints that may differ from other professionals
 - Teachers of English in foreign settings (where English is not a mainstream language)
 - Teachers of Korean in Vietnam face many of the same issues.
- Teachers may feel outcast in their own teaching setting
- if the foreign language is seen as somehow a “less legitimate” subject or has been imposed by authorities
- “Second-class citizenship” may be no less true of “local teachers” as well as any foreign teachers brought in as “native-speaker teachers”

Types of Teachers *(rough typology)*

- I. Local teachers of mainstream subject
- II. Local teachers of English serving foreign students with limited English proficiency
- III. Foreign “non-native speaker of English” ESL teachers in Kachru’s (1985) “Inner Circle”)
- IV. Local teachers of English in a society where English is in common use (Kachru’s “Outer Circle”)
- V. Foreign teachers of English in a society where English is in common use (Kachru’s “Outer Circle”)
- VI. Local teachers of English in a society where English is not widely adopted (Kachru’s “Expanding Circle”)
- VII. Foreign teachers of English in a society where English is not widely adopted (Kachru’s “Expanding Circle”)

Stakeholders in LTAs

- current (paid) members
- former members
- prospective members
- licensing bodies
- employers
- educational institutions (pre-service & in-service training organizations)
- renown scholars of the field
- sponsors/advertisers
- supporters (“friends”)

Members?

Current members (*expiring memberships?*)

1. paid members
 2. memberships at no charge
 - “voluntary”
 - “involuntary” - unknowingly or unintentionally
 - “nonvoluntary” - forced to become members, e.g., to present at a conference or to gain requisite professional licensure or educational credits.
- Tiers of membership / differing benefits?
 - Duration of membership (1 year, 2 year, lifetime, etc) may not vary benefits during the term of paid membership.

TAs Literature

- A growing, but still limited, history of studies on Teacher Associations
- Very little on teacher wants from their LTAs
 - Lindsay Herron did something recently for KOTESOL National Council, Jocelyn Wright shared a study at last year's KOTESOL Conference / Proceedings, Tory Thorkelson did something a few years ago for Korea TESOL Journal.
- The References from the paper for this study is available on the Edzil.la KOTESOL Conference platform

Methodology

- Preliminary / Pilot study in an under-researched field.
 - Breadth vs Depth
 - Literature (above) is important to give guidance but doesn't really provide answers
- Motteram has done a few studies with IATEFL.
- Facebook "Poll" for roughly 72 hours
- Email survey to LTAs worldwide.



Teacher's Facebook Poll

• workshops (local)	44	31.4%
• conferences/seminars/symposia	32	22.9%
• ideas sharing / mentoring	30	21.4%
• professional/scholarly publications	13	9.3%
• <u>socialization</u>	8	5.7%
• advocacy for relevant public policy	6	4.3%
• labor representation (union)	4	2.9%
• discounts in services beyond the society itself	2	1.4%
• (bookstores, etc)		
• <u>vetted work opportunities</u>	1	0.7%



TOTAL RESPONSES, [RESPONDENTS] 140 [56]

Email Survey Responses, LTAs



- TESL Canada
- TESOLANZ (New Zealand)
- ELT Ireland
- BELTA (Bangladesh)
- English Language Teachers' Association of Mongolia
- English Language Teachers Association of Nigeria
- Society of Niger English Language Teachers
- Peru TESOL Association
- TEFLIN (Indonesia)



Notably absent – USA, (most of) Europe

LTA's Themes “how (we) support teachers”

Thematic Instances	Total LTAs reporting
• Conferences (3), Seminars (4), Workshops & Training (4)	
Regular ELT Events (2)	7
• Advocacy	4
• Publication (1), Journal (1), Newsletter (1), Publishing books & chapters (1)	3
• Scholarships (2), Grants to Attend Our Conference (1) Project Grants (1)	3
• Teacher Certification (1), In-service Training (1)	2
• Networking (2), Exchanging Ideas & Sharing Experiences (1)	2
• Relay News / Dissemination (2)	2
• Library / Resource Center (2)	2
• Cooperation amongst TESL Organizations, Government, Others (2)	2
• Standards Setting (1)	1
• Visibility of Cause/Students/Teachers/Organization (1)	1
• Research Projects (1)	1
• Curriculum / Materials Development (1)	1
• Nurtures Teachers (1)	1
• Research Informed Professional Learning & Development (1)	1
• Supplemental Health Insurance for Members (1)	1
TOTAL INSTANCES *	34

LTA's Themes “how teachers support us”

Thematic Instances	Total LTAs reporting
• Participation / Attendance	5
• Organize / Deliver Events (2)	2
• Volunteer (2)	2
• Dues (1)	1
• Other Payment (1)	1
• Support from their institution (1)	1
• Promote the TA	1
• Membership makes association a stakeholder for other agencies to deal with (1)	1
• Nothing (1)	1
TOTAL INSTANCES	15

Note: Non-duplicate instances - where the same theme appeared more than once in a response, only the first instances is reported.

Possible LTA activities (Falcao & Szesztay, 2006)

- Meetings to share individual experiences as well as to discuss specific problems people may have encountered as language teachers
- Meetings to make the most of potentially useful visitors (e.g. specialists visiting a local institution, or coming to the area to take part in a major conference)
- Meetings to exchange materials among members (e.g. books, videos, cassettes)
- Meetings to discuss the current literature in the field
- Series of workshops on a given topic
- Workshops or roundtable discussions to prepare and/or evaluate teaching materials, workplans, syllabuses, tests and examinations, curricula, educational policies, and so on, perhaps with a view to preparing a position statement
- Presentations and/or discussions of published materials by materials writers, publishers, book distributors, etc.
- Mentoring and peer-coaching partner matching systems
- Group viewings and/or discussions of audio/video programmes (live television, live or recorded online/satellite transmissions of seminars, discussions, presentations)
- Weekend or holiday get-togethers to practice using the target language, through language immersion (with or without the involvement of native speakers, or special guest visitors)
- Study tours, or more informal group visits, to a country where the target language is a native one
- Exchange programmes with colleagues in such countries
- Purely social events such as dances, barbecues, parties, dinners, to promote good social relationships, within and around the membership
- Information exchange arrangements with other associations
- Disseminating information about events and activities through reports, newsletters, audiocassettes, videos, internet web-pages, etc.
- Mounting local, state, national, and/or international conferences, seminars, etc.
- Promoting research through the public presentation of individual or joint projects
- Affiliating officially with regional, national and international associations
- Initiating contact and the exchange of information with informal associations
- Providing the incentive for the creation of informal associations
- Creating theatre groups to present plays in the target language
- Creating and maintaining a Teacher Resource Centre
- Promoting and administering exchange programmes for teachers with institutions in countries where the target language is spoken
- Promoting and administering scholarship schemes, perhaps mediating between individual members and foreign agencies to provide scholarships
- Learner-focussed activities and events, advising and consultation, and formal representation on policy-making bodies
- Announcements/Calendar of upcoming regional events of interest to teachers
- Meetings to discuss individual or group research projects which are being developed or are already being conducted by members
- Promoting cultural events such as theatre, films, videos, etc., in the local community visitors)
- Team research

Discussion & Conclusion

- Lots more work to be done
- These pilots indicate a great deal of further refinements needed in the data solicitation design
 - Demographics to understand respondents
 - Increased clarity in questions
- LTAs need to seek information from all stakeholder groups, not just current or recent members, particularly those most active

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