TESOL Symposium on English Teacher Development in EFL Contexts

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Speakers Bios and an Overview of the Presentations

The Symposium Papers Are Provided as Separate Attachments:

A Framework for Teacher Learning and Development
Donald Freeman
School for International Training
Brattleboro, Vermont, USA

Empowering Nonnative-English-Speaking Teachers in EFL Contexts
Jun Liu
University of Arizona
Tuscon, Arizona, USA
Shantou University
Guangdong Province, China

Action Research and Professional Growth
David Nunan
University of Hong Kong
Hong Kong SAR, China

Closing Remarks: Summary of the Symposium
Qiufang Wen
Beijing Foreign Studies University
Beijing, China
TESOL Symposium on English Teacher Development in EFL Contexts

Overview

On November 10, 2006, 187 participants gathered at Shantou University in Guangdong, Province, China, for the TESOL Symposium on English Teacher Development in EFL Contexts. The symposium attendees were from China, Russia, Thailand, Cambodia, India, Japan, and the United States.

The TESOL symposium featured three experts sharing their work and research on diverse aspects of English teacher development. Donald Freeman shared a framework for teacher learning and development. Jun Liu highlighted ways to empower nonnative-English-speaking teachers in EFL contexts. David Nunan emphasized the importance of reflective practice in teacher development.

Charles S. Amorosino, Jr., Executive Director of TESOL, and Jun Liu, President of TESOL, welcomed the participants and gave special thanks to the symposium sponsors: The Li Ka Shing Foundation, Thomson Heinle, McGraw-Hill, and Pearson Longman. They also acknowledged, with appreciation, the assistance of Shantou University. Peihua Gu, Vice President of Shantou University, and Qidi Wu, Vice Minister of Education, People's Republic of China, provided opening remarks.

In the morning session, Freeman, Liu, and Nunan shared highlights of their work and research. In the afternoon, each of the speakers led an interactive breakout session. In the wrap-up session, Qufang Wen, of Beijing Foreign Studies University, in Beijing, China, summarized key insights from the symposium presentations and papers and facilitated a discussion involving the speakers and participants.

The three original papers and summary of the proceedings published here provide pertinent research and insights on the important topic of English teacher development.
TESOL Symposium on English Teacher Development in EFL Contexts

Symposium Agenda

November 10, 2006

8:00 am–9:30 am  
**Registration** (Lobby, Academic Conference Center—ACC)  
**Tea/Coffee, Breakfast, Networking, and Exhibits** (ACC)

9:30 am–9:50 am  
**Welcome and Opening Remarks** (Science Lecture Hall)  
- **Charles S. Amorosino, Jr.**, Executive Director, Teachers of English to Speakers of Other Languages, Inc. (TESOL)  
- **Jun Liu**, President, TESOL  
- **Peihua Gu**, Vice President, Shantou University  
- **Qidi Wu**, Vice Minister of Education, People’s Republic of China

9:50 am–12:00 pm  
**Introductory Presentations** (Science Lecture Hall)  
- **A Framework for Teacher Learning and Development**  
  **Donald Freeman**  
- **Empowering Nonnative-English-Speaking Teachers in EFL Contexts**  
  **Jun Liu**  
- **Teacher Development Through Reflective Practice**  
  **David Nunan**

12:00 pm–1:30 pm  
**Lunch Hosted by Shantou University** (ACC Restaurant)

1:30 pm–3:15 pm  
**Concurrent Discussions**

3:30 pm–4:30 pm  
**Closing Session/Questions & Comments** (Science Lecture Hall)  
- **Qiufang Wen**, Beijing Foreign Studies University  

Closing Remarks

- **Charles S. Amorosino, Jr.**, Executive Director, TESOL  
- **Jun Liu**, President, TESOL

4:30 pm–6:00 pm  
**Reception Hosted by Shantou University** (ACC Lawn)

November 11  
Optional Sight-seeing Tour Organized by Shantou University
A Framework for Teacher Learning and Development

This session introduces a framework for planning and carrying out teacher development activities at both the large, project level and the small, seminar or workshop level. The framework is drawn from theories and research into teacher learning and development. It balances both the micro (individual) and the macro (organizational or school) perspectives on how people learn to teach over time, throughout their careers, and how peers and organizational structures can facilitate that process. Participants will be introduced to and have the opportunity to work with and understand the framework. They will also be able to apply it to their own work and receive comments from their colleagues.

**Donald Freeman** serves as dean of language teacher education and director of SIT's Center for Teacher Education, Training, and Research. He writes widely on teacher learning, professional development, and teacher research, and serves on the editorial boards of the Modern Language Journal and the Educational Researcher. A past president of TESOL, he is a board member of the International Research Foundation on English Language Education and of the International Advisory Council for the University of Cambridge ESOL Examinations. He is series editor of TeacherSource, author of Doing Teacher-Research: From Inquiry to Understanding in that series, and co-author, with Linda Lee and Kathleen Graves, of ICON: International Communication through English, a four-level series that combines student language learning and teacher development. His current work focuses on the interrelations among teacher development, school change, and student learning.

Empowering Nonnative-English-Speaking Teachers in EFL Contexts

Most language teachers in EFL settings are Nonnative-English-speaking teachers (NNESTs). Methods and strategies used for training native-English-speaking teachers (NESTs) may not work as well for NNESTs. In this presentation, Liu discusses the challenges, difficulties, advantages, and disadvantages that NNESTs face, and how culturally sensitive training models can be developed to meet the needs of NNESTs in EFL contexts. Liu also introduces a teacher development model used in China to show how NNESTs and NESTs can mutually benefit from working together.

**Jun Liu** is an associate professor of English in the English Language and Linguistics Program and the Second Language Acquisition and Teaching Program at the University of Arizona. He is also director of the English Language Center at Shantou University in China. Liu’s research interests include curriculum development and syllabus design, teacher education, classroom-based second language learning and teaching, and second language reading and writing. He has published extensively in these areas, and is currently series co-editor of Michigan Series on Teaching Multilingual Writers, and editor of Review of Applied Linguistics in China. A recipient of the 1999 TESOL Newbury House Award for Excellence in Teaching, and co-founder and past chair of the...

Teacher Development Through Reflective Practice

In this presentation, Nunan argues that one defining characteristic of a profession is the practitioners’ ongoing commitment to career-long professional development and renewal. Given limited time and resources, this commitment is both challenging and difficult. However, it is one that can be met. After providing a theoretical perspective on his position, Nunan outlines practical ideas for activating ongoing professional development.

David Nunan is chair professor of applied linguistics at the University of Hong Kong, a position he has held since 1994. He also holds concurrent positions as dean of the Graduate School of Education, Newport Asia Pacific University, and senior academic advisor to Global English Corporation. He has also held positions at Chulalongkorn University, Bangkok; the Regional Language Centre, Singapore; and Macquarie University, Sydney, Australia. He has published more than 100 scholarly books and articles on the impact of English as a global language as well as task-based language teaching, a method he pioneered in the 1990s. Nunan is also the author of several major textbook series for EFL teaching and learning that are widely used in Japan, Korea, Taiwan, Thailand, and China. Recent honours and awards include a 2002 citation by the United States Congress for services to English language education, and the 2003 Thomson Learning TESOL Lifetime Achievement Award. Nunan is a former President of TESOL.

Closing Session

Qiufang Wen is a full-time professor and Director of the National Research Center for Foreign Language Education at Beijing Foreign Studies University, Beijing, China. She obtained her master's degree at Bombay University, India, and her doctorate at Hong Kong University. Her research interests include second language acquisition, English language teaching, spoken English testing, EFL learners' corpus, and research methodology.