

20th Anniversary Conference of the ENET Scheme in Hong Kong June 23, 2018



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Collaborative Innovation in Creating
Effective English Language Learning:
Lessons from ELT Schemes in Korea,
Taiwan, Japan and Hong Kong

Presentation Outline

Part I

- Overview of 4 NET schemes and points of comparison
- Key findings on research on NET Schemes
- Key concerns on research on NET Schemes
- Key recommendations on research on NET Schemes

Part II

- Considering the value of collaboration, creativity, and innovation has for teaching and the risky alternatives
- The synergetic relationship of collaboration, creativity, and innovation
- The potential, challenges, and examples of collaboration, creativity, and innovation

- State-run schemes that recruit and hire foreign English language teachers include the English Programme in Korea (EPIK), the Foreign English Teachers in Taiwan (FETiT), the Japanese Exchange and Teaching (JET) Programme, and Hong Kong's NET Schemes.
- Four of the six recommendations identified in a recent British Council report which compared these schemes, highlight the importance of **teacher collaboration** (Copland, et al., 2016).
- While studies have identified challenges faced by stakeholders in these schemes, effective team teaching has been found to positively impact student learning under certain conditions.
- With this in mind, how might the themes of the 20th Anniversary of the ENET Scheme conference, “*collaborate, innovate, and create*,” be applied to enhance ELT in Hong Kong?

Comparison of NET Programmes in Southeast Asia

	Japan	S. Korea	Taiwan	Hong Kong
Start date and number of foreign teachers	<ul style="list-style-type: none"> 1987: start date 2015: 4,786 T from 43 countries 2020 goal = 6,000 T 	<ul style="list-style-type: none"> 1995: start date 2014: 1,165 T 	<ul style="list-style-type: none"> 2008: start date 2013: ~300 T goal=3,300T, one in each prim & sec school 	<ul style="list-style-type: none"> 1998 :(E)NET started 2002: PNET started 2016: total T 800+.
Recruit-ment criteria	<ul style="list-style-type: none"> BA? Yes Teaching Exp? No Teaching Qual? No Linguistic skills? Yes 	<ul style="list-style-type: none"> BA? Yes Teaching Exp? No Teaching Qual? No Adapt to K? Yes 	<ul style="list-style-type: none"> BA? Yes Teaching Exp? Preferred Teaching Qual? Yes NS equivalence ? Yes 	<ul style="list-style-type: none"> BA? Yes Teaching Exp? Preferred Teaching Qual? Yes NS equivalence ? Yes
Reasons to start	<ul style="list-style-type: none"> Established out of concern for economics and cultural insularity Other languages and sports 	<ul style="list-style-type: none"> Recruits NNETs for both P & S Usually team teaching Scaling back 	<ul style="list-style-type: none"> Started after joined WTO Concerned with remote areas Communication with LETs issue 	<ul style="list-style-type: none"> Enhance English environment Increase exposure of students to English

Comparison of NET Programmes in Southeast Asia

	Japan	S. Korea	Taiwan	Hong Kong
Terms used for foreign and local English teachers	<ul style="list-style-type: none"> 90% ALTs: Assistant language teachers 10% CIR, Coordinator for International Relations A few SEA, Sports Exchange Advisors 	<ul style="list-style-type: none"> ELIs: English language instructors 	<ul style="list-style-type: none"> NESTs 	<ul style="list-style-type: none"> NET Local English Teachers Advisory Teachers (AT) Regional NET Coordinators (RNC)
Stated purpose	<ul style="list-style-type: none"> Increase cultural understanding Improve foreign language proficiency Move toward CLT 	<ul style="list-style-type: none"> Improve English of Ss and Ts Cross-cultural exchange Reform methods 	<ul style="list-style-type: none"> Upgrade English proficiency of Taiwanese 	<ul style="list-style-type: none"> (see website, as PNET and ENET differ.)
Duties:	<ul style="list-style-type: none"> Team teach Assist JTE in teaching Professional Development (PD) of local English teachers 	<ul style="list-style-type: none"> Team teach Develop materials PD of local English teachers 	<ul style="list-style-type: none"> Team teach Develop materials PD of local English teachers 	<ul style="list-style-type: none"> Team teach classes Develop materials PD of local English teachers Enrich the English language environment

Copland et al. (2016)

Study of NET Programmes in Southeast Asia

Investigating NEST schemes around the world:
supporting NEST/LET collaborative practices

Fiona Copland, Monika Davis, Sue Garton and Steve Mann

Copland, Davis, Garton, & Mann (2016) conducted the first investigation of multiple schemes to investigate which countries have schemes, how they operate, what happens when LETs and NETs co-teach, how co-teaching might be improved, and what type of support can be offered.

- Six countries, 23 interviews, 15 observations, multiple document analysis.
- The study found “considerable diversity” in the way the schemes operate, the roles of the actors, and the experiences of the LETs and NETs (p.3).
- Two types of schemes were identified, those that required teacher qualifications and experience and those that did not. The former offered better contracts, higher status, and more responsibilities to NETs.
- Key factors in successful co-teaching (collaboration) were:
 - **Communication** (with ongoing discussions of expectations and roles)
 - **Planning** (a joint venture, LETs/NETs as partners, with release time)
 - **Cross cultural understanding** (from both LETs and NETs)
 - **Flexibility** (or “accommodation where deemed necessary” p.3)

Copland et al. (2016) Study of NET Programmes in Southeast Asia

Investigating NEST schemes around the world:
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Copland et al.'s (2016) other findings

- A common stated purpose of all the programmes is to **increase the English proficiency of students**.
- A common duty of foreign teachers in all the programmes is to **team-teach with local teachers**.
- It appears that **only Hong Kong has conducted and published external evaluations**.
- Hong Kong also appears to have the **highest standards** for recruiting teachers and the **most developed professional development support**, which extends to local teachers and curriculum development that in many cases requires and supports co-planning and co-teaching.

Thus Hong Kong's NET Schemes have higher standards for incoming teachers as well as a more fully developed support system for professional and curriculum development compared to what is found in Japan, Korea, and Taiwan.

Copland et al. (2016)

Study of NET Programmes in Southeast Asia

Investigating NEST schemes around the world:
supporting NEST/LET collaborative practices

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Copland, et al. (p. 3, 2016) list of recommendations

- Induction programmes should not be limited to NESTs but should be provided for both NESTs and LETs.
- Induction should include time for NESTs and LETs to discuss their expectations of their roles. Ideally the discussion should be between partner teachers and be on-going.
- Teachers should be encouraged to maintain a healthy regard for the value of L1 and L2 in the classroom.
- Time should be made available for planning, especially where the NEST is peripatetic and moving from classroom to classroom or school to school.
- Planning should be a joint endeavour between the LET and the NEST and time should be created to allow this to happen.
- On schemes that do not require NESTs to be qualified/experienced, status issues between LETs and NESTs should be carefully monitored. LETs and NESTs in these contexts should be given opportunities to discuss the impact of their roles.

Concerns found in Studies of NET Programmes in Southeast Asia



Key Concerns found in Studies on NET Schemes

- Problems emerge when roles of NET are not clearly identified and there is insufficient co-planning time
- Effectiveness of team teaching varies a great deal due to experience of teachers and teaching styles, the level of collaboration, and NESTs experience in the local context
- Some concerns are that team teaching reinforces the dichotomy between LETs and NETs and leads to sense of inferiority among LETs and greater lack of confidence over the language as English teachers
- the Schemes unintentional consequence in some countries could be the jeopardizing the professional identity of LETs (Wang & Lin 2013)

Concerns found in Studies of NET Programmes in Southeast Asia



	Japan	S. Korea	Taiwan	Hong Kong
Lack of clarity and understanding of NETs' role	<ul style="list-style-type: none"> • Crooks, 2001 • Marchesseau, 2014 • Rabbini et al., 2003 • Mahoney, 2004 	<ul style="list-style-type: none"> • Carless, 2006 		<ul style="list-style-type: none"> • Griffin & Woods, 2009 • Storey et al., 2001 • Carless, 2006
Lack of team teaching skills of both teachers	<ul style="list-style-type: none"> • Crooks, 2001 • Rabbini et al., 2003 • Wang & Lin, 2013 • Carless, 2006 	<ul style="list-style-type: none"> • Wang & Lin, 2013 • Carless, 2006, p.344 • Ahn et al., 1998 	<ul style="list-style-type: none"> • Wang & Lin, 2013 • Luo, 2013 • Luo, 2010 	<ul style="list-style-type: none"> • Wang & Lin, 2013 • Carless, 2006
Lack of time to co-plan for local English teachers	<ul style="list-style-type: none"> • Carless, 2006 • Mahoney, 2004 	<ul style="list-style-type: none"> • Carless, 2006 	<ul style="list-style-type: none"> • Luo, 2010 	<ul style="list-style-type: none"> • Carless, 2006
Lack of support from programme or stakeholders	<ul style="list-style-type: none"> • Crooks, 2001 • Wang & Lin, 2013 • Carless, 2006 	<ul style="list-style-type: none"> • Robinson, 2000 • Wang & Lin, 2013 • Carless, 2006, p344 	<ul style="list-style-type: none"> • Wang & Lin, 2013 • Chang, 2013 • Luo, 2010 	<ul style="list-style-type: none"> • Wang & Lin, 2013 • Carless, 2006
Lack of teaching experience of NETs	<ul style="list-style-type: none"> • Crooks, 2001 • Marchesseau, 2014 • Rabbini et al., 2003 	<ul style="list-style-type: none"> • Wang & Lin, 2013 • Ahn et al., 1998 	<ul style="list-style-type: none"> • Wang & Lin, 2013 	<ul style="list-style-type: none"> • Wang & Lin, 2013

Concerns found in Studies of NET Programmes in Southeast Asia



	Japan	S. Korea	Taiwan	Hong Kong
Need for professional development	<ul style="list-style-type: none"> • Crooks, 2001 • Rabbini et al., 2003 	<ul style="list-style-type: none"> • Robinson, 2000 	<ul style="list-style-type: none"> • Luo, 2014 (TESL Cert needed.) 	<ul style="list-style-type: none"> • Not found to be a concern
Need for NET counselling or peer support	<ul style="list-style-type: none"> • Crooks, 2001 • Rabbini et al., 2003 	<ul style="list-style-type: none"> • Robinson, 2000 		<ul style="list-style-type: none"> • Not found to be a concern
Need for more national support	<ul style="list-style-type: none"> • Crooks, 2001 	<ul style="list-style-type: none"> • Robinson, 2000 	<ul style="list-style-type: none"> • Chang 2013 	<ul style="list-style-type: none"> • Not found to be a concern
Need for Guidelines and expertise from specialists	<ul style="list-style-type: none"> • Crooks, 2001 • Marchesseau, 2014 • Rabbini et al., 2003 		<ul style="list-style-type: none"> • Chang, 2013 • Luo, 2014 (all stakeholders involved in reform) 	<ul style="list-style-type: none"> • Not found to be a concern

What does it mean for teachers to . . .



**What is the opposite of
collaborate, innovate, create?**



The alternatives to collaborate, innovate, create are . . .

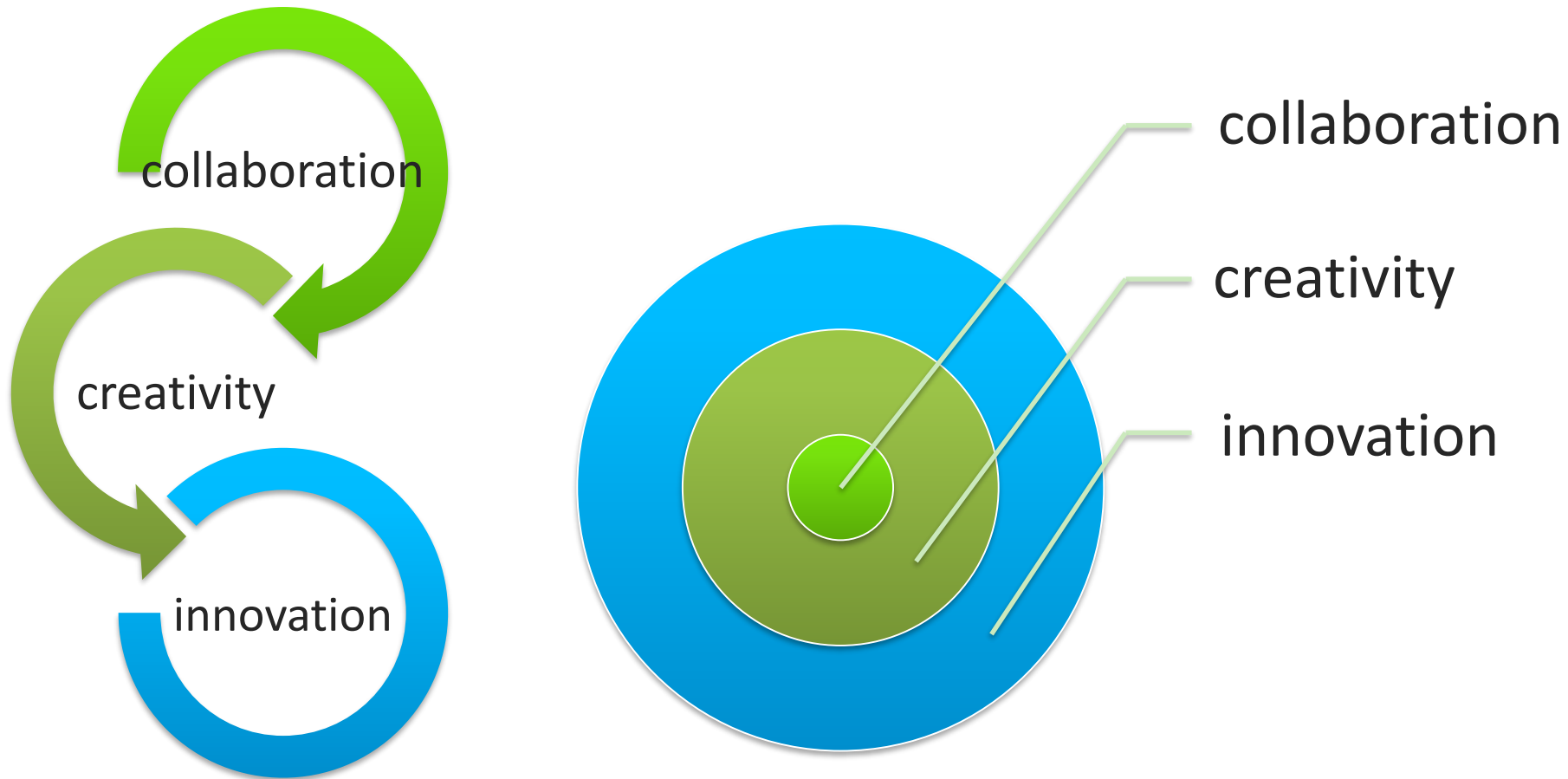


What are risks of not engaging in collaborative practices
to both students and teachers?

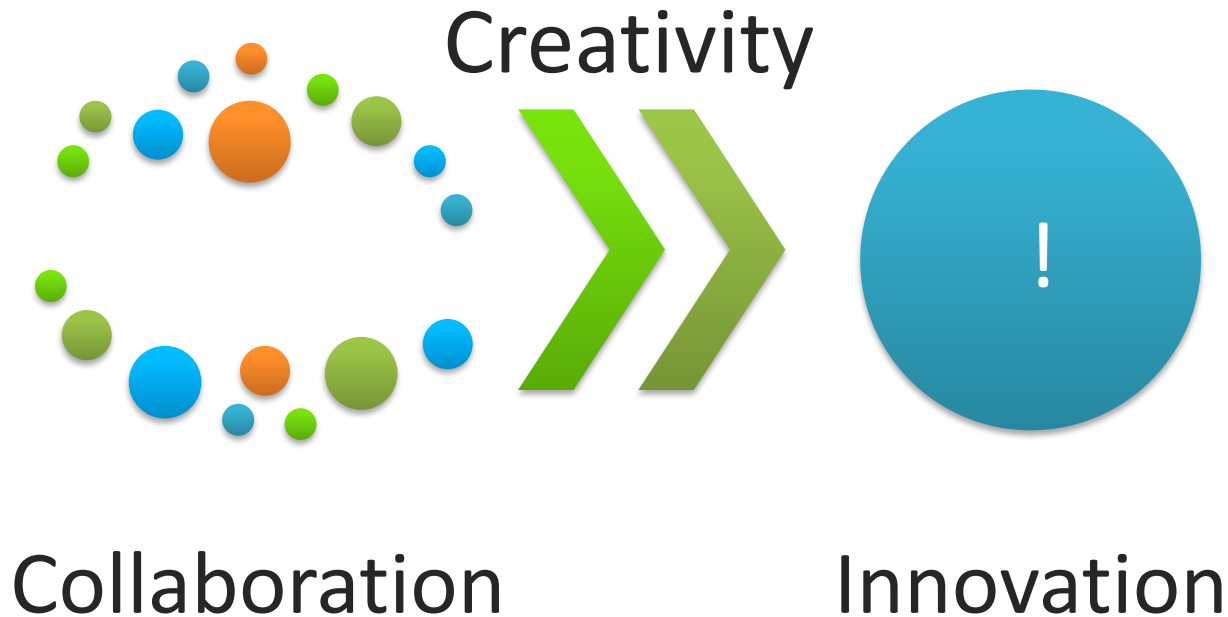
My working definitions

- **Collaboration:** Working together as equal partners to accomplish a common goal by sharing expertise to problem solve.
- **Co-teaching:** A form of collaboration that involves equal partners contributing different types of expertise to the process of planning, implementing, and evaluating co-created teaching activities and practices that seek to enhance student learning.
- **Creativity:** the use of imagination to conceive of something original. (To brainstorm new ideas is creative, but not an innovation if never implemented.)
- **Innovation:** implementing a new method, idea, or product.

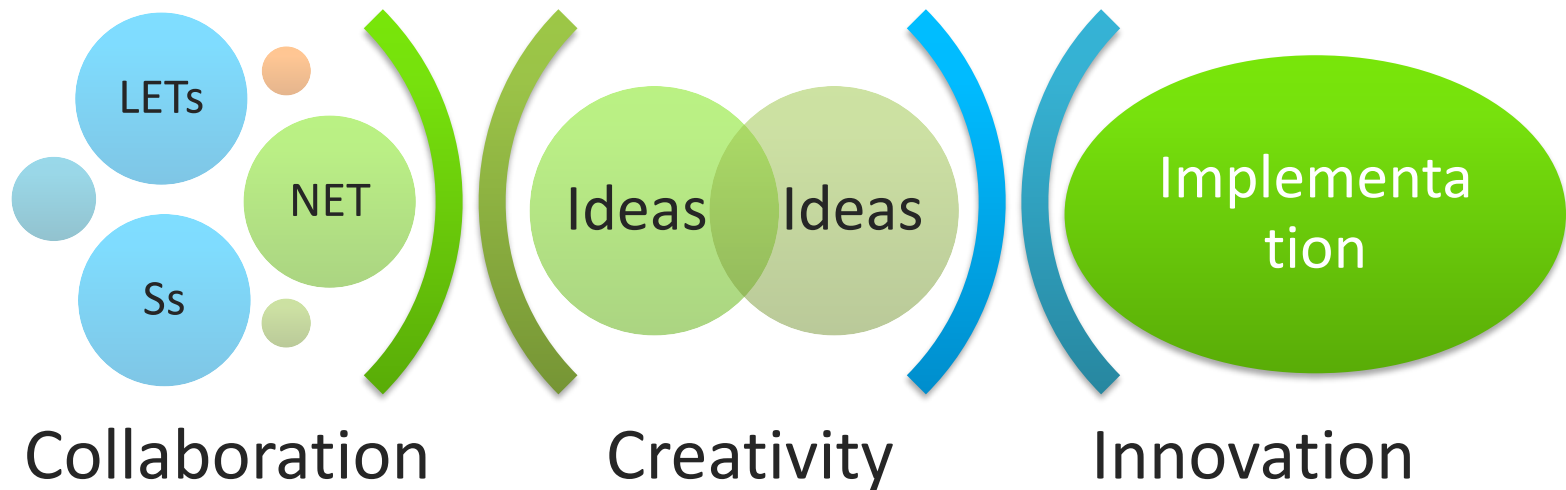
What is the relationship of Collaboration, Creativity, & Innovation?



What is the relationship of Collaboration, Creativity, & Innovation?



What is the relationship of Collaboration, Creativity, & Innovation?



Co-Teaching



Collaboration & Co-Teaching

Celebrating the Past
Awakening Possibilities



How (and how well) have you engaged in collaboration and co-teaching in the past? What new type of collaborations can you engage in now? Who might you collaborate with both within and outside your school?

Collaborative Professional Practice:

Celebrating the Past
Awakening Possibilities



How (and how well) have you engaged in collaborative professional practice in past? What type of collaborative professional practice (research, grants, publications, etc.) might you engage in now?

Creativity



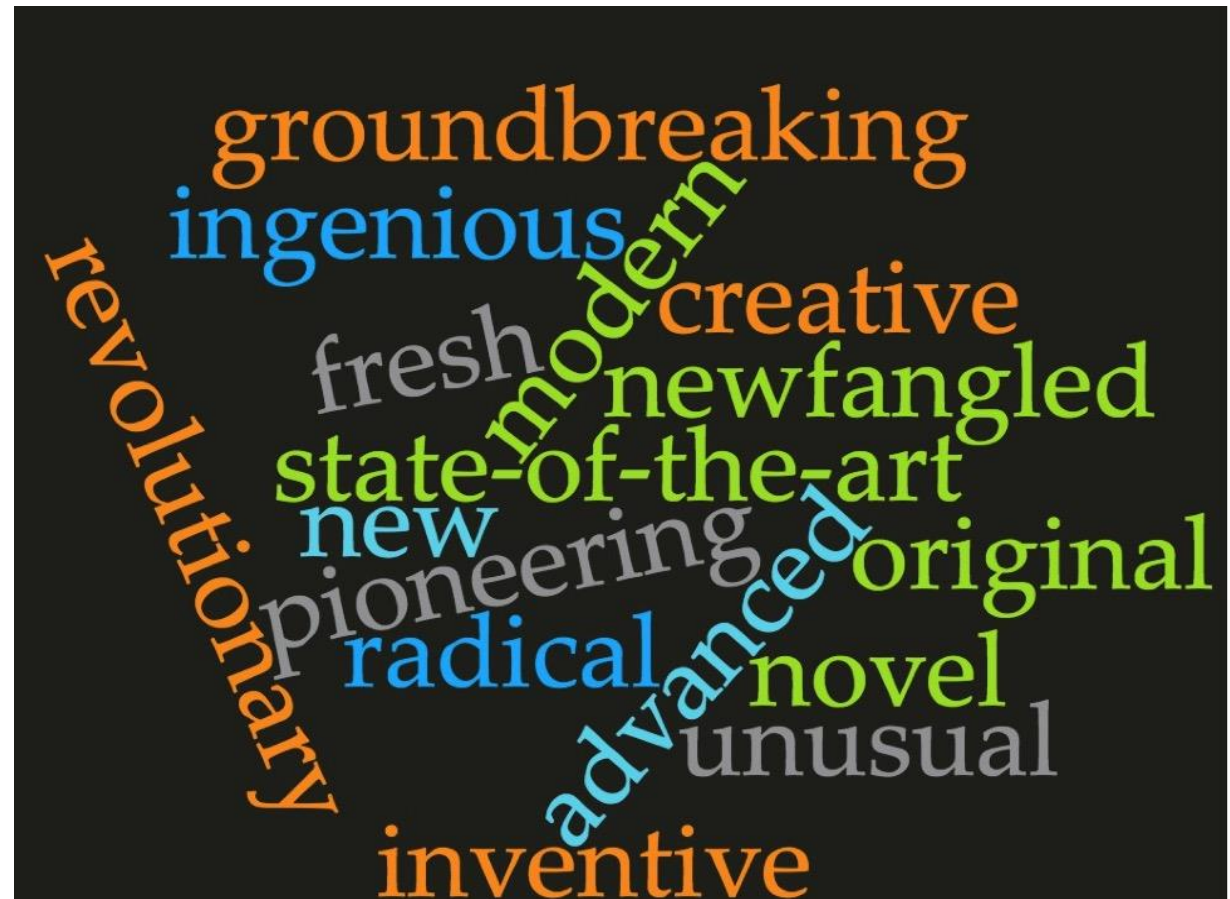
Creativity

Celebrating the Past
Awakening Possibilities



How (and how well) have you engaged in creativity in past?
What type of creativity or creative teaching might you engage in now?

Innovation



Innovation & Innovative Teaching:

Celebrating the Past
Awakening Possibilities



How (and how well) have you engaged in innovative teaching or been part of an educational innovation in past?
What type of innovation might you engage in now?

Conclusion



It is encouraging to see that in a comparison of NET schemes by outside scholars (Copland et al., 2016), the Hong Kong Scheme is valued for its requirements that Native English teachers recruited to serve in secondary schools should have both experience and training.

The major findings of studies of NET schemes were that communication and planning were key factors for successful co-teaching, and that cross-cultural understanding and flexibility were crucial in forming successful partnerships.

Co-teaching has great potential when defined as a form of collaboration that involves equal partners contributing different types of expertise to the process of planning, implementing, and evaluating co-created teaching activities and practices that seek to enhance student learning.

Collaboration, creativity, and innovation are synergetic and when used in the sometimes isolated and compartmental context of schools, they can have a positive impact on both student learning and teacher growth.



For a list of related references, email
me at mwong@apu.edu

Thank you!