E-Teacher Professional Development Workshop
University of Maryland, Baltimore County and
University of Oregon, Summer 2012

Professional Development Workshop on innovative Technology Tools to Enhance Language Practices for Primary School English Teachers in Myanmar
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In August 2012, the proposal for a professional development workshop for primary English teachers entitled Innovative Technology Tools to Enhance Language Practices for Primary School English Teachers in Myanmar may be held at Pride International School, Myanmar (Pride ISM) in Yangon, Myanmar on September 3, 2012 if the proposal is accepted. Pride ISM has hosted teacher-training workshops at the fully equipped Primary Center hall. These face-to-face five-week workshops were designed following the criteria established by Instructional Systems Design (ISD), using Gagne’s Nine Events of Instruction. This program will be divided into five two-hour face-to-face workshops, held once a week on Tuesdays.

The purpose of this five-week workshop is to enhance language practices for the effective uses of the language using various innovative technological tools. The participants will be in-service primary English teachers with over three years teaching experience and basic knowledge of computer skills. The contents of the workshop will be a variety of technological tools combined with different pedagogical education from the online course called “Building Teaching Skills Through The Interactive Web” offered by the University of Oregon from January – March 2012-- as part of the online E-Teacher Scholarship Program. In addition, the program will make use of some of the useful content presented by the speakers during the E-Teacher Professional Development Workshop held at UMBC in Summer 2012, specifically, materials found on topics such as using classroom interactions to enhance communication, using engaging deliverables for effective presentation, the skill of writing objectives, and critical thinking.

Host: Pride International School Myanmar (Pride ISM), Yangon, Myanmar
Participants: 24 In-service Primary English Teachers in Myanmar
Program: Five two-hour face-to-face workshops meeting once a week every Tuesday
Schedule: 1st workshop (September 4, 2012): Creating and using online classroom management system ‘Nicenet’
2nd workshop (September 11, 2012): Effective Web Searches
3rd workshop (September 18, 2012): Writing a Technology-enhanced Lesson Plan following the ABCD Model for Writing Objectives
4th workshop (September 25, 2012): Using Oral/Aural Skill- Building Websites Effectively
5th workshop (October 2, 2012): Using Reading/Write skill- building Websites Effectively

Goals: The goals of the five-week workshops for Primary English teachers are to:

- Introduce innovative technology tools;
- Develop better understanding of using technology in language teaching and learning;
- Enhance cooperative and communicative skills;
- Integrate effective language practices using technology in various contexts;
- Introduce critical thinking skills and learners’ autonomy; and
- Develop the knowledge of learners’ motivation using technology.
**Problem Identification**

In Myanmar, the main motivation to learn English has been simply to pass examinations. Teachers teach English as a subject to cover all the vocabulary and grammar rules and follow the curriculum to prepare students to excel in obtaining the highest examination scores. That being said, despite the fact that the students have been learning English from as early as the first grade, they are still falling behind and score below average in using the language with proficiency. In fact, they struggle in verbal and written communication significantly. This problem can be attributable to the non-existent interactions in the classroom and the lack of effective methodology. Because they are strictly being trained to memorize language and translate using the Grammar Translation Method (GTM) neither authentic communication nor enough exposure to an interactive classroom has even happened, creating a problem in reaching the standards established to be considered proficient speakers in the target language. In sum, the lack of having been trained to be thinkers and owners of their learning has been detrimental, causing demotivation and disengagement in the learners.

**Contextual Analysis**

Pride International School Myanmar (Pride ISM Primary School) has been the organizer of training workshops in Myanmar. If the training proposal is accepted, the training will take place in its installations that are fully equipped with modern technology, including slow WIFI access; comfortable infrastructure with a total of 40 well-equipped rooms; and video rooms, usually used for showing movies, projecting presentations, listening to songs, and Staff meetings. The training will take place after school when the premises are available. If it is necessary, the workshop will also be held in the computer room where there are 24 computers with Internet access and multimedia such as speakers, videos and headphones. Some speakers and headphones are unable to use sometimes. As teaching aids, there is a whiteboard and a projector. The software installed in the computers is Microsoft office, Microsoft Encarta, Adobe, Windows Media Player and some typing practice software. The most used browsers are Internet Explorer and Mozilla Firefox. The main purpose for using the computer room is to use the Internet for online technology tools.

**Learner Analysis**

The training will be design to meet the needs of a select group of participants comprised of 24 primary school English teachers from Pride International School Myanmar (Primary Center), Yangon, Myanmar. The participants’ teaching experiences range from at least 3 to 9 years. The native language of the participants is Burmese, and they speak English as a Second Language. Most of them are fluent in using English. However, the only time they speak English is during school hours or teacher training workshops. All participants possess basic computer skills and recognize technology terms.

Some of the participants’ qualifications are equivalent to a Bachelor’s and Master’s degree of English in the USA. Others have Certificates in Teaching English as a Second language issued by Myanmar government institutions, the American Center, Yangon, Myanmar and the British Council, Yangon, Myanmar.

The participants will be selected based on the subject taught, availability to attend the workshop and capacity to understand the basic technological skills, ability to describe ELT terms easily and have potential to apply and share the knowledge gained from the workshop. Some of the participants have given teacher development workshops at ELTeCs (English Language Teaching Contact Scheme), Myanmar which is held once a month. They are eager to learn new ideas and techniques of language learning and teaching. The trainer collects the information of participants from the Pride International School Myanmar records files with the assistance of the school management.

**Content Analysis**

The contents of the training program will be implemented from the ten-week E-teacher online course Building Teaching Skills Through the Interactive Web from the University of Oregon. In addition, useful and related content covered in the three-week E-Teacher Professional Development Workshop held at University of Maryland, Baltimore County.
(UMBC) will also be added as part of the training material. The focus of the training program will be based upon the content and deliverables taken from these two teacher-training materials. Adding digital interactivity is a crucial variable to promote innovation, enhance language skills, and foster autonomy. The participants will be introduced to Nicenet, an online management system, to become aware of the impact it will cause on their students. Then the participants will experience using advanced web searching skills to search for useful material suitable for a specific context. As the final objective of the training, the participants will be taught how to enhance their lessons using technology in the classroom and writing objectives following the ABCD model of Instructional Designing (ISD).

**Delivery Analysis**
The approach used in the training will be learner-centered, engaging, and interactive. Using these innovative delivery approach combined with experiential learning, the training will meet all learning styles. The participants will brainstorm, interact in groups and pairs, discuss as a group, and work independently to finish a project. The participants will also be asked to present in groups or individually and comment on one another’s work. As far as the trainer is concerned, it would be a projected PPT presentation that would serve as a visual for the participants to follow along. After presenting the new content, the trainer will facilitate and monitor the participants’ performance of the tasks.

**Project Plan**
The academic year of Pride International School Myanmar is from May to March. There are four terms throughout the year. The training workshop will be held by the end of Term. After having participated in this training, the participants will be equipped with lots of new ideas for teaching and learning using technology. The training will be conducted for the duration of five weeks, from September 4, 2012 to October 5, 2012. The trainees will participate once a week for two hours every Tuesday. The school hours are from 8:00 AM to 2:00 PM. The workshop will be given after school hours, from 2:30 PM to 4:30 PM.

**Design**
Technology plays an effective useful role in the language teaching and learning nowadays. The main purpose of this workshop is to promote the use of technology both inside and outside the classroom in order to enhance better language practices. Throughout the workshop, participants will be introduced to a variety of innovative online tools such as Nicenet, advanced web searches, skills building websites and lesson planning with measurable and observable objectives. By the end of the five-week workshop, participants should be equipped with sufficient knowledge to immediately start using these educational, useful online tools to enhance language practice beyond the classroom, and to promote learner autonomy by using educational tools for effective purposes.

The following is an outline of the program topics:

**Integrating innovative technology tools in the language classroom: Five-week workshop**
- **Week 1:** Creating and Using Online Classroom Management System ‘Nicenet’
- **Week 2:** Effective Web Searches
- **Week 3:** Writing a Technology-Enhanced Lesson Plan with ABCD Objectives
- **Week 4:** Using Oral/Aural Skill-Building Websites Effectively
- **Week 5:** Using Reading/ Writing Skill-Building Websites Effectively

<table>
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| 1. By the end of the 1st workshop, the 24 primary English teachers will be able to create their own Nicenet class by applying the Nicenet classroom management | Creating and Using online classroom management system ‘Nicenet’:  
- Introduction to the features of Nicenet  
- Conferencing  
- Scheduling  
- Document sharing  
- Personal Messaging | Brainstorming of online classroom management system:  
- Group presentation of participants’ previous knowledge of online classroom.  
- Demonstrating the use of Nicenet and its features.  
- Participating in the discussion about the advantages and disadvantages of using Nicenet by conferencing in the Nicenet class.  
- Creating a Nicenet class and personalizing the content | Participants will be assessed for the creation of their own Nicenet class.  
- Link Sharing  
- Group discussion about Nicenet by using it  
- Creating a Nicenet classroom  
- Reporting the information of web searching with the search documents |
|---|---|---|---|
| 2. By the end of the 2nd workshop, the 24 primary English teachers will be able to search teaching resources through search engines such as Noodle Tools, Google more effectively by referring to the online web-searching guidelines with 80% accuracy. | Effective web searches:  
- Using a variety of search engines in Noodle Tools such as Intute, Infomine, Google and Yahoo  
- Defining the topic or narrowing the scope of search  
- Web Searching Tech Tips for ideas about techniques for searching | Think-Pair-Sharing about effective web searches with different search engines  
- Presenting about the Web Searching Tech Tips and why they make web searching easier  
- Choosing the best search for participants’ information Needs  
- Searching the information by using one of the search engines effectively | Reporting the information of web searching with the search documents  
- KWL activity  
- Brainstorming the observable and measurable behavior (verbs)  
- Writing the technology-enhanced lesson plan with ABCD model in groups  
- Group discussion about the important facts of the objective in lesson planning.  
- KWL activity  
- Brainstorming the observable and measurable behavior (verbs)  
- Writing the technology-enhanced lesson plan with ABCD model in groups  
- Group presentation about a technology-enhanced lesson plan |
| 3. By the end of the 3rd workshop, the 24 primary English teachers will be able to write a technology-enhanced lesson plan using the ABCD objective model accurately. | Writing a technology-enhanced lesson plan with ABCD objectives:  
- Technology-enhanced lesson planning  
- Introduction to the concepts of ABCD model | Group discussion about the important facts of the objective in lesson planning.  
- KWL activity  
- Brainstorming the observable and measurable behavior (verbs)  
- Writing the technology-enhanced lesson plan with ABCD model in groups  
- Group presentation about a technology-enhanced lesson plan |
4. By the end of the 4th workshop, the 24 primary English teachers will be able to use oral/aural skill building websites with 70% accuracy.

- Using oral/aural skill building websites effectively
- Browsing the oral/aural skill building websites
- How to use oral/aural skill building websites effectively
- Sharing about the participants’ listening and speaking lessons
- Eliciting the oral/aural skill building websites that have already used
- Introducing the innovative skill building websites
- Using the suitable websites effectively

Participants’ overall recommendation about particular websites and which skills they enhance

5. By the end of the 5th workshop, the 24 primary English teachers will be able to use reading/writing skill building websites with 70% accuracy.

- Using reading/writing skill building websites effectively
- Browsing the oral/aural skill building websites
- How to use oral/aural skill building websites effectively
- Group discussion of reading and writing methods
- Eliciting the reading and writing skill building websites that have already used
- Introducing the innovative skill building websites
- Using the suitable websites effectively in the class

Participants overall recommendation about particular websites and which skills they enhance

**Rationale for Sequence**

After brainstorming and discussing about the various online tools, the workshop starts with a handy online tool for discussion in order to improve students’ reading and writing skills. Then it emphasizes effective web searching methods as these are essential for accessing a large amount of online resources. Moreover, participants are trained to write a technology-enhanced lesson plan with measurable objectives using the ABCD model. As the final part of the workshop, participants will be introduced to a great number of readings, writing, listening and speaking online practice tools and resources for various contexts. The whole contents of the workshop will be effective for enhancing language practices not only in the classroom but in different contexts.

**Development**

The first day of the training will start on September 4, 2012. The first session will focus on creating and using the online classroom management system Nicenet. The training will be delivered following a concrete training plan, a design, and implementation—based on Gagne’s nine events of instruction.

1. **Gain attention**

- Getting participants attention of the workshop by showing two interesting quotes about using technology in the classroom.
- 1st quote - “There can be infinite uses of the computer and of new age technology, but if the teachers themselves are not able to bring it into the classroom and make it work, then it fails.” Nancy
- 2nd quote - “Teachers need to be integrating technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event.” Unknown
- Participants discuss about the roles of technology in the language classroom based on the quotes.
2. Inform learners of objectives
   - Eliciting participants leads to the discussion that involves a series of questions about what they know/do currently.
   - State the objectives of the workshop.
   - Identify challenges related to the course topic and have participants use/share their own experiences.

3. Stimulate recall of prior learning
   - Distribute small cards which include different types of technology used in the classroom among the participants.
   - Then, participants walk around the room to talk about their experience about using technology in language teaching and learning.

4. Present the content
   - Brainstorm the online classroom management system and write the list on the board.
   - Introduce the Nicenet and its features such as conferencing, scheduling, document sharing, personal messaging and link sharing with PowerPoint presentation.
   - Presenting how to create both teacher and student accounts using Nicenet with PowerPoint presentation.
   - Giving hand-outs of using Nicenet effectively.

5. Guide learning
   - Participants’ analysis of sample Nicenet classroom.
   - Group discussion about assessing, advantages and disadvantages of using online management system.

6. Elicit performance (practice)
   - Participants in small groups create their own Nicenet class and presentation of the purpose of their class.

7. Provide feedback
   - Referring to the sample Nicenet class, participants share comments on peers’ work.
   - Provide instructor feedback where necessary.

8. Assess performance
   - Each group’s creating of Nicenet class and oral presentation will be assessed using Rubric as an alternative assessment.

9. Enhance retention and transfer
   - Participants think of the useful ways of enhancing students’ language practices to integrate online class for their language lessons.
   - Then they discuss the most effective ways in groups before they share their ideas to the whole class.

### Implementation Checklist

**Items**
- Flipcharts
- Whiteboard
- Markers
- Projector
- Laptop
- Personal computer with Internet access and multimedia
- Handouts
- Notepads
- Pens

**Tasks**
- Setting the chairs in groups
- Preparing flipcharts
- Preparing notepads
- Setting up the projector for PowerPoint presentation
Copying handouts
Arranging the video room and computer room

Evaluation
The participants’ performance will be assessed during the workshop to check for understanding of the contents along the way so that they can improve their performance and have time to reflect on and interact meaningfully with new information they have learned. Formative assessment will assist the trainer to provide feedback to participants and make decisions about future instruction. Some forms of summative assessment will be implemented at the end of the workshop to measure the participants learning outcomes.

Evaluation for formative assessment includes:
• Observations of discussions and presentations
• Questioning of the contents to reinforce deeper understanding of the content
• Think-pair-share activities
• Peer/self assessment by giving comments and questioning
• Summary
• Mid-course survey

Evaluation for summative assessment includes:
• End-of-course questionnaire
• Assessing the Nicenet classroom and giving feedback
• Reflective journal

References