

# Raising English Teachers' Competencies in Writing for Publication via Continuous Professional Development (CPD) Programme

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## Introduction

Rapid development of knowledge and skills require the certified teachers to keep them up-to-date by joining CPD programme.

'Scientific writing publication' is an important issue for career development, as it is one of the instruments of teachers' career promotion. (Decree of the Minister of State Apparatus Empowerment and Bureaucratic Reform No.16 year 2009 on Teachers' Functional Position and Credit Points).

Most in-service English teachers' competencies in (academic) writing were identified to be poor writers.

Due to this, designing a sound programme via CPD to raise English teachers' competencies in writing for publication is an urgent need.

## Objective

To facilitate the process of producing scientific articles publishable in an ISSN journal of English education

### CPD for Teachers in Indonesia

In Indonesian context, CPD covers three components, i.e. self-development, scientific publication, and innovative work.

**Self-development:** CPD programme aimed at improving competencies of teachers' main jobs.

**Scientific publication:** CPD programme aimed at enhancing teachers' competencies in writing for publication.

**Innovative work:** CPD programme aimed at improve teachers' competencies in producing creative products (creative arts, media production, assessment instrument)

## Teacher Promotion & Publication

From position/ rank	To position/ rank	No. of Publication	Kinds of publication
Beginning teacher/III-a	Beginning teacher/III-b	-	-
Beginning teacher/III-b	Junior teacher/III-c	4 publications	Any kind
Junior teacher/III-c	Junior teacher/III-d	6 publications	Any kind
Junior teacher/III-d	Senior teacher/IV-a	8 publications	Minimally 1 publication of research report
Senior teacher/IV-a	Senior teacher/IV-b	12 publications	Minimally 1 research report and 1 article published in ISSN journal
Senior teacher/IV-b	Primary Teacher/IV-c	12 publications	Minimally 1 research report and 1 article published in ISSN journal
Primary Teacher/IV-d	Primary Teacher/IV-e	14 publications	Min 1 research report and 1 publication in ISSN journal, and 1 ISBN lesson text-book or 1 ISBN text-book on education.

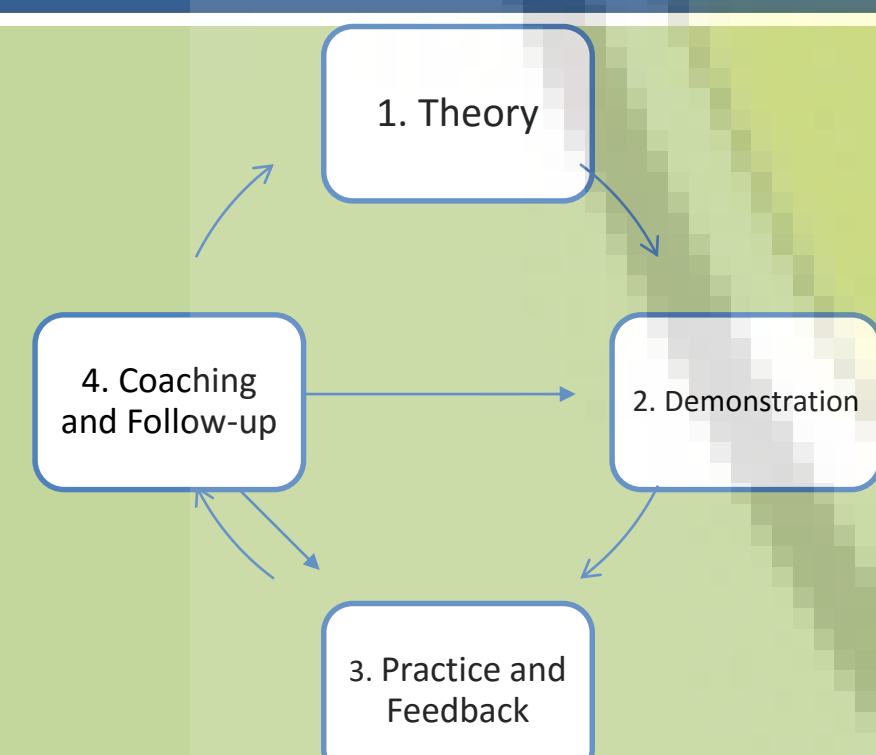
## Model for Effective CPD

The traditional model of CPD (workshops, trainings, seminar, lecture, conference sessions) was not effective, unless the training was followed by coaching or action research (Calhoun in Smith and Gillespie, 2007)

Gulamhussein (2013) confirmed that workshop model did not work without support during the practice. The supports can take the forms of coaching and collaboration.

Cooper (2002) proposes a model for effective professional development with following the steps: (1) theory, (2) demonstration, (3) practice and feedback, and (4) coaching and follow-up.

### Model of CPD on Scientific Publications



(Adapted from Cooper, 2002)

## Workshop Materials & Activities

No.	Materials	Activities
1	Concept of scientific writing	Presentation & discussion
2	Referencing technique	Presentation, demonstration, practice and feedback
3	Research-based articles	Presentation & discussion
4	Non-research-based articles	Presentation, demonstration, practice and feedback
5	Process of article publication	Presentation, demonstration, practice and feedback
6	Writing assignment	Coaching and follow-up

## Conclusions

Education is an important factor in building the nation, and the qualified teachers are supposed to be the key component in realizing the quality of education.

The Decree of the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 16 year 2009 on Teachers' Functional Position and Credit Points is an important policy because 'scientific publication' is used as one of the instruments to promote teachers' careers to higher position levels.

In assisting teacher to cope with the scientific publication, collaborative professional development is proposed to be established between English department of teacher training and institution and association of EFL teachers in Indonesia.

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POST 50

Day 2

## Memory palaces in ESL

*David Oakley (University of Nottingham Malaysia Campus)*

Students often enquire about tricks and mnemonics that could aid them with memorizing lexis. The Memory palace technique is flexible and could be used for a variety of purposes. Adding variety to the classroom environment creates a more dynamic atmosphere and the method seems to have applications for a variety of different learning preferences as the imagery is tailor-made to the individual by the individual. The process is to mentally attach a location to a word or phrase that is being remembered; it could be an actual or virtual (computer based) location or something imaginary.

The theory is that when a person walks through their minds-eye representation of the "Memory Palace" the data is more easily retrieved. It is most applicable to ordinary nouns, verbs and phonetically memorable expressions, but could be expanded to include smells and tactile experiences also. The research is still ongoing, but there has been positive feedback in adult classes using this technique to memorize banking vocabulary and phrases. The technique has had a positive effect on some students' short-term and long-term recall and the motivation and attitude in the classroom was also more positive. There is room for more research and discussion on the topic, uses of the technique, and its effect on the memory and classroom atmosphere. It could have a variety of uses in the ESL environment.

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Day 2

## Raising English teachers' competencies in writing for publication via a continuous professional development programme

*Budi Setyono (University of Jember, Indonesia)*

For the betterment of education quality in Indonesia, the government has run the certification program for in-service teachers since the year 2007. Those having passed from this program are honored with educator certificates as the evidence of professional educators. As professional educators, the certified teachers are required to perform well by implementing the four standards of teacher competencies, i.e. pedagogical, personal, social, and professional competencies. Thus, being certified teachers is not an end, but a means to an end. As knowledge and skills develop rapidly, the certified-teachers are required to always keep them up-to-date. A means to do so is by joining continuous professional development (CPD) for teachers. CPD serves as an arena for sharing ideas and obtaining new information from the scientific community. By joining CPD program, the certified teachers may get inspiration by listening to success stories of others and try to apply them for building their teaching careers. There are many CPD programs teachers could join in, but this article will focus on the discussion of 'scientific publication via CPD' due to the fact many certified English teachers in Indonesia have had serious problems in this area. To design a sound program, the forum of English teachers may work collaboratively with English teacher education department of teacher training institution.

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Day 2

## Towards a theory of women in the Agamaniyog folktales

*Innah Pierre P. Peralta-Talle (Mindanao State University-Iligan Institute of Technology, Iligan City, Philippines)*

This study aimed to develop a substantive theory on the thirty-eight women characters in the sixteen Agamaniyog Folktales through the use of Grounded Theory. The analysis of the women characters entailed constant comparison, labeling, and categorizing. The analysis revealed three related concepts. First, women characters are of two main types: the good women and the bad women. And they are of three subtypes: the princesses, ba'is, and non-royal women. Each subtype has categories. The princesses are of two kinds: well-intentioned princesses and envious princesses. The ba'is are of two kinds: strong-minded ba'is and wicked ba'i. The non-royal women are of six kinds: kind non-royal women, wise non-royal women, easily-led non-royal women, lazy non-royal women, wicked non-royal women, and envious non-royal women. Second, all good women characters found themselves in favorable circumstances at the end of the stories.

On the other hand, most of the bad women characters found themselves in unfavorable circumstances at the end of the stories. Third, women characters showed that they may value all or any of these: goodness, wealth, marriage, and revenge. These values are probably influenced by the valuing of maratabat. These three related concepts were based on the analysis of the fourteen roles of the women characters and their physical, intellectual, and emotional characteristics.



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