Professor JD Brown's Teacher Training Workshops
Hanoi, December 4, 5, 6, 11 & 12, 2017

James Dean Brown ("JD") is currently Professor of Second Language Studies at the University of Hawaiʻi at Mānoa. He has spoken and taught in many places ranging from Brazil to Venezuela. He has published numerous articles and books on language testing, curriculum design, research methods, and connected speech. His most recent books are: *Developing, using, and analyzing rubrics in language assessment with case studies in Asian and Pacific languages* (2012 from NFLRC); *New ways in teaching connected speech* (2012 from TESOL); *New ways of classroom assessment, revised* (2013 from TESOL); *Practical assessment tools for college Japanese* (2013 with K. Kondo-Brown & Tominaga from NFLRC); *Mixed methods research for TESOL* (2014 from Edinburgh University Press); *Cambridge guide to research in language teaching and learning* (2015 with C. Coombe from Cambridge University Press); *Teaching and assessing EIL in local contexts around the world* (2015 with S. L. McKay from Routledge); *Developing courses in languages for specific purposes* (2015 with J. Trace & T. Hudson from NFLRC); *Introducing needs analysis and English for specific purposes* (2016 from Routledge); and two others that are currently in the works.

(1) Doing Effective Classroom Assessment for Learning (*for university lecturers*)

This workshop will address the issues involved in using *classroom assessments* to improve teaching and learning. I will begin with several key questions: What is learning? And, how does assessment relate to learning? I will go on to argue that the key is to link assessment to teaching, classroom activities, and learning, and vice versa. In much more detail, I will show how all of this can be done in five steps: *planning assessment* (including knowing your options, matching assessment to learning, and promoting learning with assessment); *writing items* (including creating the best possible items, writing enough items, and checking the items again); *compiling the assessments* (including organizing the items, creating scoring tools, and proofreading the complete assessment procedure); *using the assessments* (including planning the administration, giving students feedback, and using the feedback yourself); and *improving the assessments* (including analyzing the items, checking reliability, and checking validity). I will end by discussing with the audience how they now feel they can best link assessment to teaching, classroom activities, and learning, and vice versa.

(2) Assessing Speaking and Writing Skills: The nature of productive language and the usefulness of rubrics *(for university lecturers)*

This workshop will begin by considering how we should probably expand our view of spoken language to include all the tools involved including: (a) how big "G" Grammar has gotten much bigger for syntax, vocabulary, and pronunciation, (b) suprasegmental features, (c) paralinguistic features, and (d) proxemics. The discussion will continue by considering pragmatics (the rules that govern the choices all speakers make in register and style because of (a) settings and (b) social, sexual, & psychological roles. These observations apply to all four skills, but probably differently to listening & speaking as compared to reading & writing. The workshop will then turn to strategies for effectively and efficiently developing and using rubrics in language assessments for the speaking and writing productive skills. To that end, I will address at least the following questions: (a) What is a rubric? (b) What sorts of assessment benefit most from rubrics? (c) How can we create an analytic rubric? (d) How can we create a holistic rubric? (e) Are there useful online tools that can be used to develop rubrics? (f) Are there other examples of rubrics in the literature for say group assessment, other types of writing assessment, reading fluency, etc.? And, (g) what are some useful references for further reading? If there is time I will also address these questions: (h) What are formal steps should be considered in rubric development? And, (i) how might task-dependent and task-independent rubrics differ? Examples of actual rubrics will be provided throughout the presentation.

(3) Employing Quantitative, Qualitative, and Mixed Methods in Educational Research (*for university lecturers*)

This workshop begins by defining the notion of *research* in TESOL, then moves on to discuss the various characteristics of qualitative and quantitative research, especially within the framework of a qual/quant continuum, wherein qualitative and quantitative research characteristics interact. The paper continues with a definition of mixed methods research (MMR), then explains the most salient features of MMR, while distinguishing among three main varieties of MMR: qualitative mixed, pure mixed, and quantitative mixed methods research. The paper then addresses:
1. How *mixed* methods research is different from *multi*-method research.
2. How MMR can and should combine the best features of qualitative and quantitative research with the goal of overcoming the weaknesses of each of these research paradigms.
3. How researchers can combine qualitative and quantitative research strategies so they cross-validate each other by identifying connections between the two and searching for convergence, divergence, and elaboration.
Examples of these techniques are drawn from a large-scale MMR that the presenter recently conducted in Tunisia and elsewhere. MMR did indeed provide interesting answers.

(4) Aligning Assessment with Teaching and Learning (*for university curriculum designers*)

This workshop will be based on the *systems approach* to language curriculum development. The systems approach involves six components: (a) needs analysis to determine the language and situation needs of the language program in question, (b) goals and objectives based on what was learned in the needs analysis, (c) testing in both norm-referenced (for aptitude, proficiency, and placement testing) and criterion-referenced testing forms (for diagnostic, progress, and achievement testing), (d) materials selection, development, or adaptation, (e) teaching of the objectives and material, and (f) program evaluation involving all five of the above components with the aim of continuously revising and upgrading the curriculum. Each of the components is explained in detail along with the interrelationships among them. Examples are drawn from the presenter's experiences in EFL curriculum development in China, Saudi Arabia, Tunisia, and Turkey, as well as ESL curriculum revision at the University of Hawaii at Manoa.