



**Graduate Seminar in International English
Professionalism in English Language Practice**

August 8-9, 2013

Mae Fah Luang University, Chiang Rai, Thailand

Organized by

School of Liberal Arts, Mae Fah Luang University

Graduate Seminar in International English
Professionalism in English Language Practice

August 8-9, 2013

AD1 Building, Mae Fah Luang University, Chiang Rai, Thailand

Thursday 8th August 2013

Time	Venue: Chiang San
8.30- 9.00	Registration
9.00-9.45	Lanna Thai Dance MFU Presentation Opening Ceremony
9.45-10.45	Keynote Speaker Session "Professionalism in English Language Practice" <i>Assoc. Prof. Dr. Witaya Jeradechakul</i> Director of Southeast Asian Ministers of Education Organization (SEAMEO)
10.45- 11.00	<i>Refreshment</i>
11.00-12.00	Plenary Speaker Session "Internationalization and Cross-Culture" <i>Porntip Kanjananiyot</i> Executive Director of Thailand-United States of Education (TUSEF-Fulbright Thailand)
12.00-13.00	<i>Lunch</i>
13.00-13.45	Featured Speaker Session 1 "Continuing Professional Development for English Language Teachers" <i>Assoc. Prof. Unchalee Sermsonswad</i> President, Thailand TESOL
13.45-14.45	Featured Speaker Session 2 "DIY: English Language Learning and Plagiarism – Getting Ready for the ASEAN Community" <i>Supiengpitch B. Phonroekngam</i> (U.S. Embassy Bangkok, Thailand) <i>Wendy A. Zaman</i> (U.S. Embassy Bangkok, Thailand)
14.45-15.00	<i>Refreshment</i>
15.00-16.15	Panel Discussion: "English: One for All & All for One" <i>Professor Dr. Joseph Foley</i> (Assumption University) <i>Porntip Kanjananiyot</i> (TUSEF-Fulbright Thailand) <i>Pattana Sittisombat</i> (President of the Committee for the Economic Quadrangle, 10 Chambers of Commerce Northern Thailand) <i>Assoc. Prof. Nopporn Sarobol</i> (Thammasat university) – Moderator

Friday 9th August 2013

Morning Session

Time	Venue: Chiang San	Venue: Doi Ngam Progress Report Session for MFU Graduate Students
9.00-9.45	Featured Speaker Session 3 “The meaning of professionalism in today’s English Language Teaching classroom” <i>David Persey — National Geographic Learning, Cengage Learning (Thailand) Ltd</i>	
9.45-10.15	“Socio-cultural Aspects: the Representations of Ethnic Thai Community under Former British Colony in Northern Malaysia and the Ethnic Malay Community Outside Former British Colony in Southern Thailand” <i>Dr. Suria Saniwa, Princess of Naradhiwas University</i>	“Oral Language Acquisition of Thai EFL Primary Students Through The Role of Instructional Scaffolding” <i>Sherina Lim (M.A student)</i>
10.15-10.30	Refreshment	
10.30-11.00	“Interpreting Power and Ideology Constructed in Editorials from the Perspective of Appraisal Theory” <i>Meng Tian, Assumption University</i>	“What Do the Tourist Guide in Chiang Rai Need to Prepare for Participating in AEC community” <i>Natdanai Janpong (M.A student)</i>
11.00-11.30	“Teacher’s Professional Development Practices: Applying Bourdieu’s Concept of Habitus” <i>Allan Kongthai, Mae Fah Luang University</i>	“Using iPad Applications to Develop English Skills” <i>Orapan Denprapat (M.A student)</i>
11.30-12.00	“A Study of Reading Input and Students’ Writing Output with Regard to Nominal Groups” <i>Xiujie Wan, (Ph.D student at Assumption University), Yunnan Normal University</i>	“Development of English Intercultural Communication Training Course for the KLDF Employees” <i>Natchakarn Seneewong Na Ayudhaya (M.A student)</i>
12.00-13.00	Lunch	

Afternoon Session

Time	Venue: Chiang San	Venue: Doi Ngam
13.00-13.30	“A Development of Multimedia E-Book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin” <i>Assoc. Prof. Dr. Woraporn Sunthornwatanasiri, Rajamangala University of Technology Rattanakosin</i>	“The Use of Reading Strategy Instruction to Enhancing Vocabulary Acquisition of First-year Law Students, Mae Fah Luang University” <i>Sujitra Nayos (M.A student)</i>
13.30-14.00	“Interactional Patterns in Face-to-Face and Synchronous Computer-Mediated Communication in a Problem-Based Learning Context” <i>Worasiri Boonsue, Srinakharinwirot University</i>	“Sustained Silent Reading with Multimodal Online-Books for EFL Students” <i>Thisakorn Chaimongkol (Ph.D student)</i>
14.00-14.30	“Content-Based Instruction: The Alternative of Thailand’s Education in ASEAN Community” <i>Traithana Chaovanapricha, Mae Fah Luang University</i>	“Multi-level Factors Affecting the Highest Achievement Schools with English Program” <i>Kanjani Chotsuk (Ph.D student)</i>
14.30-14.45	Refreshment	
14.45-15.15	“Maximizing the Benefits of Peer Review in the EFL Writing Process” <i>Prarthana Coffin, Mae Fah Luang University</i>	“A Case Study of Mindfulness Meditation Technique on Intrapersonal Intelligence, Language Learning and Learning Behavior in EFL Classroom” <i>Thanangkun Khamsri (Ph.D student)</i>
15.15- 15.45	“The Teachers’ and Students’ Perceptions towards the Concept of Self-Directed Learning” <i>Thanapong Sombat, King Mongkut’s University of Technology Thonburi</i>	“The Effect of Genre Based Instruction: ‘Examine-and-Report-back’ in EFL Tertiary Context” <i>Phirunkhana Phichiensathien (Ph.D student)</i>

Time	Venue: Chiang San	Venue: Doi Ngam
15.45-16.15	“The Development of an Interactive Web-Based Blended Learning Model For English Reading Instruction to Enhance Reading Achievement of University Students” <i>Pornsawan Inpin, Naresuan University</i>	“The Application of Written Discourse Analysis in EFL Writing Class” <i>Atima Kaewsa-ard (Ph.D student)</i>
16.15-16.45	“Reflection Writing: A Discussion on Definition, Theory, Levels and Application” <i>Panida Monyanont, Mae Fah Luang University</i>	“Overcoming Intercultural Communication Barriers: a Case Study of EFL learners' in a Non- Native English Language Learning Context” <i>Kannikar Kantamas (Ph.D student)</i>
16.45-17.00	Closing Ceremony	



Continuing Professional Development For English Language Teachers

Assoc. Prof. Unchalee Sermsongswad
Thailand TESOL President

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What is professional development?

"a process that helps to meet the challenge of work and achieve goals"

"a critical link to improve teaching"

Knapp, 2003

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The importance of professional development

"Involvement in professional development could result in more enthusiasm and commitment among teachers."

Fessler and Christensen, 1991

3

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The importance of professional development

A professionally developed teacher ensures good academic performances of the students under his/her care.

4

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Teachers are the most important factor in improving student achievement.

U.S. Department of Education, 2007

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Roles of English Teachers

- seek to renew their professional expertise
- take advantage of and contribute to professional development opportunities available from many sources
- support and inform colleagues in cooperative curriculum and teacher professional development activities

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Characteristics of ELT professional

- always look for ways to deal with new challenges and improve performance
- is evaluative rather than descriptive
- realize CPD is an essential component of professional life, **not an extra**
- belong to an organization –build professional relationships, sharing and learning from each other

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ELT community should accept someone as a colleague merely on the strength of their language competence, **their expressed commitment to 'development'**

8

Why continuing PD ?

Teachers = life-long learners, researchers, and methodologists

Professional Development
=
never-ending process
(no place for stagnation)

9

Why continuing PD ?

"It is never possible to effectively stand still in your work as an English language teacher."

CPD takes place across all the stages of a teacher's career.

10

Professional Development Activities

- Teachers participate in professional development activities to add more to their knowledge base and to acquire new skills.

11

Materials

- find new teaching ideas in published books and on websites
- develop own materials

12

Observation

Being observed and getting feedback from a trusted colleague

- ⇒ fresh perspective on your teaching
- ⇒ help identify areas to develop

13

Mentoring / Coaching

- inexperienced teacher
 - invaluable way to gain insight into teaching English
- experienced teacher
 - good developmental activity

14

Reflection

reflect on knowledge and instruction with the goal of improving both

- journaling
- teacher portfolio
- case studies
- online discussion boards

15

Research

action research

- find out more about classroom processes ⇒ develop professional understanding and skills
- raise teachers' confidence and work status

16

Teachers' Association

- National association
(In India, every teacher must enroll in a national teachers' association as a member.)
- International association

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Professional associations offer PD activities

- conference
- workshop
- journal
- special interest group
- online exchange of ideas

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Directions of Professional Development in ELT

Three waves for the Future

Cheng, Yin Cheong, 2001

1970s: **internal effectiveness**

- improve internal school performance (methods and processes of teaching and learning)
- teacher and student performance improved to identified standards

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1990s: **interface effectiveness**

- ensure education quality, stakeholders' satisfaction, and market competitiveness / accountability
- quality assurance
- improve existing structures and practices in education to meet stakeholders' needs and expectations

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present: **future effectiveness**

- paradigm shift in learning and teaching
- ⇒ ensure relevance to the future
 - lifelong learning
 - global networking
 - international outlook
 - information and technological use

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Teachers achieve professional development by cooperating with others

⇒ self-empowerment

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21st Century English Language Education:
Towards Global Citizenship

January 17-18, 2014
The Empress Hotel, Chiang Mai

website: www.thailandtesol.org

THAILAND TESOL

Thank You

thailandtesolcm@yahoo.com

Graduate Seminar in International English: Professionalism in English Language Practice

8 August 2013, Mae Fah Luang University, Chiang Rai, Thailand

Keynote Speech

Witaya Jeradechackul

SEAMEO Secretariat Director

Plan. Competencies. End Goal. Taking graduate and post graduate programs is part plan of one person's bigger plan; and getting the degree may be the end goal itself, but I reckon, most probably the degree is a mere piece in the puzzle of a grand plan for a brighter future.

Competencies, particularly competencies we will need for the future. This I would like to refer to the ideas of renowned psychologist, Howard Gardner on the competencies for the future – from his book “Five Minds for the Future”. Gardner uses the word ‘minds’ to connote that actions, thoughts, feelings and behaviors are all products of our brain; and thus, according to him, if we want to nurture these capacities or change these perspectives, we will actually be trafficking the operation of the ‘mind’. ‘Five Minds’ can be substituted with ‘Five Perspectives’ or ‘Five Capacities’.

Gardner's ‘Five Minds’ can be summarized this way:

1. The Disciplined Mind. In the future, individuals who wish to thrive will need to be experts in at least one area- they will need a discipline.
2. The Synthesizing Mind. They will need to be able to gather together information from disparate resources and put it together in ways that work for themselves and can be communicated to other persons.
3. The Creating Mind. Because almost anything that can be formulated as rules will be done well by computers, rewards will go to creators – those who have constructed a box but can think outside it.
4. The Respectful Mind. The world of today and tomorrow is becoming increasingly diverse, and there is no way to cordon oneself off from this diversity. Accordingly, we must respect to those who differ from us as well as those with whom we have similarities.
5. The Ethical Mind. Finally, as workers and as citizens, we need to be able to act ethically – to think beyond our own self-interest and to do what is right under the circumstances.

As Gardner explained it: “...a person will need to be equipped to deal what is expected, as well as what cannot be anticipated; without these five minds, a person will be at the mercy of forces that he or she can't understand, let alone control”.

I relate Howard Gardner's Five Minds to define and describe what “Professionalism in English Language Practice” means:

- The Disciplined Mind – For a person to be an expert, he/she needs to be expert on at least one discipline, on one professional field.

- The Synthesizing Mind – As a professional, one has to know that he/she will need to 'hone' or enhance his/her expertise. He/she has to continuously acquire more knowledge/skills/information to actually 'perfect' his/her professional field to be able to put this field of expertise to use, to be of service to others.
- The Creating Mind – Now, to create a 'professional niche', as a professional, one has to upgrade and 'reinvent' himself in the midst of ever-changing trends. In doing so, he/she will get the recognition of colleagues/experts in the same field. Recognition of professionals who are in the same professional field is recognition that highly matters as they themselves are experts.
- The Respectful Mind. As a professional, not only recognition matters but respect is as important as well. Respect of professional people for what you had achieved and your respect to those whom you have learned from in the course of your professional journey.
- The Ethical Mind. Lastly, one is not only recognized through how he/she works professionally but how he/she conducts himself/herself as well. A 'code of professional or work ethics' governs every profession, however, as an individual, a professional has to have strong, ethical moral foundation to live with. In both the professional and personal aspects, one has to achieve professionalism through training and professionalism by self-acquisition.

Again, in our journey to life, we have to ready what the future has to bring. Specifically, as professionals in English Language practice, we have to be able to anticipate the future and be able to upgrade our competencies; able to adjust our professionalism to suit the future needs.

In talking about the future of English Language practice, I want to highlight two important points:

1. English Language education and practice would need to thrive in coming eras; and
2. In cultivating minds, in changing perspectives, the most effective tool is education.

1. English Language Education and Practice would need to thrive in coming eras

In thriving in the future, our present day, I believe, has laid out the ground for English Language Education. Language Education and Practice is a discipline as well as a profession. Standards have been set against which to measure and certify if one's knowledge and competencies conform to the technical or ethical standards of a profession on English Language teaching and practice.

But is professionalization merely a formal certification or recognition of one's achievement of an acclaimed level of proficiency in certain field? And does having this formal certification serve as the means to justify getting payment for the enhanced status of being called a professional? Or is professionalization a means to improve the quality of a service, in this case, the quality of English Language practice?

I pose these questions to drive a point – for English Language education to thrive in the coming eras, we may need to shift from merely regarding professionalization as 'public status of a job', something imposed by an accrediting body to actually combining professionalization with 'professionalism'. Meaning, as an English Language practitioner or professional, one does not have to be confined to a consensus of 'norms' but in fact, as a professional one has the power and control to improve its own

service; to be proactive, to adopt a wider vision of what English Language teaching and practice, given the changing times.

I say 'changing times' because times are indeed changing; and the demands of the changing times are posing challenges to how we think, how we do things and how we communicate to each other. For example, because of globalization, English has become the 'global language'. Individuals around the world are now striving to learn English to function in a 'global stage', to be economically competitive. The downside is the increasing spread of English Language practice because of its economic value in global context is causing the decline in large numbers of traditional languages and dialects. A reflection of changing times eroding cultural identity.

At a regional scale, I can give, as perfect example, is how the Southeast Asian's goal of ASEAN Integration by 2015 is posing challenges to the region, on all sectors, economic, political and socio-cultural, most particularly the education sector; and even in terms of language. English Language has been identified as the working language of ASEAN. Thus, over the past years, the inclusion of English in school curriculum has increased in each of the ten ASEAN countries. All ten countries now teach English as part of primary curriculum, with Brunei Darussalam, Malaysia and Philippines also teaching content subjects such as in Mathematics and Science subjects, through English, starting first grade.

These changes are altering the nature of work and responsibilities of English Language teachers/practitioners and therefore changing their notion of professionalism. In turn, demanding re-conceptualization of professional development policies and practices.

SEAMEO utilizes a holistic, integrated approach in introducing solutions and implementing innovations; and as such all these reforms I have enumerated are focused on strategies that would initiate: (1) system change; (2) curricular change; (3) management change; and (4) content change.

2. In cultivating minds; in changing perspectives, the most effective tool is education

Changing times will continually put demands; as such, corresponding measures for English Language practice had to be adopted for it to thrive amidst all the pressures.

Changes in the positioning of English Language Education and Practice entails corresponding change in perspectives or as Howard Gardner calls it "cultivating new minds" for thrive in the future. And this is where education comes in. Education is the tool to change minds. However, I don't just refer to education that is confined to what is taught by formal education institutions but also learning outside the bounds of it – from parents, from peers, from media and even from social media.

Education is a specialization of SEAMEO. SEAMEO stands for Southeast Asian Ministers of Education Organization and is an inter-governmental organization of 11 Southeast Asia countries. SEAMEO aims to nurture human capacities and exploring the fullest potential of the peoples of the Southeast Asia region - by means of: (1) development of programmes that address national and regional issues; (2) establishing networks and partnerships on education, science and culture; and (3) provision among policy makers and experts.

'Changing minds' spans across learners at all ages. Whether educating students or educating policymakers, cultivating new ideas and introducing changes are possible. Thus in striking a balance between efforts to upgrade the practice and profession of English Language in the region and, at the same time, averting erosion of national languages and cultural identity, SEAMEO takes on a multi-

level approach: work with the national governments to influence policy changes and at a practical level, educate English educators and would-be educators.

The following are reforms that SEAMEO is working on and advocating with the national governments to upgrade the English Language education and practice, both at the policy and practical level:

Creating a regional platform that is adaptive, innovative and responsive;

1. Re-drawing curricular parameters to be supportive of (i) changing roles of English Language teachers/practitioners, (ii) changing demands on English Language teaching-learning and (iii) preservation of national language and cultural identities;
2. Re-shaping the parameters of professionalization and professionalism;
3. Placing greater importance to professional development policies and practices;
4. Improving Language Education practitioners' professional awareness; and
5. Expanding and enriching the scope and content of English Language teaching-learning.

SEAMEO utilizes a holistic, integrated approach in introducing solutions and implementing innovations; and as such all these reforms I have enumerated are focused on strategies that would initiate: (1) system change; (2) curricular change; (3) management change and (4) content change.

Now, let me expound on these reforms and give you a brief description of what SEAMEO has been doing in initiating and influencing policy changes in education and in English Language education and practice:

Strategies on System Change

- 1) Creating a regional platform that is adaptive, innovative and responsive

- SEAMEO is assisting its Member Countries in establishing a more effective education system (primary, secondary and higher education) that would be adoptive and responsive to the demands of changing times and the increasing demands of competitive global environment. SEAMEO, through its 20 SEAMEO Centres, are implementing education programmes that would enable the countries to (a) produce graduates whose skills and knowledge respond to the demands of the labor market; and (b) facilitate mobility of their graduates, skilled workers and professionals, including English Language practitioners, within the region and beyond.

- Through SEAMEO College, SEAMEO intends to provide a regional platform that will offer policy discourse and cooperation mechanism on regional, trans-boundary issues that relate to education and human resource development in Southeast Asia. Through the manpower demand forecasts or labor supply-demand gap studies that will be conducted under this initiative, the region will have a better sense of employment trends and opportunities and thus enabling the Southeast Asian countries to adopt interventions that would ensure their graduates to have the competencies responsive to the employment opportunities.

- Also through SEAMEO College (Module 3), a cooperation platform will be introduced for education practitioners, including English Language practitioners, to exchange ideas/experiences, cooperate and give information back;

Strategies on Curricular Change

- 2) Re-drawing curricular parameters to be supportive of (i) changing roles of English Language teachers/practitioners, (ii) changing demands on English Language teaching-learning and (iii) preservation of national language and cultural identities

- SEAMEO, through the work of SEAMEO Regional Language Centre (SEAMEO RELC), is promoting research discourse (through its annual International Seminar) on emerging trends in language learning. For instance in 2008, a paper by Andy Kirkpatrick on “English as the Working Language of ASEAN: Pedagogical Principles and Implication”, was presented which espoused that “if English is to be taught and learned successfully, on the one hand, and without encroaching too much into the domains of major Asian languages on the other”, there are two principles that need to be observed:

Principle 1: The major role of English in ASEAN and Asia is lingua franca. English should be therefore taught as a lingua franca;

Principle 2: English should not replace the mother tongue as a medium of instruction in primary schools. It should only be taught as a subject.

- SEAMEO is an advocate on the promotion of mother tongue-based instructions in the early years of schooling. In 2007, SEAMEO-UNESCO partnership produced a publication on “Mother Tongue-Based Literacy Programmes: Case Studies of Good Practice in Asia” which is aimed at promoting mother tongue-based instruction particularly in early years of schooling. Mother tongue-based instruction is the means to which national and regional languages can still thrive amidst the widespread of English Language.

Strategies on Management Change

- 3) Re-shaping the parameters of professionalization and professionalism

- In re-shaping professionalization/professionalism, for instance, in ensuring the quality of education service higher education institutions in Southeast Asian region is providing, SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED) has developed and is quality assurance system and qualifications framework in partnership with ASEAN University Network.
- This effort on quality assuring the education service brings me back to the question I raised early on, whether professionalization should be a means to improve the quality of education service, in this case, the quality of English Language practice? Yes, there is a need to look at professionalization not only as recognition of status of a person's proficiency on certain field but more so a quality assurance mechanism that ensures quality of service of the practitioner.

4) Placing greater importance to professional development policies and practices

- It is necessary for education management to attach great importance to the professional development of English Language practitioners. Towards this end, SEAMEO has established partnership with reputable universities beyond the Southeast Asian region to develop and implement advanced courses on English Language Education.

5) Improving Language Education practitioners' professional awareness

- Professional development should not only refer to in-service and training of English Language practitioners but should incorporate the all-round conscious efforts and actual progress made by practitioners in the aspects of enhancing own personal skills, ability to set and achieve professional goals and flexibility to work and cooperate with practitioners. Conscious consideration of this aspect is integrated in the development of SEAMEO's capacity building programmes for English educators and practitioners.

Strategies on Content Change

6) Expanding and enriching the scope and content of English Language teaching-learning

- By the very nature of the mandate and goal of SEAMEO to contribute to the improvement of the quality of life in Southeast Asia, SEAMEO intends to assist in the achievement of Southeast Asia's goal of regional integration. Part of SEAMEO efforts toward this end is the promotion of English Language learning to enhance competencies and competitiveness of human resources in the region and facilitate cultural understanding among the Southeast Asian countries.

Underpinning all these SEAMEO's strategies and programmes I have enumerated is SEAMEO's promotion of English Language Education both as a profession or practice and as a lifelong learning tool. I believe equal importance on both is integral. Promoting professionalism and professional development through enhancement of Language Education practitioners knowledge and skills, enjoining self-improvement of their craft and engaging them to keep up with current trends and issues on English Language Education are advocacies that SEAMEO will continue to take on and work with the national governments; because in doing so, SEAMEO can guarantee the improvement of quality of English Language Education – as a profession and as critical tool for advancing both regional/global economic goal and cultural understanding in the region and beyond.

SEAMEO's motto is "Leading through Learning". Our core business is to educate. We do this guided by our CORE VALUES: with respect for cultural diversity, with belief in people, with commitment, with integrity and professionalism; in a work culture that is characterized by collaborativeness and proactiveness, keeping in mind the desire to give service; and always striving for excellence in everything that we pursue. These are our core values – our code of ethics that we live by in SEAMEO.

So while professionalism is one of our highly regarded core values. Professionalism will go a long, long way if combine with values that will promote excellence in service and shared understanding and respect among peoples we provide service to.



**Graduate Seminar in International English
Evaluation Form
School of Liberal Arts, Mae Fah Luang University
August 8-9, 2013**

Please rate your satisfaction toward the seminar with respect to the following topics:

Most satisfied ← → Least satisfied

Items	Content	Level of Satisfaction				
		5	4	3	2	1
1.	General Impression					
	a) Venue					
	b) Allocation of Time and duration					
	c) Choice of Speakers					
	d) Equipment and Material					
	e) Food & Beverages					
	f) Overall Organization					
2.	Speaker Sessions					
	a) Keynote Session (<i>Assoc. Prof. Dr. Witaya Jeradechakul</i>)					
	b) Plenary Session (<i>Porntip Kanjananiyot</i>)					
	c) Featured Speaker Session 1 (<i>Assoc. Prof. Anchalee Sermsoongswad</i>)					
	d) Featured Speaker Session 2 (<i>Wendy A. Zaman and Supiengpitch B. Phonroekngam</i>)					
	e) Featured Speaker Session 3 (<i>David Persey</i>)					
	f) Panel Discussion					
	g) Concurrent sessions of graduate students and other presenters					

Items	Content	Most satisfied ← → Least satisfied Level of Satisfaction				
		5	4	3	2	1
3.	Overall insights gained from this seminar					
	a) The seminar's theme is relevant to my profession and is up-to-date.					
	b) This seminar is practical and applicable to my profession.					
	c) I gained new insights and experience from the seminar.					
	d) I have a better understanding of current issues and challenges related to English language practice.					
	e) The seminar helped me explore my beliefs and practices relating to the use of English language.					
	f) I had a chance to discuss some issues and concerns about English language practice					
	g) This event met my professional objectives.					
4	Others					
	g) I knew this seminar from ☐ website ☐ radio ☐ poster ☐ colleague/friend ☐ others.....					

Additional Comments:

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✍ Thank you for taking your time to complete this evaluation. We value your input. ✍
 Graduate Seminar Organizing Committee