TEACHER-PRACTITIONER INQUIRY IN PROFESSIONAL DEVELOPMENT: A CASE OF ADAPTATION AND RESISTANCE TO GENRE-BASED SYSTEMIC FUNCTIONAL LINGUISTIC AS A NEW WRITING INSTRUCTION

Hanh Dinh[1✉]
Lan Nguyen Thi Huong[2]

[1]University at Albany, United States of America

[2]Hanoi National University of Education, Vietnam

✉ mdinh@albany.edu

ABSTRACT

This qualitative study reports the results of sensemaking when teacher-practitioner inquiry in professional development (PD) is carried out for 120 Vietnamese K-12 and college teachers. The PD was designed to prepare teachers to teach with different newly-approved English language coursebooks using a genre-based systemic functional linguistic approach (SFL). During scaffolds in workshops, teaching staff guided teachers in cooperating and drafting lessons using genre-based SFL, examining the lessons' impacts on students' responses. Teachers also journaled to unravel the knitted instructional complexities and express their willingness to adapt to emerging teaching practices. Data were collected via the video recordings, teachers' interviews, and content analysis of their inquiry products. Four themes representing the complexities in teachers' sensemaking of scaffolded collaborative PD were: 1. Improved teacher agency in terms of planning and instruction; 2. Research-based experiential learning creating a venue for intrinsic motivation to innovate in instruction; 3. An overwhelming feeling of inequity between high and low-resourced instructional situations; 4. The mismatch between teachers' advocacy for desired deep-learning approach and the traditional ideology of rote learning for exams.

Highlights

- *Teacher-practitioner inquiry in professional development helps students' sensemaking process to adapt to new pedagogical standards and motivate their commitment to change.*
- *The values and positive outcomes of teacher-practitioner inquiry may fade out if it is not maintained in daily practices.*
- *Challenges in maintaining the impact of teacher-practitioner inquiry could come from several internal and external factors.*

INTRODUCTION

Enhancing the quality of Vietnamese foreign language instruction is one of the fundamental missions in the process of creating a globally competitive and innovative national educational system in the 21st century (Hoang, 2016; Nguyen, 2017; Tran, 2014; Tran et al., 2021). Language policy about reforms in English language instruction emphasizes the essence of investing in improving the teaching capacity of in-service teachers through a sustainable and consistent teachers' professional development (PD) plan (Canh, 2002; Le et al.,

2022; Nguyen and Burns, 2017; Nguyen and Newton, 2021; Thao and Mai, 2022). Nevertheless, the extent to which the PD accomplished its objectives and succeeded in improving English proficiency and pedagogical capacities of teachers at all educational levels is still a matter of debate, with academic and public discussions on the gaps between expectations and reality in planning, managing, and implementing the PD.

For example, when the Ministry of Education (MOE) in Vietnam launched an effort in decentralizing the English language textbook last year so that schools can choose the

ERIES Journal
volume 16 issue 1

Electronic ISSN
1803-1617
Printed ISSN
2336-2375
65

quantity and type of textbooks and reading materials they require, a series of PD has been offered to help teachers transfer gradually to a new selected textbook. Genre-based SFL writing instruction is a promising pedagogic application, because no matter what textbook is adopted, teachers can apply this writing instruction approach confidently since its unified aim is to help raise students' awareness of the lexicogrammatical features and generic structures of each genre (Nagao, 2019; Yasuda, 2012). On the one hand, these PD programs equip Vietnamese teachers with the most updated knowledge about subject matter and pedagogy to align with the new standards, as well as research-informed practice in the field (Hashimoto, 2018; Canh, 2020; Van Ha and Murray, 2021). On the other hand, the systematic impact of those PD programs on the English teaching ideologies and practices of millions of Vietnamese teachers has still been documented as limited changes on the surface instead of a paradigm shift in teaching pedagogy and evaluation as expected (Nghia, 2015, 2017; Nghia, Phuong and Huong, 2020; Nguyen, 2018; Peeraer and Van Petegem, 2012; Tran et al., 2021).

In that context, it is implicated that PD planners and academic managers need to avoid top-down information provision; rather, they could try to focus on using teacher-practitioner inquiry as a method of PD delivery. Teacher-practitioner inquiry is a thinking tool for teachers to flexibly customize their teaching and derive meanings, assumptions, and beliefs-in-action that underlie their ideas and methodologies in class (Groundwater-Smith and Dadds, 2004; Ngo, Cherrington, and Crabbe, 2022; Phan, 2020; Pringle, 2020; Tuan, 2021). Specifically, teacher-practitioner inquiry offers a structured sense-making opportunity, such as doing a scaffolded collaborative lesson planning, inviting them to explore and justify their own pedagogical practices through lesson study and reflective practices in a trusting environment (Duffy, 1995; Gutierez, 2019; McArdle and Coutts, 2010; Robbins, 2020). The central questions for sensemaking when using teacher-practitioner inquiry are 'how they [i.e., active agents] construct what they construct, why, and with what effects?' (Weick, 1995: 4). Teacher-practitioner inquiry makes PD more participant-centered, contextualized, and relevant so that they could explore their willingness to adapt and unravel the knitted instructional complexities (Avidov-Ungar, 2016; Lieberman and Miller, 2014; McChesney and Aldridge, 2019). However, to date, as this teacher-practitioner inquiry is still an emerging trend in the teaching profession (Gutierez, 2019), few studies of teacher PD have examined how the teacher-practitioner inquiry in PD training for in-service teachers is systematically operated and in which ways such inquiry affects teachers' perceptions and reactions towards it.

This qualitative study is about the case of training 120 head teachers of Vietnam, including K-12 and university, of English language education using teacher-practitioner inquiry to understand genre-based systemic functional linguistic (SFL) writing instruction. This study aims to obtain the stages of learning and perceptions of participating teachers in training, regarding how they engage in teacher-practitioner inquiry under the facilitation of teaching staff, and whether this novel approach in PD will result in relevance and long-term commitment in applying the introduced teaching method. Accordingly, we used teachers' interviews and content analysis of their inquiry products. More specifically, the content analysis included the participating teachers' conversational and PD learning artifacts and their self-perception questionnaires.

LITERATURE REVIEW

Teacher-practitioner Inquiry in PD for In-service Language Teachers

Towards a theory of action for practitioner inquiry as PD, Rutten (2021) emphasizes that the core of any new knowledgebase consists of five elements: (*1) scaffolded process orientation, (2) organized collaborative network, (3) practice-based problem solving, (4) skilled facilitation, and (5) reflection*. In essence, designing teacher-practitioner inquiry as a sustainable PD must first engage a meaningful scaffolding and demonstration to guide teachers in constructing lessons. That being said, various perspectives of experienced co-teachers and mentors, administrators, teacher educators, and researchers on the gaps between educational theory and practice have to be included and co-constructed during the process orientation because they prompt teachers to reflect and share their opinions about good practices and the potentials of a new method in a real-world context (Charteris, and Smardon, 2015; Von Gnechten, 2011; Wolkenhauer and Hooser, 2017). With professional scaffolds and constructive dialogic feedback given by specialists, teachers can ensure their generated lessons are theoretically grounded and receive support to evaluate their impacts based on students' responses.

Furthermore, teacher-practitioner inquiry in PD also reflects what Wenger (1999) referred to as communities of practice (CoP) that develop mutuality of engagement in activity, negotiability of the repertoire-honoring collective performance, accountability, credibility, and intersubjectivity, especially when practitioners work as and work with researchers to co-construct knowledge in the interpretive zone. For instance, unlike researchers who work in linguistic laboratory offices at the university, or teachers who tend to focus more on practical instruction, experienced co-teachers and mentors are experienced K-12 practitioners who, before these workshops, are willing to receive intensive training about SFL and have extensive hands-on experience and practical insights in applying it in their schools. Therefore, in teacher-practitioner inquiry, while the Head Teacher Educator and researchers would focus primarily on the theoretical foundation of SFL, academic mentors can act as demonstrators and small-group discussion facilitators, mentoring the think tank, and assisting workshop attendees who first approach this new way of teaching in terms of the new method's implementation and different kinds of challenges and obstacles. They bring along personal narratives for reference and could relate to workshop attendees' concerns about the complex nature of implementing innovative instructional approaches into existing teaching practices and the hardships of navigating teachers' professional lives in reality (Groundwater-Smith and Dadds, 2004; Gutierez, 2019; McArdle and Coutts, 2010).

In addition to discovering repertoires of possibilities during dialogic feedback with specialists, teachers are required to link structural, skill, and material domains of their learning with sociocultural contexts and conditions by resolving a problem they detect. In other words, there will be no impactful and sustainable results if teacher agency and teacher's robust conception of how to launch the introduced method in class are neglected (Von Gnechten, 2019). Several studies (cf. Barron and Darling-Hammond, 2008; Nghia, 2015, 2017; Nghia, Phuong and Huong, 2020; Nguyen, 2018; Peeraer and Van Petegem, 2012) underscored significant factors that affected the in-service teachers' learning retention effects and applications after teacher-practitioner inquiry PD, amongst which are teachers' English competence, teaching methods they currently use, information technology ability, and socio-affective skills to prepare students for changes. Lack of understanding about how the new instructional method works, lack of management skills, and insufficient time of doing preparation are the other challenges teachers face while applying new content introduced in PD into practice (Milton et al., 2022). Hence, teacher-practitioner inquiry utilizes practice-based problem solving, along with reflection and skilled facilitation, as contextualized and experiential learning to consolidate skill acquisition and urge teachers to ascertain implications for their professional practice. For instance, teachers could be guided to analyze case studies or examine their own teaching artifacts to ensure they not only enact what they think will be effective teaching but also form data-driven decisions based on what they know about their students' needs (McArdle and Coutts, 2010). When teachers were involved in the planning early on, tackling their proposed learning problem, and enactment during PD practices, they could better prepare how their commitment and engagement were usually compromised due to the effect of work overload, time constraints and limited institutional support (Gutierez, 2019).

Another thing that matters is that teacher-practitioner inquiry does not only involve collaboration, skill building, and critical thinking but also reflection. Teacher-practitioner inquiry is a professional stance, a mechanism that allows a teacher to systematically study his or her own practice and then create a critically-inquiring community of professionals (Dana and Yendol-Hoppey, 2019; Murray, 2013; Uştuk and Çomoğlu, 2021). Thinking, particularly reflective thinking or reflective inquiry, is essential to teachers. According to Rodgers (2002), teacher-practitioner inquiry encompasses reflection, which is a meaning-making process to gain a deeper understanding of a topic with progressive connections to the personal and intellectual growth of oneself and others; it is a systematic, scientific, and disciplined way of thinking that involves in interaction with others. Reflection during collaborative activities makes teachers accountable for their own learning and more faithful implementers of received knowledge instead of being a more or less static object for knowledge to be transmitted from them to students (Avidov-Ungar, 2016).

Policy and Pedagogical Context for the Teacher-Practitioner PD for Genre-based SFL Writing Instruction

The PD series in this current study took place within Vietnam at a time when many provinces throughout the country had just adopted ambitious new standards in English language education after a shift in paradigm from teaching English as a second/foreign language to teaching English as an international language (EIL) (Hoang, 2016; Ngo, 2021; Nguyen, Marlina and Cao, 2021). Accordingly, one textbook written called *Tieng Anh 3, 4, 5* and so until 12, published by the Vietnamese MOE, has gradually been replaced by various series of locally produced English textbooks published by private commercial publishers, orienting towards the EIL paradigm. For writing instruction from the teaching EIL perspective, the new locally-produced textbooks[1] (see Figure 1) intend to provide alternative viewpoints on how not to privilege native speakers' norms and instead embrace other topics related to local linguistic and cultural practices, local functionality of English, global awareness, and cross-cultural communication (Canh, 2018; Dang and Seals, 2018). However, such content is still limited, and the books still tended to focus exclusively on British English linguistic models with heavy grammar-based practice (Nguyen, Marlina and Cao, 2021). Furthermore, in the scenario of changing the books and writing sections, teachers start to display confusion and resistance to change because each book seems to display disparate topics and a non-linear topical trajectory. Their most notable pedagogical orientation in teaching writing is helping students master the lexicogrammatical level of a topic or model text only, which aligns with preparing students for standardized multiple-choice grammar tests, rather than understanding the characteristics and discourse fluency of a specific genre to communicate or writing skills across languages and cultures for multilingual writers (Hang, 2021; Ton Nu and Murray, 2020; Thao and Mai, 2022; Tran et al., 2021).

In that context, genre-based SFL is suggested by university literacy specialists and researchers because no matter which textbook designs or writing topics or themes are assigned to them, teachers could be capable of teaching writing. The method focuses on grouping and categorizing writing topics into specific genres based on their functional meaning (i.e., writing to persuade, writing to describe). SFL emphasizes that any genre has three general functions – the *interpersonal function* which denotes the social relationships that are enacted by language (i.e., who is involved or targeted in this communication), *the textual function* (to do with how language vocabulary and structures work to create a connected and coherent discourse in a mode of communication, such as writing in this case), and *the ideational function* (to do with the experiences that are construed and conveyed by language, known as the field of the idea delivery and experience) (Rose and Martin, 2012). Therefore, genre-based SFL is a text-oriented theory of language to encourage students to compare how people from different linguistic and cultural backgrounds convey messages versatilely across genres (Byrnes, 2012;

---

1   Some textbooks are created by a collaboration between Vietnamese publishers and foreign publishers under their brand names, such as joint-published by the Educational Publishing House and Pearson Education or Cambridge University Press.

Figure 1: Samples of textbooks currently used by participating Vietnamese teachers with a focus on different topics to write, so a unified approach to genre-based teaching is encouraged

McCabe, 2017). This pedagogical method of genre-based SFL approach was inspired by Martin and Rose (2007) (see Figure 2), exerting the impact on improving the writing of students via different levels of linguistic and discourse analyses, especially emphasizing the functional properties of language use with a specific social context and purpose. Equipped with genre knowledge in writing, teacher educator in this study helped participating teachers explicitly understand the reasons behind the construction of a text and thus form a repertoire of background knowledge to activate in their next writing situation. In Figure 2, essential concepts are translated or integrated with comments in Vietnamese and diagrams so that teachers may rely on and use them in the classrooms of students with varying degrees of language competency. The translated annotations of the native tongue, as well as visual aids, aided instructors' inquiry in a systemic manner, since they simplified and made the theory more approachable.

For example, when teachers introduce a text that explains a topic (i.e., deforestation), teachers' writing aim is moving beyond the topic-based focus in the textbook design. Teachers do not stop requiring students to imitate the model text or a list of relevant vocabulary. Rather, they need to further guide students to connect the language parts with their functions. For instance, the use of declarative mood in the texts is relevant to the purpose of persuading people by providing information regarding a topic. Next, teachers assist students in distinguishing whether the text is constructed with a factual text genre which has one of the following schematic structures: *sequential* explanation (arranging details in a procedure or process such as cause-effect), *factorial* explanation (providing a list of causes), *consequential* explanation (citing multiple outcomes and effects), or *conditional* explanation (including conditions and possibilities). Hence, when students need to recruit words and language structures for a specific genre when writing with similar communicative purposes, they know with whom they try to communicate, the idea organization of that genre, types or domains of vocabulary, and the extent of emotion embedded to express their ideas. Teachers also encourage students to develop metacognitive awareness to compare how a genre is expressed differently in English and Vietnamese despite serving the same communicative function (Rose and Martin, 2012). Additionally, a genre-based SFL treats language as an integral part of empowered personal voices, thus understanding a genre at depth, including linguistic and contextual levels, allows students to communicate more effectively and persuasively.
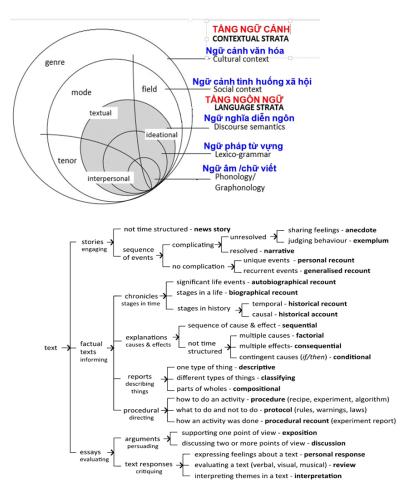
Figure 2: The genre-based SFL framework used in the PD with annotations in Vietnamese (adapted from Rose and Martin, 2012) and specific text types in focus on English language education in Vietnam

There is a practical three-stage writing instructional method for genre-based SFL (based on the work of Derewianka and Jones, 2012). The method consists of three stages. The first stage is to deconstruct a written text that is representative of a genre. It also includes building topic vocabulary and knowledge, evaluating the extent of embedded emotions (i.e., Are there more nouns or adjectives used in this text? Does the writer express any attitudes or feelings?), relevant linguistic devices (i.e., Does this genre include a specific type of logical connectives or conjunctions?), and contextual analyses (i.e., Is the text formal? What is a possible relationship between writer and reader?). Particularly, this stage requires teachers to help students investigate texts using the genre in focus to determine how they are organized in stages, the function of each stage, and the particular language features used (e.g. the use of modality, saying verbs, references to authorities). The second phase is joint construction where teachers model the genre by extracting a set of vocabulary from a topic and demonstrating how to rebuild the text. Then, teachers lead a guided writing activity where one student is invited to the board to inscribe the text while other students discuss and show how the text should be written. Teachers give feedback on the collaborative activity to construct the text until the students are in good control of the schematic structure of the generic form. Finally, the third stage is to create a text independently and conduct reflection on students' writing 'to help students build awareness, knowledge and strategic competence to develop skills to better monitor their own writing in the future' (Bitchener and Ferris, 2012: 140). When applying this method, teachers are required to be proactive in critically selecting and modifying the tasks in the selected coursebook so that enough practice is conducted in that aforementioned sequence. The method is supposed to apply to English language beginners at the elementary level (i.e., descriptive genre) up to the high school level (i.e., argumentative and exposition genre) and advanced learners at the university.

Therefore, providing PD and support for individual in-service teachers will be a critical condition for the success of the genre-based SFL writing method. Such PD is necessary to develop teachers' understanding of the science content behind the SFL method, the vision of the SFL framework that aligns with the new standards and educational paradigm shifts, and instruction that engages students in writing practices. Specifically, to move away from the traditional one-shot PD models that have been running for some years and using the genre-based SFL framework stated in Figure 2, workshop designers and facilitators, who are co-teachers and mentors, teacher educators, and researchers constructed two interwoven pillars to design a teacher-practitioner inquiry PD for genre-based SFL writing instruction. The first one is the discipline-specific knowledge, which is the writing instruction method and the second one is the teacher-practitioner inquiry-based

ERIES Journal
volume 16 issue 1

Electronic ISSN
1803-1617

Printed ISSN
2336-2375

69

approach. Appendix illustrates the five-week workshops on integrating genre-based SFL method with teacher-practitioner inquiry

Sensemaking as Conceptual Framework

In this study, we examined this process of how participating teachers made sense of the genre-based SFL instructional method while using the methodology of teacher-practitioner inquiry and using the theory they receive in the context of their classrooms and with their background knowledge (Gutierez, 2019). To document the learning process during teacher-practitioner PD and teachers' perceptions, we build on the evident output learning instances as a concrete and tangible manifestation of logic (Potter, 2017) via artifacts such as PD worksheets, chat boxes, course design and generated materials, journal blogs, self-assessment surveys, and leadership standards carried out in each group, and verbal and non-verbal communication and advice given by a teacher educator. Furthermore, sensemaking is contextualized, so it is important to take into account the individuals' prior knowledge, attitudes and beliefs, the social context of the work, and connection with the message when they interact with the message (Duffy, 1995; Weick, 1995). To understand how teachers make meanings of the multiple messages they received, we would investigate the three concomitant elements of sensemaking (Spillane et al., 2002) throughout their activities of collaborative lesson planning and lesson study, groupwork as think tanks and problem solvers, and reflective journaling and communication. Three concomitant elements are *(1) teachers' (prior) knowledge, beliefs, and attitudes, (2) the socio-cultural and socio-economic context of their work, and (3) personal perspectives with the conveyed message(s).*

In PD participants' typology, sensemaking denotes the complex reactions and perceptions of participating teachers towards the teacher-practitioner inquiry PD about a topic because it describes how their prior knowledge (their intellectual, professional, and cultural histories) and beliefs about the instructed knowledge influence their cognitive structures about which aspect of the new idea they will take up in practice (Nghia, 2015, 2017). Furthermore, sensemaking can offer rich evidence about the engagements and conflicts between the teachers' responses and institutional logic by demonstrating teachers' thoughts on the coherence or mismatch between their classroom context and district and national contexts. Sensemaking specifically emerges when teachers interact with presented material and method demonstration, and with colleagues and PD teaching staff about how things should be done, what problems could be targeted, what to include, and what to exclude (Allen and Penuel, 2015). It also takes place when teachers collaborate in scaffolded lesson planning and confront the individual case study to reveal tensions and competing notions. For example, an individual teacher's sensemaking may indicate strong support from district leaders who are eager to adopt the new method and therefore perceive a high level of coherence. Meanwhile, teachers in the same district or same group could perceive a low level of coherence because of differences in how they perceive school- or district-level support. Prior research suggests that teachers' perceptions of incoherence among their

interpretations and evaluations of student learning, district goals, assessment goals, and goals presented in PD may partly explain why they may or may not hesitate to implement the change (Uştuk and De Costa, 2021; Von Gnechten, 2011).

In particular, considering the diversity of ideas and the significant learning points that can be obtained from the teacher-practitioner inquiry PD, the study investigates the following guiding questions:

(1) As teacher-practitioner inquirers, how did the Vietnamese teachers make sense of their experience in the teacher-practitioner inquiry PD about genre-based SFL?

(2) Based on their sensemaking, what implications could the sustainable teacher-practitioner inquiry PD have on the teachers' current professional practice using genre-based SFL?

Methods

We spent the 2021-2022 school year shadowing the teacher educators about teacher-practitioner inquiry and worked collaboratively with them to finalize the agenda for the PD workshops. In the summer of 2022, we launched the workshop series which consisted of a series of seven face-to-face workshops for three weeks with two weeks for self-study and self-assessment. The whole program lasted for five consecutive weeks. The subsequent sessions after the first session were also planned contingently by the academic mentors according to the needs articulated by the teachers and the goals of the participating schools. A list of 120 English head teachers representing K-12 and university schools in 63 provinces of Vietnam was created and sent to the teaching staff. At the beginning of the project, the teachers were surveyed to determine their previous research experience, or prior knowledge of teacher-practitioner inquiry as well as genre-based SFL content, and their decisions and thoughts after the workshops. This qualitative study collected data from interviews and content analysis aforementioned. Specifically, the interviews included 180 hours of focus group reflective discussions before and after the PD sessions. The content analysis included one pre- and one post-self-assessment surveys, learning outcomes via worksheets, conversations via chat boxes, and teacher-generated materials.

The qualitative data from the audio and video recordings were transcribed verbatim while all their reflections were closely documented and analyzed. The first author input all data into NVivo software version 12 and organized the sources chronologically of the PD procedure which is referred to as the interactive synthesis of information synopses and 'general condensations' (Miles and Huberman, 1994: 176). A priori codes were based on existing literature on the elements of sensemaking theory, teacher-inquiry PD practices, and partially on the content of genre-based SFL approach to writing instruction. Specifically, they include (1) the connection with instructed genre-based SFL method (ideas, practices), (2) schema (principles of conducting teacher-practitioner inquiry, scripts of actions), and (3) context. Next, we conducted open coding where the emergent common themes reflect the collections of data-driven evidence and recurring patterns. Using the constant comparison method of the grounded theory (Corbin and Strauss, 1990), we conducted axial coding to determine the themes and their relationships on how the

teachers made sense of their collaborative lesson planning activity and what are their implications on their future teaching practices (Blair, 2015). All diverging codes were discussed to finally establish the consensus and the final codes and themes between two researchers/authors, including, for example, level of teacher experience, resistance to changes, fossilized thoughts on writing instruction, etc. Representative quotations of individual teachers, from both the formal and informal individual reflections, were used to support the evidence of sense-making of their teacher-practitioner inquiry PD activities and their impact on teaching practices. Finally, after triangulating the data across learning artifacts, interviews, and questionnaires, researchers created themes by fusing related codes from both the a priori and emerging codes to formulate a matrix of main ideas and a summative narrative. To verify our findings, we searched for disconfirming evidence in all stages

and investigated those learning moments that were outliers to challenge the extant theory.

Contextual background on the participating teachers

Particular contexts of the participating teachers, their schools, and the school district location were essential to their sensemaking processes. Table 1, Table 2, and Table 3 illustrate several key characteristics of 120 teachers, including their grade levels and overall level of experience. The demographic information collected indicated that the target population in this PD training series is representatives from secondary and high schools. The majority of teachers are females, and teachers are mostly from the urban contexts in the Northern part of Vietnam with years of experience falling into the range of five to ten years. There is a minority of teachers coming from schools in neighboring countries and in Southeast Asia.

School level	Percentage	Teaching contexts	Percentage
Primary school(K1-5)	13.33%	Urban areas	67.5%
Secondary school (K6-9)	41.67%	Rural areas	32.5%
High school (K10-12)	35.00%	Total	100.00%
Higher education (colleges and universities)	10.00%		
Total	100.00%		

Table 1: The demographic information about participating teachers' school level and teaching contexts

Teachers from schools in the northern parts of Vietnam	64.16%
Teachers from schools in the middle parts of Vietnam	14.16%
Teachers from schools in the southern parts of Vietnam	19.16%
Teachers from schools in neighboring countries (Taiwan, Laos, Thailand)	2.52%
Total	100.00%

Table 2: Participating teachers' school districts' location

Years of teaching experience	Percentage	
	Male (36 teachers)	Female (84 teachers)
Fewer than five years	22.22%	39.38%
Five to ten years	75.00%	57.14%
More than ten years	2.78%	3.48%
Total	100.00%	100.00%

Table 3: Participating teachers' years of teaching experience

RESULTS

Four themes of professional learning outcomes and teachers' perceptions were detected. These are, (1) improved teacher agency in terms of planning and instruction, (2) research-based experiential learning creating a venue for intrinsic motivation to innovate in instruction, (3) an overwhelming feeling of inequity between high and low-resourced instructional situations, and (4) the mismatch between teachers' advocacy for desired deep-learning approach and the traditional ideology of rote learning for exams and other interfering factors. The first two themes belong to the overarching theme of "Adaptation" which was evident in the sensemaking of the teacher-practitioner PD in genre-based SFL via learning artifacts and collaborative interactions. The last two represent the second overarching theme of "Resistance" which was apparent in the sensemaking of the teacher-practitioner PD in genre-based SFL via questionnaires and interviews of teachers pre- and post-PD.

Sensemaking of the Teacher-practitioner PD in Genre-based SFL via Learning Artifacts and Collaborative Interactions

Improved Teacher Agency in Terms of Planning and Instruction

For a PD to have a positive impact on teachers' attitudes, knowledge, and skills, and more importantly, to lead to durable or even immediate changes to their instructional practice, teachers should be encouraged to take ownership and agency of their professional learning (McArdle and Coutts, 2010; McChesney and Aldridge, 2019, Nghia et al., 2020). 85% of participants enjoyed the discussions and groupwork after listening to the presenters who were teacher educators. That is, a significant sense-making process of the study group was that their learning was situated in a specific social and cognitive task to suit the needs of their target students such as the scaffolded collaborative lesson planning. According to Teacher

Ha (a pseudonym),

> *Knowledge is so confusing without scaffolding and interactions. When I interacted with other teachers, I felt like my knowledge is consolidated and strengthened. Thus, when I needed to apply this method in the future, I knew which teaching ideas would work and would be appropriate because I raised questions, thought them together with colleagues, and got feedback… I had the feeling that the problems were resolved, so I could overcome them in my teaching. I felt like we were not told to do things. We were able to discover the right solutions with the assistance of others. The researchers made us feel that our solution is solid and grounded in theory while colleagues confirmed the practicality of the proposed solutions.*

When Ha and her colleagues designed the lesson plans for secondary students in the phase of deconstructing the text, they encountered a learning problem that students from minority ethnicities or rural backgrounds would take more time to do question-answer activities and figured out the characteristics of the text. Only via teacher-practitioner inquiry can instructors get the collaborative experience necessary to remain thoughtful about the suitability of learning activities for a certain student population level. Figure 3 demonstrated how less cognitively demanding alternative tasks such as labeling directly on the text (instead of extracting or paraphrasing them in answers), fill-in-the-blanks activities, or coloring the focused linguistic elements were collaboratively designed to serve the same pedagogical functions with the original activity designed with only prompting questions.
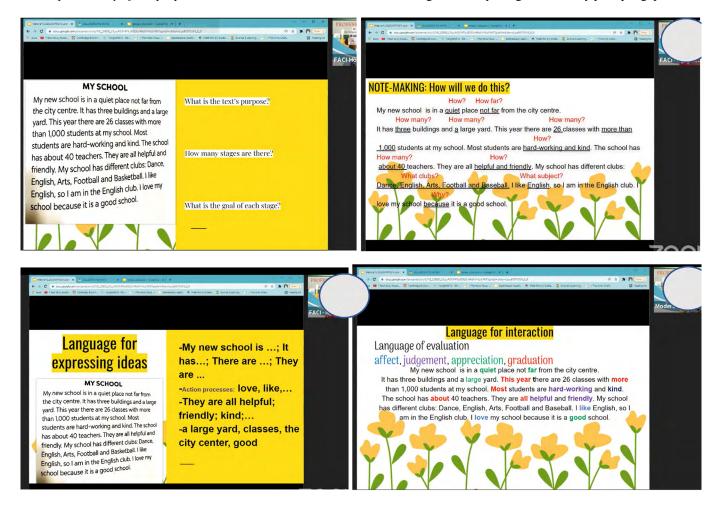

Figure 3: (left to right, top to bottom) Teacher-practitioner inquiry suggested replacing the difficult task with prompting questions with different alternative tasks for low-proficient students.

The teacher-practitioner inquiry activity made them negotiate meaning, reflect on what they were given, and compare how the new idea fit into actual practices through a scholarly way of knowledge exchange and critical inquiry. Such a process of gradual evaluation and analysis of what was learned was documented via journaling and conversations, so teachers could explicitly review and revise. A detailed documentation of an individual's learning during the PD series promoted them to practice skills to systematize and synthesize information and connect the new information with prior understanding. In other words, teacher-practitioner inquiry made them recycle the knowledge in a meaningful way as if they were the ones discovering the rationale for applying the novel knowledge into practice. Therefore, after the collaborative learning, each teacher could attain a shared common ground about the topic and start to expand on the discussed issue with his or her ideas naturally. To complete the activity described in Figure 3, for example, they co-constructed knowledge with each other, and teacher educators functioned as the knowledge facilitator and only intervened when conceptual misunderstandings

demanded clarification. Essential statements that emerge in this inquiry process such as "I *wanted to ask* you about this aspect of the method", "I think this is not clear to me *because...*", "If I conducted this method, I *would struggle* to…", "I want *to challenge* this assumption" were essential for conceptual changes (Peeraer and Van Petegem, 2012; Pringle, 2020).

Research-based Experiential Learning Creating a Venue for Intrinsic Motivation to Innovate in Instruction

As mentioned in the structure of the PD design, the inquiry process was bottom-up. The teaching staff depended on the teachers' learning capacities and questions as obtained from their collaborative reflections and lesson planning progresses to reinforce and appropriate selected and focused aspects of the knowledge. For example, a formative assessment from the teaching staff recorded after the second session showed 41.66% of participating teachers struggled with the lexico-grammar items used for specific word categories that represent different genres while 53.8% had difficulty in classifying a text into a genre and its meta function of an organization of language (e.g., What is the main idea? Who is the audience? What is the similarity and difference between this text and similar texts?). Teachers who taught for more than ten years claimed that such aspects of written texts were not taught during teacher education, so it was quite challenging for them to grasp the idea. However, 46.3% acknowledged that they needed to teach students about the context of the situation instead of decontextualized text imitation because students could write more effectively if they understood how to organize their ideas and communicate about a specific genre. 57.5% after discussion with other teachers on the method admitted that culture is reflected in language use and English writing genres are different from Vietnamese writing genres, and genre-based SFL would help enhance students' metacognitive abilities to better control the production in each language. A teacher-practitioner inquiry PD used teachers' feedback as materials for further inquiry on the topic.

From that information, the experienced co-teacher and mentor demonstrated teaching two typical genres picked out from random textbooks of secondary and high schools, yet instead of giving out the answers, she guided teachers through the process of working out the answers. She defined the term, demonstrated how to identify the elements, and invited teachers to join, focusing on why and how questions, "*Why* did you think this genre requires this set of words showing gradual appraisal? Do Vietnamese express feelings with different types of words in this text compared with American writers in another text?", "Why do we need to understand the relationships between the organization of ideas and the communicative functions?"

Another factor that will facilitate the teacher practitioner's inquiry is organized presented knowledge using visual aids and mind mapping tools. Compelling visual aids, diagrams, and charts instead of complex and dense texts were preferred to encourage online emergent teacher-practitioner inquiry because teachers relied on those visual and organized aids to compartmentalize to systematically understand the dynamics of difficult concepts. The visuals were easier and more succinct to process, establishing a vivid direction for them to see how this method works and sustain their curiosity and engagement. As such, those visual aids were necessary to create a context or an object of engagement between the experts and the teachers or practitioners. With the scaffolding of visual aids, such as diagrams, (process) maps from experts and contextualized and experience-based information, instructors could see the significance of their PD as a practical and applicable implementation of the theory. They could just cite or modify the presented information made by the experts to make it relevant and suitable for their classroom context. Teacher Quoc Huy elaborated on how these aids helped him grasp the conceptual understanding,

Teacher-practitioner inquiry made me able to manage uncertainty, ambiguity, and perceived incoherence productively. For example, I did not know what contextual strata meant before the training because there were so many sophisticated concepts, and I was afraid to teach that topic to my students. Yet, knowing others are struggling with the same thing and it was okay to not know about everything as a teacher, I felt more assured. Plus, the visual illustrations showed me how the theory could be translated into step-by-step practice so gradually with examples and guiding questions, I was motivated to bring this discovery journey to my class because I was fascinated by it myself.

While the lesson planning played a good part in helping teachers to transfer learning into a practice task, it was the assignment that asked them to predict a learning problem and students' responses in their class that motivated them to innovate and made learning personalized. Their individual experiences with mini-data collection and mini-experiment with their class during the break week became their object of inquiry. Their direct exposure to professional inquiry strengthened their commitment, which was a crucial element in any PD activity because changing a teacher's knowledge or belief is insufficient unless teachers make their commitment to change (Jacobs et al., 2015; Uştuk and De Costa, 2021). In Figure 5, teacher Huy compared the difference in demonstration of the expert teacher with recording of his class when it came to stage 2 "constructing the genre from a set of words" and he recorded the discrepancies between training and reality. For example, his student had difficulty in listening so she could not write clearly on the board, so in reality, this method took a longer time than intended to operate. Such experiences made his beliefs in the method application more tied to data-driven decision making and came back to subsequent sessions with more students' responses and practical discussion issues on what worked and what did not go as expected.
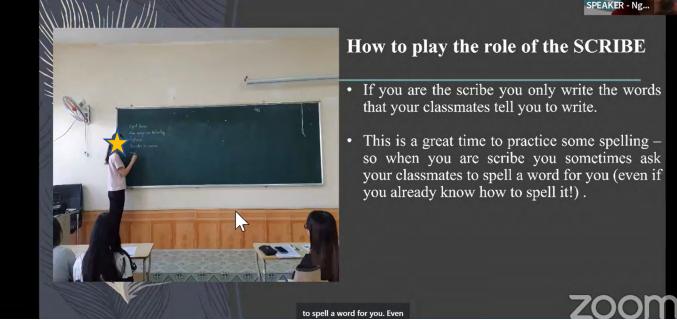
Figure 4: Huy's presentation on his reflection about the effectiveness of the introduced method in his own class using class video-recording

Sensemaking of the Teacher-practitioner Inquiry PD via Pre-and-post Questionnaires: Teachers' Perceptions Reveal Their Self-assessments and Resistance to Change

Almost half of the participants (46.6%) considered this topic a brand-new concept for them. On the contrary, a relative percentage of participating teachers (43.2%) knew about this writing methodology on the theoretical level, yet they admitted that they had not applied it in their teaching practice. Only 10.2% of participants are implementing or have implemented the methodology in their teaching to varying degrees before joining the PD program.

After the practitioner inquiry was carried out during the PD workshops, 92% of participating teachers appreciated that teacher-practitioner inquiry is an effective tool for continuous instructional improvement and helps teachers to become active in launching the introduced instructional innovation. 89% of teachers expressed an interest in participating in workshops related to or expanded on the topic of Genre-based SFL Writing Instruction in the future.

An Overwhelming Feeling of Inequity Between High and Low-resourced Instructional Situations

Nevertheless, unlike the positive attitudes towards the workshops and the use of practitioner inquiry, as well as the presented topic, there was substantial resistance from the teachers to apply the new method of instruction into their classroom practices after the workshops ended. This resistance seemed to show consistency with the pre-workshop survey which indicated that 43.2% knew about this innovative approach but had not applied it. After the workshop, it was certain that more teachers gained awareness and obtained knowledge about the topic, yet only 2.5% claimed that the instructional method was easy to set up and implement, and

they would apply it to their lesson planning and delivery. They were all from urban public schools. Teachers in that group of 2.5% who said that it was effortless to apply the new teaching method considered the enhancement both in their linguistic and pedagogical knowledge as a major motivation. For example, one teacher expressed his belief that the method would benefit teachers' confidence in teaching writing as well as students' writing development,

> *The theoretical approach that SFL adopts views that language is functional and meaningful in its sociocultural communicative contexts. It says that English is not a language that belongs to a specific community of native speakers. Rather, it is a lingua franca, so it releases teachers' stress to meet up the expectations of being nativelike all the time. I think this method also helps teachers to teach English more engagingly not by rote-learning but embedding in the normative ways it is used by different communities of language users (which is called genre), increasing students' pragma-linguistic awareness* [R35][1].

Another common reason for motivating teachers in urban areas to adopt the instructional transformation is their ability to stay flexible and creative, which, according to them, is a requirement when they choose to be teachers. They considered such a requirement fundamental because teachers are lifelong learners and active agents to support innovative effective ways of teaching for optimal learning results, so they did not mind making great attempts, "I take challenges as a natural thing when we try to create a welcoming space for innovations. I will try my best to adapt to use this method because the PD instructor showed me how it aligns with the new learning objective stated in the national program and I think my school could afford it: students will understand writing with its communicative goals and master the academic language and literacy skills" [R47].

---

1   Teachers' names which were cited in this study corresponded to those who agreed that a name could be assigned and used for discussion. Otherwise, teachers who may want to remain anonymous were cited with an assigned number.

Although not all current textbooks include tasks designed to be aligned with SFL teaching principles, those teachers claimed they are willing to cut down or tailor current tasks, research more SFL resources outside PD training, and create teacher-generated materials, as well as complementary materials, "so that lessons are much more meaningful and interactive, and the transmission of SFL knowledge will be highly effective although it is a new learning approach to students" [R113]. Those teachers estimated that the time to adapt would take longer at first but would ease out gradually, "During PD, I learned that students always need time to become accustomed to a new teaching method, so teachers may spend a lot of time experiencing this new method themselves first to share the experience with students" [R105]. However, they emphasize that the schools need to support their initiatives to change and agree to lend support in terms of technology and infrastructure. Educators from urban districts with low financial resources or from rural regions were hesitant to use the strategy they had been educated in, and they did not believe its implementation was simple… When asked to explain their hesitation and even resistance in using the new method, those in-service teachers cited time as the thing they were most concerned about. The concept of time, and time efficiency specifically, is understood and interpreted in different ways. 38.8% of teachers perceived the time factor in a positive light though showing hesitation. They said that it was time-consuming and arduous to study all genres during PD and be asked immediately to design lesson plans using SFL because,

> As teachers, I first must make sure that I understand it before carefully trying it. Even during PD I do lesson planning with other colleagues, it may be hard for me to plan a lesson by myself later because it is not the normal way I did. Even with a team, they are so fast and I could not catch up. The teacher educator's English is so fast, so I could not understand the theory sometimes and did not understand what we were supposed to do. For a teacher from an ethnic minority like me, English was like my third language, so I need more time to mingle with those who excel at it [R42].

Time was not just about applying the method after PD. Time also meant the amount of their own time that they were willing to spend on continuing to master the new content. However, such time investment would be worth it since "I love teaching and learning something new so I never give up the new method which is good for my students" [R48].

On the contrary, for the rest of surveyed participants (59.2%), despite the excitement of learning more about it as aforementioned, they did not plan to apply the method. On the surface, the time factor was also cited with negative and uncomfortable feelings; nevertheless, time was just an excuse since those teachers further disclosed the powerlessness in implementing instructional innovations. For example, 33.8% of teachers, after teacher-practitioner inquiry, concluded that they did not want to spend more time on the new method and would rather keep the current method of teaching writing. Given the fact that in-service teachers had already claimed to be overwhelmed by the current workload and paperwork, along with a low payment (around $213 per month), they were

not willing and patient to adapt to change. They even had high hopes that this method would make the teaching job less tiring and more seamless. However, contrary to their expectations, the new method required teachers to understand the written texts in depth and use a genre-based approach, instead of a grammatical approach, to teach writing. The thing is, instead of figuring out a way to transfer lesson planning from a grammar-based approach to an SFL-based approach, or following up with PD instructors and colleagues about implementing this new approach in a specific local context, teachers categorized knowledge delivered via PD as additional or referential knowledge, which would hardly apply to the existing way of teaching and learning. Because the novel knowledge and method of teaching are perceived supplementary, they claimed it redundant to revisit and renovate current instructional materials or spend to further research how the two methods could somehow complement and work with each other to better support students' learning. Teachers were also previously well-trained and used a grammatical approach, so they did not want to consume a lot of time to systematically adapt during lesson planning and lesson delivery, yet assessment stayed the same as an examination-focused approach.

The amount of time required for children to embrace this new method of learning how to write in English was also highlighted by teachers… Despite the benefits of this method and the promise for a sustainable way of developing writing skills, such as knowing the functional communicative meaning in addition to linguistic characteristics of a genre, 18.8% of the teachers indicated that students would be confused and uncomfortable rather than excited about genre-based SFL learning. Teachers cited students' limited understanding of English grammar as an obstacle for them to follow this method,

> Most EFL students have been taught traditional grammar. They cannot tell if a sentence is grammatically correct or not. But it will take a lot of time for them to know if the sentence is used appropriately or not in a context. They are too lazy to explore and practice the language in context. They are used to tasks that are language drills. It would take me forever to motivate them [R113].

Such a mindset is deeply rooted in teachers' disbelief in students' abilities to succeed in an innovative way of learning and their inflexibility to modify both the method of teaching and the time spent on each activity. While the new method could be operated in a student-centered approach, teachers assumed that students had long experienced a teacher-centered approach, thus would fail to quickly adapt to a new way of learning,

> Genre-based SFL activity requires students to explore the genre and know many vocabularies to support in their writing. Even when the PD instructor demonstrated how it could work for lower-level students, in reality, I think they cannot do well in the allowed time for the lesson [R56].

The Mismatch Between Teachers' Advocacy for Desired Deep-learning Approach and the Traditional Ideology of Rote Learning for Exams

Even though students could write more confidently after learning about different genres, the national curriculum

and assessment still focused on sentence-level grammatical tasks. The essay part played an insignificant role in the final assessment. Teachers thus decided that they would rather spend class time preparing their students for passing the tests. They also cited that their schools would take a lot of time, money investment, and infrastructure to train teachers to adopt a new method, especially those in remote areas,

> *Our school is situated in a remote area in the North, and most students are ethnic minorities of Red Dao, Hmong, their abilities are quite different. Therefore, it is time-consuming to re-train teachers to use new methods immediately. We wanted the students to pass the tests and go to the next grade, but we would rather let them memorize the answers to score high in the multiple choice test rather than learn something in-depth, but they are not tested on what they understood. They are not asked to write any essays during the exam, right? So, we must be practical* [R57].

The last 6.1% of teachers struggled to comprehend the content of PD despite it being delivered using translanguaging (in English and then converting into Vietnamese for clarifications and explanations), claiming that some concepts need more examples and demonstrations for them to understand,

> *I think it not all writing tasks are clearly genre-based, are they? I am frightened to teach something that I myself do not quite understand, so they just ask teachers to grade multiple-choice tests and not require teachers to analyze a writing genre. I think I would just opt for the imitation task for grammar accuracy than this method of writing with functional meaning* [R9].

DISCUSSION

Our findings suggest the need for teacher-practitioner PD to engage teachers in sustained sensemaking activity around issues of instruction, such as genre-based SFL. The method works effectively to help teachers not just to gain knowledge about the topic with excitement and intrinsic motivation but also persuade them to commit to innovation. However, our findings also find evidence of resistance and fixed mindsets, as well as their constant perceived incoherence between applying the emergent method and new standards and fighting against interfering internal and external factors that prevent changes from happening. The likelihood of implementing instructional practices aligned to new writing standards is still inconclusive after the study, yet the study shows that the teacher-practitioner PD promises a deeper understanding of the conveyed content and insightful thoughts on the connection between theory and practice and the effectiveness of co-teaching and co-planning. This finding supports the generalization from previous authors who have stated that professional commitments to making a new instructional method habitual in a community of practice are shaped through social relations rather than merely information provision (Avidov-Ungar, 2016; Dana and Yendol-Hoppey, 2019; Dinh, 2022; Groundwater-Smith and Dadds, 2004; Lave and Wenger, 1991; McChesney and Aldridge, 2019; Orland-Barak, 2009).

Although the findings could not warrant a generalization, the study still theorizes that teacher-practitioner inquiry results in divergent perceptions and learning acquisition outcomes (see Figure 9). Whether the habit of critical inquiry and sensemaking process stay consistent in the mindset of in-service teachers depends on the teachers' prior knowledge that shapes what and how they perceive their own teaching capacities during PD. Such knowledge can interfere with teachers making changes intended by the teaching staff (Nghia et al., 2017; Canh, 2020; Van Ha and Murray, 2021). Of particular importance are also factors that during the inquiry the teachers could pinpoint, yet they feel helpless to change. Hence, teacher-practitioner inquiry provides a tool to explore and analyze how teachers' practical knowledge shapes their response to PD, yet it is much more essential to put a focus on how such knowledge develops within the larger ecology of teachers' work (McArdle and Coutts, 2010; Nguyen, 2018; Tran, 2014). This study provides evidence that teacher-practitioner inquiry prompts teachers' profound interpretations of their socio-cultural and economic contexts to vary widely and diverge from school settings to cultural local- ethnical settings, which aligns with Allen and Penuel, 2015; Barron and Darling-Hammond, 2008). Finally, their interpretations shape the outcomes of PD, particularly teachers' judgments about how well the goals and strategies of the PD are in line with local and national standards and assessments (Hoang, 2016, Le et al., 2021; Tran, 2014; Tran et al., 2021).

CONCLUSION

Teacher-practitioner PD in training in-service teachers in developing countries such as Vietnam has still been a new idea. With its application to help teachers to implement genre-based SFL in writing instruction and familiarize with updated new standards and curriculum, teacher-practitioner PD is effective in stimulating meaningful sensemaking processes and demonstrates how systematic way of thinking could lead to different perceptions of coherence and appropriation of ideas from PD. Those divergent ways of thinking generated from collaborative tasks inform each teacher to enhance their understanding of the content and upgrade their pedagogical skills. The inquiry-based approach is also a tool to help in-service teachers to access the tools they need to teach flexibly customized lessons to their student populations and ask critical questions about their current knowledge, practices, and the status quo of educational settings**.** Teacher-practitioner inquiry in PD changed the quality of PD from expecting teachers to be mere consumers of pedagogy, curriculum, and system expectations to active agents of change and innovation.

However, depending on the individual exposure and socio-economic and sociocultural conditions of teaching outside PD, the impact of teacher-practitioner inquiry might fade out or erode. Therefore, it is even more necessary to think about maintaining the inquiry outside of the PD contexts and creating a forum of collaboration between experts and practitioners to further and continually collect and analyze data. Even if the data is not substantial and can be personalized to each teacher, teachers can strengthen their new habit of using theory and evidence to back up their claims so that as in-service teachers they have the confidence that stands behind their professional decisions. Finally, reflective practices, one of the core activities in the inquiry-based approach, should not only exist in PD series or when new subject content is introduced, they must be practiced so that stronger senses of professional identities and self-assessment abilities could be sustained.

REFERENCES

Allen, C. D., and Penuel, W. R. (2015) 'Studying teachers' sensemaking to investigate teachers' responses to professional development focused on new standards', *Journal of Teacher Education*, Vol. 66, No. 2, pp. 136–149. https://doi.org/10.1177/0022487114560646

Avidov-Ungar, O. (2016) 'A model of professional development: Teachers' perceptions of their professional development', *Teachers and Teaching*, Vol. 22, No. 6, pp. 653–669. https://doi.org/10.1080/13540602.2016.1158955

Barron, B., and Darling-Hammond, L. (2008) *Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning. Book Excerpt*, [Online], George Lucas Educational Foundation. Available at: http://files.eric.ed.gov/fulltext/ED539399.pdf [14 Feb 2023].

Bitchener, J., and Ferris, D. R. (2012) *Written corrective feedback in second language acquisition and writing*, New York: Routledge. https://doi.org/10.4324/9780203832400

Blair, E. (2015) 'A reflexive exploration of two qualitative data coding techniques', *Journal of Methods and Measurement in the Social Sciences*, Vol. 6, No. 1, 14–29. https://doi.org/10.2458/v6i1.18772

Byrnes, H. (2012) 'Conceptualizing FL writing development in collegiate settings: A genre-based systemic functional linguistic approach', *L2 writing development: Multiple perspectives*, Vol. 6, pp. 190–218. https://doi.org/10.1515/9781934078303

Canh, L. V. (2002) 'Sustainable professional development of EFL teachers in Vietnam', *Teacher's Edition*, Vol. 10, pp. 32–37.

Canh, L. V. (2018) 'A critical analysis of moral values in Vietnam-produced EFL textbooks for upper secondary schools', in Widodo H. P., Perfecto, M. R., Canh, L. V. and Buripakdi, A. (eds.) *Situating moral and cultural values in ELT materials*, pp. 111–129, Cham: Springer.

Canh, L. V. (2020) 'Remapping the teacher knowledge-base of language teacher education: A Vietnamese perspective', *Language Teaching Research*, Vol. 24, No.1, pp. 71–81. https://doi.org/10.1177/1362168818777525

Charteris, J., and Smardon, D. (2015) 'Teacher agency and dialogic feedback: Using classroom data for practitioner inquiry', *Teaching and Teacher Education*, Vol. 50, pp. 114–123. https://doi.org/10.1016/j.tate.2015.05.006

Corbin, J. M., and Strauss, A. (1990) 'Grounded theory research: Procedures, canons, and evaluative criteria', *Qualitative sociology*, Vol. 13, No. 1, pp. 3–21. https://doi.org/10.1007/bf00988593

Dana, N. F., and Yendol-Hoppey, D. (2019) *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, Thousand Oaks, CA: Corwin.

Dang, T. C. T., and Seals, C. (2018) 'An evaluation of primary English textbooks in Vietnam: A sociolinguistic perspective', *TESOL Journal*, Vol. 9, No. 1, pp. 93–113. https://doi.org/10.1002/tesj.309

Derewianka, B., and Jones, P. (2012) *Teaching language in context*, Melbourne: Oxford University Press.

Dinh, H., (2022) 'Synergic Concepts, Lexical Idiosyncrasies, and Lexical Complexities in Bilingual Students' Translated Texts as Efforts to Resolve Conceptual Inequivalences', *Languages*, Vol. 7, No. 2, 94. https://doi.org/10.3390/languages7020094

Duffy, M. (1995) 'Sensemaking: A collaborative inquiry approach to" doing" learning', *The Qualitative Report*, Vol. 2, No. 2, pp. 1–6. https://doi.org/10.46743/2160-3715/1995.2066

Groundwater-Smith, S., and Dadds, M. (2004) 'Critical practitioner inquiry: Towards responsible professional communities of practice', in Day, C. and Sachs, J. (eds.) *International handbook on the continuing professional development of teachers*, pp. 238–263, Buckingham: Open University Press.

Gutierez, S. B. (2019) 'Teacher-practitioner research inquiry and sense making of their reflections on scaffolded collaborative lesson planning experience', *Asia-Pacific Science Education*, Vol. 5, No. 1, pp. 1–15. https://doi.org/10.1186/s41029-019-0043-x

Hashimoto, K. (2018) 'The professional development of English language teachers in Asia: Lessons from Japan and Vietnam', in Hashimoto, K. and Nguyen, V-.T. (eds.) *Professional Development of English Language Teachers in Asia*, pp. 1–10. New York: Routledge.

Hang, N. T. T. (2021) 'Vietnamese upper-high school teachers' views, practices, difficulties, and expectations on teaching EFL writing', *Journal on English as a Foreign Language*, Vol. 11, No. 1, pp. 1–20. https://doi.org/10.23971/jefl.v11i1.2228

Hoang, V. V. (2016) 'Renovation in curriculum design and textbook development: An effective solution to improving the quality of English teaching in Vietnamese schools in the context of integration and globalization', *VNU Journal of Science: Education Research*, Vol 32, No.4, pp. 4–15. https://doi.org/10.25073/2588-1159/vnuer.3845

Hoang, V. V. (2016) *Đổi mới chương trình và sách giáo khoa tiếng Anh ở trường phổ thông Việt Nam: Một giải pháp nâng cao chất lượng dạy và học môn học* [Tranformative curriculum design and materials development in Vietnamese K-12 system: a solution to enhance the quality of teaching and learning the subject matter], Hanoi National University of Education (HNUE), [Online] Available at: http://repository.ulis.vnu.edu.vn/handle/ULIS_123456789/967 [14 Feb 2023].

Le, M. D., Nguyen, H. T. M., and Burns, A. (2021) 'English primary teacher agency in implementing teaching methods in response to language policy reform: A Vietnamese case study', *Current Issues in Language Planning*, Vol.22, No. 1–2, pp. 199–224. https://doi.org/10.1080/14664208.2020.1741209

Lieberman, A., and Miller, L. (2014) 'Teachers as professionals: evolving definitions of staff development', in Martin, L. E., Kragler, S., Quatroche, D. J. and Bauserman, K. J. (eds.), *Handbook of professional development in education*, pp. 67–71. New York: Guilford Press.

Jacobs, J., Yendol-Hoppey, D., and Dana, N. F. (2015) 'Preparing the next generation of teacher educators: The role of practitioner inquiry', *Action in Teacher Education*, Vol. 37, No. 4, pp. 373–396. https://doi.org/10.1080/01626620.2015.1078758

Martin, J. R., and Rose, D. (2007) 'Interacting with text: The role of dialogue in learning to read and write', *Foreign Languages in China*, Vol. 4, No. 5, pp. 66–80.

McArdle, K., and Coutts, N. (2010) 'Taking teachers' continuous professional development (CPD) beyond reflection: Adding shared sense-making and collaborative engagement for professional renewal', *Studies in continuing education*, Vol. 32, No. 3, pp. 201–215. https://doi.org/10.1080/0158037X.2010.517994

ERIES Journal
volume 16 issue 1

Electronic ISSN
1803-1617

Printed ISSN
2336-2375

77

McCabe, A. (2017) 'Systemic functional linguistics and language teaching', in Bartlett, T. and O'Grady, G. (eds.) *The Routledge handbook of systemic functional linguistics*, pp. 615–628, New York: Routledge.

McChesney, K., and Aldridge, J. M. (2019) 'A review of practitioner-led evaluation of teacher professional development', *Professional Development in Education*, Vol. 45, No. 2, pp. 307–324. https://doi.org/10.1080/19415257.2018.1452782

Miles, M. B., and Huberman, A. M. (1994) *Qualitative data analysis: An expanded sourcebook*, Thousand Oaks, CA: Sage.

Milton, E., Daly, C., Langdon, F., Palmer, M., Jones, K., and Davies, A. J. (2022) 'Can schools really provide the learning environment that new teachers need? Complexities and implications for professional learning in Wales', *Professional development in education*, Vol. 48, No. 5, pp. 878–891. https://doi.org/10.1080/19415257.2020.1767177

Murray, J. (2013) 'Academic induction for new teacher educators: Forging authentic research identities through practitioner inquiry', in Campbell, A. and Groundwater-Smith, S. (eds.) *Connecting inquiry and professional learning in education*, pp. 110–122. London: Routledge.

Ngo, X. M. (2021) 'Vietnam's trillion-trillion-dong attempt to reform English education: A laudable reform or a costly failure?', *English today*, Vol. 37, No. 2, pp. 115–119. https://doi.org/10.1017/s0266078419000440

Nagao, A. (2019) 'The SFL genre-based approach to writing in EFL contexts', *Asian-Pacific Journal of Second and Foreign Language Education*, Vol 4, No. 1, pp. 1–18. https://doi.org/10.1186/s40862-019-0069-3

Nghia, T. L. H. (2015) 'Vietnamese students' perception of English teacher qualities: Implications for teacher professional development', *International Journal of Academic Research in Education and Review*, Vol. 3, No. 1, pp. 7–19. https://doi.org/10.14662/IJARER2014.058

Nghia, T. L. H. (2017) 'What hinders teachers from translating their beliefs into teaching behaviors: The case of teaching generic skills in Vietnamese universities', *Teaching and teacher education*, Vol. 64, pp. 105–114. https://doi.org/10.1016/j.tate.2017.02.003

Nghia, T. L. H., Phuong, P. T. N., and Huong, T. L. K. (2020) 'Implementing the student-centred teaching approach in Vietnamese universities: the influence of leadership and management practices on teacher engagement', *Educational Studies*, Vol. 46, No. 2, pp. 188–204. https://doi.org/10.1080/03055698.2018.1555453

Ngo, N. H. H., Cherrington, S., and Crabbe, D. (2022) 'An Integrated Framework of Professional Development for Vietnamese Lecturers of English as a Foreign Language', *RELC Journal*, 00336882221085783. https://doi.org/10.1177/003368822210857

Nguyen, T. N. (2017) 'Đề án ngoại ngữ quốc gia 2020 có thể học được gì từ kinh nghiệm châu Á?', *VNU Journal of Foreign Studies*, Vol. 33, No. 4. https://doi.org/10.25073/2525-2445/vnufs.4166

Nguyen, N. T. H. (2018) 'Vietnamese teachers' views on a large-scale professional development course on using computer-assisted language learning', in Hashimoto, K. and Nguyen, V-.T. (eds.) *Professional Development of English Language Teachers in Asia*, pp. 130–148. New York: Routledge.

Nguyen, H. T. M., and Burns, A. (2017) 'Teacher language proficiency and reform of English language education in Vietnam, 2008-2020', *Phnom Penh*, Vol. 19.

Nguyen, T. T. M., Marlina, R., and Cao, T. H. P. (2021) 'How well do ELT textbooks prepare students to use English in global contexts? An evaluation of the Vietnamese English textbooks from an English as an international language (EIL) perspective', *Asian Englishes*, Vol 23, No. 2, pp. 184–200. https://doi.org/10.1080/13488678.2020.1717794

Nguyen, L. T., and Newton, J. (2021) 'Enhancing EFL teachers' pronunciation pedagogy through professional learning: a Vietnamese case study', *RELC Journal*, Vol. 52, No. 1, pp. 77–93. https://doi.org/10.1177/00336882209524

Orland-Barak, L. (2009) 'Unpacking variety in practitioner inquiry on teaching and teacher education', *Educational Action Research*, Vol. 17, No. 1, pp. 111–119. https://doi.org/10.1080/09650790802667485

Phan, N.T. T. (2020) 'Can I teach these students? A case study of Vietnamese teachers' self-efficacy in relation to teaching English as a foreign language', *Arab World English Journal*, [Online], Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3582383 [14 Feb 2023].

Peeraer, J., and Van Petegem, P. (2012) 'The limits of programmed professional development on integration of information and communication technology in education', *Australasian Journal of Educational Technology*, Vol. 28, No. 6. https://doi.org/10.14742/ajet.809

Potter, H. M. (2017) *Principal Sensemaking in Implementation: How Perspectives Influence Outcomes*, [dissertation thesis], East Lansing, MI: Michigan State University.

Pringle, R. M. (2020) *Researching Practitioner Inquiry as Professional Development*, Cham: Springer.

Robbins, J. (2020) 'Practitioner inquiry', in Conway C. M. (ed.) *An Oxford Handbook of Qualitative Research in American Music Education*, pp. C11.S1-C11.S18. Oxford: Oxford university press

Rodgers, C. (2002) 'Defining reflection: Another look at John Dewey and reflective thinking', *Teachers college record*, Vol. 104, No. 4, pp. 842–866. https://doi.org/10.1111/1467-9620.00181

Rose, D., and Martin, J. R. (2012) *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*, London: Equinox.

Rutten, L. (2021) 'Toward a theory of action for practitioner inquiry as professional development in preservice teacher education', *Teaching and teacher education*, Vol. 97, 103194. https://doi.org/10.1016/j.tate.2020.103194

Spillane, J. P., Diamond, J. B., Burch, P., Hallett, T., Jita, L., and Zoltners, J. (2002) 'Managing in the middle: School leaders and the enactment of accountability policy', *Educational Policy*, Vol 16, No. 5, pp. 731–762. https://doi.org/10.1177/089590402237311

Thao, L. T., and Mai, L. X. (2022) 'English language teaching reforms in Vietnam: EFL teachers' perceptions of their responses and the influential factors' *Innovation in Language Learning and Teaching*, Vol. 16, No. 1, pp. 29–40. https://doi.org/10.1080/17501229.2020.1846041

Ton Nu, A. T., and Murray, J. (2020) 'Pragmatic Content in EFL Textbooks: An Investigation into Vietnamese National Teaching Materials', *TESL-EJ*, Vol. 24, No. 3.

Tran, T. T. (2014) 'Governance in higher education in Vietnam–a move towards decentralization and its practical problems', *Journal of Asian Public Policy*, Vol. 7, No. 1, pp. 71–82. https://doi.org/10.1080/17516234.2013.873341

Tran, N. G., Ha, X. V., and Tran, N. H. (2021) 'EFL reformed curriculum in Vietnam: An understanding of teachers' cognitions and classroom practices', *RELC Journal*. https://doi.org/10.1177/0033688221104367

Tran, H. N., Ha, X. V., Le, V. A., and Nguyen, A. N. (2021) 'Principal Leadership and Teacher Professional Development in a Vietnamese High School for Gifted Students: Perspectives into Practice', *European Journal of Educational Research*, Vol. 10, No. 4, pp. 1839–1851. https://doi.org/10.12973/eu-jer.10.4.1839

Tuan, D. M. (2021) 'Vietnamese EFL Teachers' Perceptions and Practices of Reflective Teaching as a Tool for Professional Development', *REiLA: Journal of Research and Innovation in Language*, Vol. 3, No. 3, pp. 170–180. https://doi.org/10.12973/eu-jer.10.4.1839

Uştuk, Ö., and Çomoğlu, İ. (2021) 'Reflexive professional development in reflective practice: what lesson study can offer', *International Journal for Lesson and Learning Studies*, Vol. 10, No. 3, pp. 260–273. https://doi.org/10.1108/ijlls-12-2020-0092

Uştuk, Ö., and De Costa, P. I. (2021) 'Reflection as meta-action: Lesson study and EFL teacher professional development', *TESOL Journal*, Vol. 12, No. 1, e00531. https://doi.org/10.1002/tesj.531

Van Ha, X., and Murray, J. C. (2021) 'The impact of a professional development program on EFL teachers' beliefs about corrective feedback', *System*, Vol. 96, 102405. https://doi.org/10.1016/j.system.2020.102405

Von Gnechten, M. P. (2011) *Collaborative practitioner inquiry: Providing leadership and action research for teacher professional development*, [dissertation thesis], Tempe, AZ: Arizona State University.

Weick, K. E. (1995) *Sensemaking in organizations*, (Vol. 3). Thousand Oaks, CA: Sage.

Wenger, E. (1999) *Communities of practice: Learning, meaning, and identity*, Cambridge: Cambridge university press. https://doi.org/10.1017/CBO9780511803932

Wolkenhauer, R., and Hooser, A. (2017) '"Inquiry is confidence": How practitioner inquiry can support new teachers', *Journal of Practitioner Research*, Vol. 2, No. 1, 5. https://doi.org/10.5038/2379-9951.2.1.1028

Yasuda, S. (2012) *The implementation of genre-based tasks in foreign language writing instruction: A longitudinal study of writers' rhetorical awareness, writing quality, and lexicogrammatical choices*, [dissertation dissertation], Honolulu: University of Hawaii at Manoa.

APPENDIX

	Workshop timing	Topics	Directions integrated with teacher-practitioner inquiry
First week	50 min	Expert panel on language, culture, and social functions	Teachers reflect on the language representations and their culture and social functions in the adopted textbook(s) under the facilitation of researchers. Teachers *analyze* the writing topics covered in locally produced textbooks: the pros and cons of teaching writing via topic-based and theme-based approaches. – individual journaling on thoughts and comments after the workshop
	90 min	Genre-based SFL Theory and Appraisal Theory (language and attitudinal and emotional expressions in genres) (Part 1)	Pre-surveying on the prior knowledge of attendees about SFL Teachers explore the **linguistic strata** in the genre-based SFL (Figure 2), including phonology/graphology, lexical-grammar, discourse semantics, and the text's function in terms of interpersonal, textual, and ideational aspects, under the facilitation of teaching staff. Teachers *collaboratively* select and filter out linguistic strata of a written model text in an adopted textbook. – individual journaling on thoughts and comments after the workshop.
	90 min	Genre-based SFL Theory and Appraisal Theory (language and attitudinal and emotional expressions in genres) (Part 2)	Teachers explore the **contextual strata** in the model of genre-based SFL (Figure 2), including social (tenor, mode, and field) and cultural contexts (genre), under the facilitation of teaching staff. Teachers *collaboratively* select and filter out contextual strata of a written model text in an adopted textbook. – individual journaling on thoughts and comments after the workshop
	90 min	Applying SFL into Practice: A Genre-based Teaching Approach (Part 1)	Teachers *listen* to the three-stage instructional genre-based SFL instructional method presented and demonstrated by the teacher educator. Teachers *observe* two model lessons and activities of experienced teachers and mentors designed with the genre-based SFL instructional method. Teachers *discuss in groups* the advantages and challenges they may encounter if the genre-based SFL instructional method is applied. Teachers *work with researchers to understand* the challenges in depth by *collecting* data (i.e., interviewing students, doing a mini demo in class) and *writing a report* about it.
A one-week break for teachers to reflect on instructed content and collect some data they are interested in.			
Third week	90 min	Applying SFL into Practice: A Genre-based Teaching Approach (Part 2)	Teachers are grouped with colleagues who teach at the same level (i.e., high school teachers in a team) and collaboratively design a lesson using the genre-based SFL three-stage method. Teachers present the challenges and insights about the problems they predicted from the previous session and the collected data. Teachers collaboratively brainstorm how they could resolve those problems and how their collaborative lesson plan could tackle them.
A one-week break for teachers to work in teams to prepare a genre-based SFL lesson to discuss in the gallery presentation			
Fifth week	90 min	A gallery on teaching artifacts of collaborative lesson plans integrating genre-based SFL method	Teachers present the lesson plan of their team to the teaching staff. Teachers receive comments and constructive feedback from colleagues. Teaching staff discusses questions and concerns teachers raise and directs teachers, if needed, to referential materials in the research literature. Teachers write a reflective essay on how genre-based SFL could be applied to writing instruction and resolve a writing problem.
	90 min	A panel of experienced co-teachers and mentors and case studies	The panel first shares personal experiences of implementing SFL into classroom practices. Post-surveying teachers' thoughts on the PD and their intention to apply the method.