REFLECTION FROM A POOL OF KNOWLEDGE

……………….DEEP WITHIN

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B.ED. University of Victoria 1991

Submitted in partial fulfillment of the requirements

For the Master of Arts in Teaching degree

At the School for International Training,

Brattleboro, Vermont.

August, 2005

This project by Peter Wergin is accepted in its present form.

Date: _____

Project Advisor: _____

Project Reader: _____

ABSTRACT

This paper details the journey of one teacher's career. Through the lens of reflective practice, the paper focuses on how developing an awareness of the process in one's teaching is a necessary and relevant condition for understanding the product or "*end-result*" and how this awareness, in turn, enables one to become a more aware and effective teacher. The writing includes personal reflections and examines the "*self*" of the teacher and how experiencing both the "highs" and "lows" in one's teaching contribute to understanding and learning to teach, "who you are" (Parker Palmer). It analyzes the teacher's "growth" and the pivotal points, along a diverging road, initiating fruitions, some of which were triggered by the teacher himself and some by guidance from others. The teacher's words paint an evolving picture, colored with passion and an inner desire to *DO* and to *BE* more.

ERIC Descriptors:

Instructional Innovation	Teacher Behavior
Language Teachers	Teacher Effectiveness
Student Teacher Relationships	Teacher Improvement
Teacher Attitudes	Teacher Role

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The Road Not Taken

Two roads diverged in a yellow wood
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.
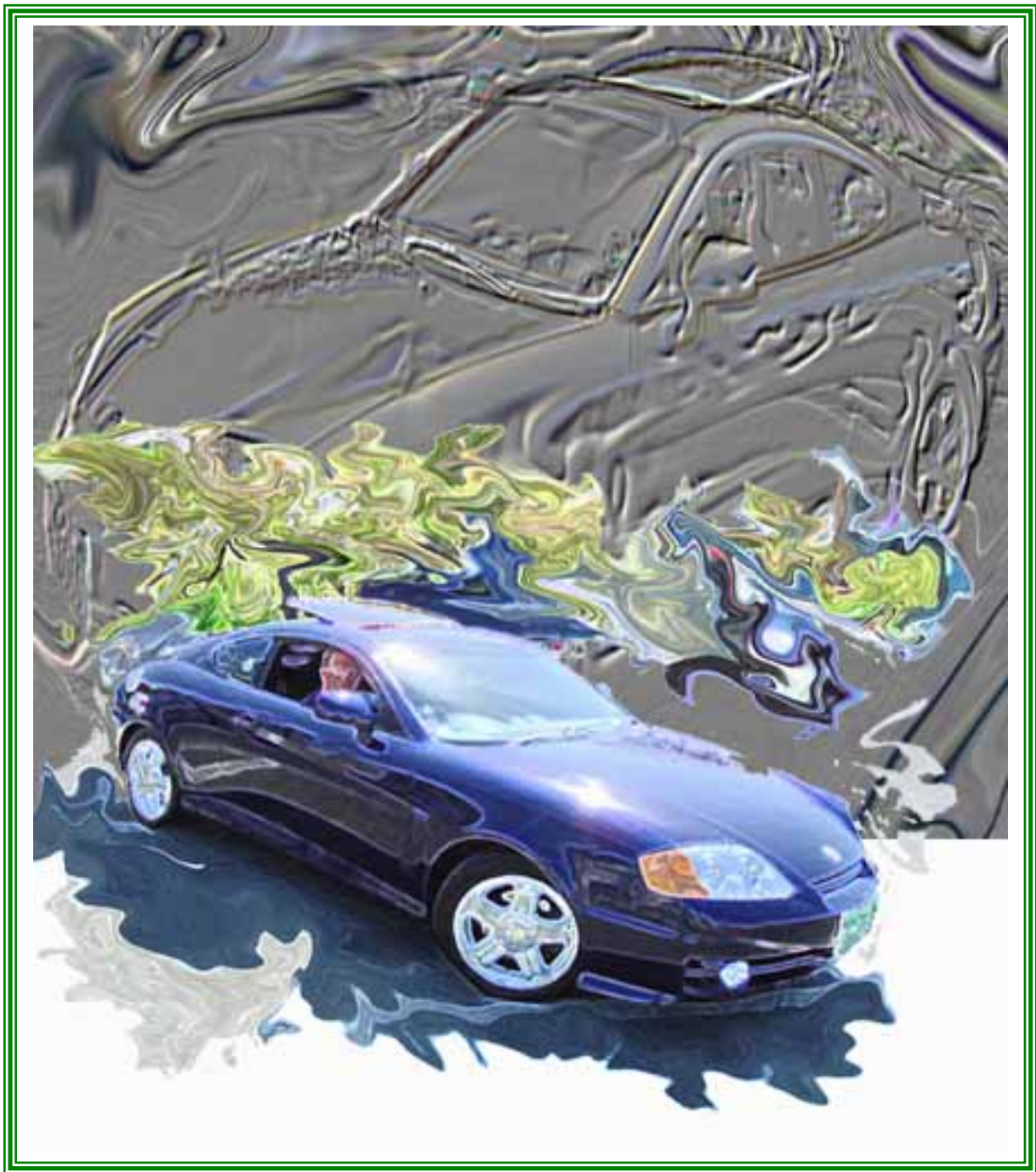
"*Much of the process of education*
consists of being able to distance oneself
in some way from what one knows
by being able to reflect on one's own knowledge."
-J.S. Bruner

INTRODUCTION

"The journey of a thousand miles must begin with a single step."
                                                                    -Lao Tzu

Take a quiet moment to recollect the last time you drove your car. What kind of experience did you have? Can you recall anything momentous or memorable about the event? What if anything is prominent in your mind? How were you driving? Were you stressed, tense or tired? Were you driving fast or slow? If you were moving swiftly, why were you in a hurry? Did you feel in control? Where was your final destination? Were you mindful of the quickest route to take, where to turn or which intersections to avoid? Were you trapped on a crowded expressway with everyone attempting to arrive at the same destination as you? Perhaps it might have been a quiet neighborhood street or a lonely country road disappearing far into the vast, distant fields.

Close your eyes and imagine yourself hastily cruising along any one of these roads. As you race along, can you hear the wind howling? Where are your eyes? Are you focused? If so, what are you paying attention to the most? What signals is your body sending you? Are you aware of what is happening within or around you? Is there a possibility for you to absorb the images flashing by? What are you capable of taking in?

Are you able to see what is really there? Is the child riding a bicycle on the right side of the road in your sight? Are you wise to the cat quickly scampering across the lane to the other side for safety? Do you note the bugs that go "splat" as they hit your windshield? If you are traveling with others, are they wearing their seatbelts? What is their body language telling you? Do you notice your warning light is flashing? Are you aware your fuel tank is almost empty? Are you conscious of having passed three gas stations along the way? Is your only concern about what is ahead and reaching your final destination? What do you do after arriving there? Do you take a few moments to ponder your outing?

I venture to say if you are like most people I know, it might be a challenge to respond with a "yes" to all these questions. Many of us are prone to only thinking about reaching the "end" in our journey. It is not uncommon to give limited attention to the incidents, which present themselves while heading where we want to go. Rarely, are we "*in the moment*" or fully aware of the "*process*" that occurs between departing from and arriving at our destination. Knowing myself, it would be difficult for me to look back on what I saw, in what order events took place or why things happened as they did. I now comprehend when this happens; my "*self*" is not entirely in the present. I am not fully aware of my own thoughts, feelings and attitudes, blocking my own receptiveness at seeing a landscape in its "*whole*", or fully understanding my "*self*" both in and around me. Being neglectful of each moment diminishes my experiences, my ability to learn more and my desire for inner fulfillment. In my journey as a teacher, I have learned to value and appreciate new awareness, knowledge and understanding about reflection and its role in teaching. It has helped me identify how much of what I do in my own teaching has been directed only at the "*product*" (end result), often looking right through the "*process*"

(way of doing) along the way.

Close your eyes again and imagine driving along the same road a second time. Your mode of driving has altered considerably from how you drove before. At times you increase your speed while at other moments you brake when necessary. You are now focused, attentive and engaged along the way. Accepting of your own thoughts and feelings, aware of what is happening within and around you.

You roll down your window and rest your left arm on the door. Can you feel the heat of the sun against the burning metal of the car? Can you feel a warm, fuzzy, tingly sensation slowly creeping up inside you? Do you feel your muscles becoming totally relaxed? You take a deep breath. As you inhale the fresh air, what do you "notice" as you slowly exhale? Are you aware of the smells that surround you? You see a cat sitting at the edge of the road and immediately release your foot from the accelerator. You note it is licking its tail and then quickly scampers across to the other side. You ask yourself, "Is it a stray?", "Does it have a home?", "What kind of name does it have?". You are quickly reminded of your own cat, which usually lies near the front door waiting to greet you when arriving home. You maintain your course and glance to your right. You see an elderly man. He is hunched over, a guide dog leading him down the lane. You feel compassion and question yourself about what it must be like, having the inability to behold the beauty that surrounds you. Realizing, how grateful and appreciative you are, for the gift of sight. Pulled back into the moment, you become aware a voice from the back seat is calling out, "I'm hungry!" You turn your head and ask, "What would you like to eat?" You spot a quaint, cozy restaurant at the side of the road, cautiously pulling over. As you open the ornate door, smells of fresh, homemade, barbequed hamburgers,

french fries and pizza permeate the air. You "notice" your mouth waters and your stomach rumbles. You too are hungry and begin to scan the menu displayed by the door.

After pulling in to your home, you unwind, curling up in your favorite chair. You reflect on the "*process*" that opened the way for where you now are. You think about the sunlight on your arm, but feel goose bumps as you snuggle in a large, chilly, open room. You return to thoughts of the elderly man with his black dog. Your mind wanders back to a summer during your childhood days at your own grandfather's house, filled with laughter and play.

These two scenarios are analogous to how I have come to understand the journey of my own career as a teacher. Lack of awareness, inattentive to each moment, placing precedence on the "end" in my final destination; are all similar to the roads I have driven in my own teaching journey. While cruising along this familiar road, I arrived at a dead end unknowing of what had been happening within and around me. Today, I see with greater clarity, how reaching the final destination (the end product) dominated my thoughts in the last twelve years of my teaching practice.

When I first began to teach, my lack of skill and expertise required me to use lesson plans as detailed maps. I highlighted steps to follow along the way, ultimately becoming informed with obstacles to be encountered (learner abilities, challenges, difficulty of activities and teacher/learner successes and failures). In the course of time, I became accustomed to the routine actions and familiarity of my everyday environment and thus no longer needed a map to guide me. I viewed my route and destination from the same perspective, always choosing to follow the very same road in the exact manner. I discovered shortcuts, detours or the easiest course to drive, ensuring the smoothest ride.

My decision to enroll at the School for International Training (SIT) was the beginning of a new journey. It allowed me to decelerate, discover and experiment with differing maps and turns. It encouraged me to venture further by traveling other roads yet discovered. It helped me develop a new perspective of awareness and understanding by seeing what is invisible to the eye. I learned to see a road with ruts and cracks new and old, as I retraced my path along a familiar, well-worn road. Analyzing, interpreting and understanding each moment of the "*process*" along the way before reaching the "end".

This project gives emphasis to my explorations and understanding of the "*process*" I experienced as I encountered a new beginning via a new journey. It reveals my challenges and growth as a teacher and the teacher who now continues to evolve. It looks at reflective practice and having greater awareness. It allowed me to unearth treasures in a landscape filled with jagged mountains, open valleys and dry, barren deserts. It narrates me, the driver, as I navigate over steep, wide, flat, open spaces. It portrays my own challenges; following the twisting, winding, curving roads I faced and how I conquered them. It emphasizes each navigation and stop along the way as a part of the "*process*". Understanding the value and place of "*process*" has been a prerequisite for achieving growth, both personal and professional, in learning to "teach who I am."

CHAPTER ONE

THE BEGINNING OF A JOURNEY

*"Challenges make you discover things about yourself that you never really knew.
They're what make the instrument stretch - what make you go beyond."*
-Tyson

I became an English as a Foreign Language (EFL) teacher quite by accident. Upon entering university, I had no idea what I wanted to do with my life. My first two years were spent taking an assortment of courses earning me a diploma in General Studies. After consulting a career counselor and undergoing some personality/career tests, I was pointed in the direction of teaching. I had never considered myself as becoming a "*teacher*" up to this point. Long summer vacations and winter breaks were my initial motivations for giving it a try and my previous experiences around children had always been pleasant and enjoyable. I decided this could be a rewarding, yet suitable profession for me. The more I thought of myself as a teacher, the more comfortable I began to feel about my decision. I realized this was my opportunity to contribute and to help build a better society.

Being with children, guiding them in their learning, helping them discover their inner selves, encouraging independence and responsibility were the challenges I envisioned. From a humanistic approach, making a difference in the lives of those who

would one day lead and take care of the world was something I wanted to be a part of.

Although I was unable to verbalize it in such a way at the time, to a certain extent, this idealistic thinking was the foundation for what I aspired to be and that foundation has remained deep within. It has resurfaced now becoming more pronounced and visible. It plays a role in how I think and what I do in my teaching. This idealism affects how I question goals and outcomes when planning for a course or lesson. It piques when I consider my community of learners, colleagues I am surrounded by and the school administrators responsible for decisions affecting the communities I interact with.

After completing my B.ED degree from the University of Victoria in 1991, I sat in the drivers seat for the first time and began my journey. I responded to an advertisement for a teaching vacancy in Japan and was offered my first teaching position. This was my first sample of traveling and living abroad. I promptly found myself immersed in a new country and culture. The journey has continued and currently I am in my twelfth year of living overseas.

I navigated roads in Japan for three years then steered towards a new direction, which led me to South Korea. During the past nine years, I have become accustomed and familiar with driving along the many narrow and rough roads, as well as the many wide and smooth. I have encountered detours, intersections and repeatedly lost my way. In many instances I found myself retracing the course I drove, returning to landmarks recognizable to me. Finding my way back meant new discoveries that have raised my awareness. I learned to be more in the moment and become "*open*" to enhanced learning and change. Each time I traveled the familiar path, I learned through experience. I discovered new ruts, better-connected thoroughfares and beautiful scenic views. Sitting

in the drivers seat helped me develop new frames of reference and a variety of perspectives. I have become more aware of and better able to recognize and understand the "*process*" in my explorations along this journey.

Thinking of this learning of teaching as learning to "drive", I reflect on when I first attended driving school. Everyday, I met my driver Ed. instructor and together we ventured onto roads to practice my skill at driving. I now realize the first prerequisite was trust between the instructor and myself. I needed to trust myself as a learner and know my instructor trusted in my ability to learn how to drive. Through his expertise, instruction and belief in me, I developed my own confidence, which helped me become the skilled driver I am today.

I see the beginning of my excursion in teaching, the same way as I see my experience of learning to drive. My university education was an interval for learning. I had been exposed to the essential skills and knowledge needed through studies and practice teaching. I learned to drive the distance with belief and guidance from those who had already journeyed along roads familiar to them. Sharing their own expertness, wisdom and know-how created learning opportunities for me to inspect and glean from my own vicissitudes.

MY FIRST JOB

In 1991, I began working in a small city of 300,000, known as Aomori. It is located on the northern tip of Honshu about six hours from Tokyo. I worked in a Juku (institute) specializing in English. There are many such institutes in each city and competition between them can be fierce. I quickly discerned the context I worked in was

not as I had envisioned it would be. The school owner's priority revolved around

business rather than a place of higher learning. I taught English to people from all paths

of life ranging in age from kindergarten up to my eldest student who was in her seventies.

Class sizes were small, averaging from eight to twelve students. Each small classroom

contained a table, chairs, and a white board. A narrow space existed for the teacher to

write on the board or walk behind students, seated at the table. The walls were bare and

white. There were few resources such as manipulatives, realia or visuals on hand. Class

materials consisted of a textbook for learners, a teacher's guide and accompanying tapes.

The surroundings and materials I relied upon were reminiscent of the ten-year-old

compact car I had left behind. It was simple with no extra features, looked visibly aged,

but had the necessary parts to take me from *A* to *B*.

My strongest memory about this teaching experience is the "bonding" that

occurred between my learners and I and they with each other. This is what I have since

come to know and understand as "*community*" and making "*connections*".

My "*connection*" with my learners and the "*communities*" we formed extended

far beyond the classroom. I normally met my students outside of class for lunches and

dinners. We enjoyed many weekends traversing the wonderful sights Japan offered.

These experiences of personalizing and sharing primarily through the use of L2 (second

language) for my learners provided a rich adventure for each of us. Individual

personalities were revealed, new knowledge about customs and culture were discovered

and shared. Respect for things we had in common and recognition of our unique

differences appreciated. These were both the tools used and the building blocks laid to

construct a solid classroom foundation. During this time deep connections within my

classes matured; guiding communities of learners to grow and remain connected while I was there.

Professionally and personally it was a rewarding outcome for me. I enjoyed my stretch so much I remained three years. In retrospect, having a degree in education had not adequately prepared me to teach English in a foreign country. My background had addressed principles and theories related to children in an L1 (native language) environment focusing on a broad integrated curriculum. I was not savoir-faire in applying what I had learned at university to my new cultural setting of working within a contrastive educational system and living abroad.

Why do I have such fond memories and remember my experience as such a gratifying moment in my career? I believe my lack of cognizance; adeptness or insight influenced how I felt. I did not have a previous measure to compare my impressions to. Being my first job, I was not aware of the harsh realities teachers are often required to work in. I also did not eye my working situation as "real". By "real", I mean to say I did not perceive myself as being a "real" teacher. Although I was very much respected and appreciated, in Asian culture there is a distinction in people's attitudes and perceptions between a "real" teacher working in a public school, college or university and one employed at a private institute. Within my milieu, there were no curriculum outlines, goals or objectives to be achieved, assessment tools or written evaluations to be executed. I was not engaged with public administrators or principals. I was not assessed and did not receive formal feedback by others on what I, as a teacher, was doing well or poorly. Few recommendations for improving my own development as a teacher were given. I scarcely saw my boss who lived in a different city. My only interaction with someone of

higher authority was the school's branch manager-secretary. Her own educational background was not in the field of education. She was responsible for taking charge of finances and ensuring student enrollment remained stable. I concluded my role was to keep learners content and motivate them to carry on attending their classes. I did not experience the strain or tension I have come to sustain while working in other contexts. The atmosphere on the whole was amiable and optimistic. Demands were ordinarily realistic and doable. Colleagues passing through along their own journey exhibited willingness and earnestness in better developing their teacher skills; teaching as best they knew how. In many ways I was "*autonomous*". I felt complete freedom, much like the open window of a car or the warmth of the sun shining down while driving along a road.

This is not to say I did not genuinely embrace my job or that my capacity was only about "entertaining" or having a "good" time. Within, I very much wanted to become a better teacher. From the beginning, I was conscious I fell short of having the prescriptive tools or skills related to language teaching. However, I had the verve to examine, question and investigate; experimenting and learning from my own experiences. These experiences were my eye-openers, sanctioning me to teach as best I knew how.

Throughout my life, I have always been pensive, engrossed and preoccupied in most things I do. As a rule, I place high standards and expectations on those around me and on myself. Also, others and I see me as a perfectionist, repeatedly carrying this quality into the classroom. I am aware a characteristic such as this can be viewed as negative by some, while others may see it as positive. My own observation has shown me it can be both. It is has proven to aid in my teaching, while at the same time it has been a hindering and distracting force all during my teaching years.

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Within my first teaching context, high standards and expectations coupled with a disposition for perfectionism were positive influences. They led me to "notice" my own strengths and weaknesses. These perceptions were my guide assisting me to search deeper within discovering inner resources I was not aware of. I myself was not always fulfilled with the quality of my work or who I was as a teacher. These traits fed my desire and passion. They drove me to digest more to make myself better. They were my source of "*empowerment*" helping me to progress onward in a positive direction. Insights about looking deeper within and questioning myself transpired at different points in time while teaching. On occasion it happened when my learners and I experienced helplessness and frustration. At other times, it occurred when things were going smoothly, lessons were flowing well or we were experiencing moments of enlightenment together. Although my foreign colleagues were also new and rather inexperienced in this field, I frequently probed them for a clue or answer to everyday questions regarding my role as teacher and the role of my learners.

In my first teaching experience, I had a great deal of enthusiasm for exploring my own classroom practices. Although I was unconscious of it at the time, what I remember about the experience today was my capability to look at what I did in the classroom, think about why I did it and consider whether it worked. My practice included a "*process*" integrating self-observation and self-evaluation. Analyzing and evaluating the "*process*" invoked betterment and change to my teaching. My own passion, motivation and what I identified as positive: learning through experience, "*openness*" to new ideas, recognition of inner resources, personal attributes to succeed, "*connection*" and "*community*", led me to proceed along roads I had not yet journeyed.

CHAPTER TWO

THE ROAD LESS TRAVELED

"If you find a path with no obstacles, it probably doesn't lead anywhere."
                                                                      -Anonymous

Accepting a teaching position with the Korean government in the public school system in 1996 led the way for me to pursue a new direction. All through my nine years of living here, I have spent considerable time following numerous roads. I have traveled a concourse of deeper exploration wanting to develop my own teacher identity, improve my teaching skills and knowledge by securing a road of inquiry.

In my first year, the government implemented English in all Elementary schools across Korea beginning at grade three. In March of each school year, implementation would continue through to grade six. Over one thousand native speakers were hired to fill the required vacancies and placed in small towns or large cities throughout the country.

I felt enthusiastic about the challenges that lay ahead. I expected to be working with knowledgeable, experienced educators in a rich and professional environment. I visualized a "real" medium within the system with opportunities to, in part, begin applying what I had learned in university. I conceived a place where I could gain new

experiences, develop deeper understanding and better my teaching skills. I believed it would be a venue for open dialogue to transmit shared experiences, attitudes and beliefs, surrounded by supportive colleagues. It was my opportunity to grow, discovering answers to all my remaining unanswered questions. I began my job feeling sheer freedom, viewing it as my "ideal" teaching and learning context.

I arrived in Uiryong, a very small town of five thousand in August 1996, only to ascertain that I would be the sole native speaker living and working there. My duties entailed creating an English curriculum at the grade four, five and six levels. I was to commence my teaching assignment immediately. After a co-teacher was assigned to me, our responsibilities were to work co-operatively creating lessons, planning activities and teaching together.

In actuality, this goal was never achieved. Although in theory the program had all the components for success, in practice it failed. In my opinion, failure came about as a result of: A poorly implemented, inadequately planned program, extremely large class sizes ranging from forty to fifty students, lack of resources, few ongoing professional development or teacher training programs, low confidence and speaking ability of the L2 by native Korean teachers and an unwillingness to share or work together in a co-teaching environment. This was the beginning of my own wisdom that seeing what is visible only to the eye (on the surface) often clouds my vision or ability at seeing the "true" picture (beneath the surface).

My own presumptions, anticipations or the ideals I carried about my workplace; had not been realized. I reflect on this period from two perspectives today. First, it is where I initially become disenchanted at working in a "rigid" system, closed off from

change. Second, the experience taught me to remain perseverant, pushing me to continue my ambitions to further develop my skills and pursue my own identity in order to remain in this career. It was a time of personal transition. I became skillful at shifting gears, enabling a smoother ride while searching for answers still to come. It started an expedition of deep exploration into understanding, developing and recognizing practices about teaching and learning. It was my "appetizer" for formulating and integrating a variety of belief systems, molding and shaping the evolution of my own teacher identity.

After two years I diversified my occupation by entering the university system. I am currently in my eighth year of working in this environment. My first position was at a national university. The setting and audience offered a fresh beginning, a possible shift in the experiences I had encountered up to this point. It was a stage in my career that represented growth and awareness in the development of my identity as a teacher. I continued to develop and scaffold my own values and beliefs based upon my experiences by cultivating them into my teaching. It also became a juncture for beginning a roller coaster of emotions, learning to mask an awakening feeling of negativity and resentment. Although gradual, these impressions were taking root in my career as I "noticed" non-fulfillment and discontent stirring within me. I was becoming sensitive to the aftermath or consequences of the everyday challenges I faced. Frustrations about my purpose and who I was, insecurities about how others saw me, understanding and accepting the system, pressures in meeting daily demands, knowing which questions were better left unspoken, surfaced from within; crumbling my quest to "**do**" or "**be**" more. The system as I saw it was becoming cold hearted, uncaring and very unsupportive.

My three years of employment at the national university were busy years. I

worked hard to become what I understood to be a "*good teacher*". For me, "*good*

teaching" symbolized the skills, techniques and professional conduct brought into the

classroom. How did I approach my classes? What activities were successful in aiding

my learners? "*Good teaching*" meant identifying growth and results in me (the knower)

and my learners (the doers). I was a "results oriented" teacher and this became my

definitive gauge for determining if I was "*good*". Insight, discovering and valuing the

merits of reflecting upon the "*process*" entailed in succeeding to be "*good*", was a

realization I had not yet made central to my teaching practice. How did I go about trying

to achieve the growth and results I wanted? What price did I pay? My disposition had

changed. I became a workaholic, intensely directing my energy on preparation, material

and resource development. It was a preface to questioning record keeping; consuming

tedious hours toward maintaining paper trails for attendance, homework, formal/informal

assessment and developing testing procedures. It was here I learned a teacher must

always have a rationale for justifying their decisions pertaining to overall performance

and distribution of grades. Most of my learners were extrinsically motivated and focused

on the "*end result*", their final grade. Over time and completely unaware, a shift within

me had also taken place. I too put more and more emphasis on the "*end result*", ignoring

the "*process*" at arriving there.

   Class sizes averaged from thirty five to forty students. My teaching preference

for a student-centered classroom rather than teacher-centered, led me to more deeply seek

out clues as to how I could teach best within this arena. At this point, I had very little

exposure to the exposé of theories, principles, techniques or approaches used in teaching

English as a Foreign Language (EFL). I maintained my course, relying on my inner

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resources, learning from my experiences, "open" to inquiry and questioning others. I reached out turning to professional organizations such as Korea TESOL (Teachers of English to Speakers of Other Languages). I attended annual teacher conferences and read books, assisting me in my efforts to broaden my teaching abilities.

My solutions for teaching and addressing the needs of my learners meant purchasing every well-suited group or pair practice resource book available. I became familiar with all the textbooks and what they offered. I developed an approximate sense of how to evaluate the suitability or unsuitability of texts/activities and their levels of difficulty. I designed my own course outlines, syllabus's and teaching materials. I acquired practical knowledge in developing tools for formal assessment. I got in touch with my creative side, spending hours upon hours copying, cutting, gluing and laminating (perfectly I might add) activities in sets of ten. Efficiency, organization and practicality became my strength and motto. My efforts and concentration converged on the subject rather than the learner. I planned and worked according to my learner's extrinsic motivation often seeking out the highly motivated "A" students. I saw myself as a manager implementing practice activities to equip learners with the ability to achieve their "*end result*" with relative success.

In hindsight, the path I followed and my own stance during this spell of my career was not the most rewarding. I had struck a plateau—lost in a fog. I no longer felt confident that my actions were effectual. I fulfilled the primary requirements of the learners and the program I was working in. I learned from others, seeing my role as forging opportunities for learners to "practice" essential language in order to pass exams and succeed in harvesting a high grade. I allowed for copious speaking time; integrating

variety in pair and group speaking activities. I made classes interesting utilizing

laminated games; breaking away from the doldrums of textbook teaching, which by and

large students and I did not care for. There was self-actualization of personal

characteristics; determination, ability to work independently and going the extra mile in

what I did. I learned when others said, "It's impossible", "It can't be done", "It's too

time consuming", "What's the point?", "It won't make much difference!", I had the

ingenuity to do the impossible. I substantiated what _was_ and _is_ possible, if one believes

and then sets out to do it.

My "*self*" had become consigned to oblivion, severing myself from my

experience. My capacity to analyze or evaluate the "*process*" was beyond my peripheral

vision and a practice I no longer kept alive. My instruction and interaction with learners

amplified that of a robot. I felt survival meant programming myself to do only what I

was asked to do or give of myself only when asked to give. I underwent greater degrees

of feeling annoyance and restlessness, pondering what affect the system and I, as it is set

up, had on learning.

Those who walked by my classroom saw the facade of a typical English class

overcrowded with learners working in groups, practicing form, structure or target

language. Veiled beneath the exterior, I "noticed" the work I was doing did not influence

my learners or alter their learning. Inwardly, my "*self*" was merely going through the

motions of teaching. Almost always, I was disillusioned with learner performance in

class and during exam periods. I rarely saw the progress I was anticipating. I was

perplexed by student shortcomings - growth and use of new language. After the exam

periods were over, many did not have the ability to cohesively articulate the language I

taught. I saw my teaching finesse as organized and simple to follow. I taught according to the design of the book. "Why after completing the simple present, present continuous and past tense were learners not more expressive or flowing?" Something appeared to be wrong. "Was I not doing things correctly?"

I acquainted myself with many teaching models by paying attention to and integrating how colleagues and others approached their own classes. I related my own knowledge and utilization of teaching skills as equivalent to my peer's mode of teaching. Yet, I could not visibly see my colleagues as preoccupied about issues I was experiencing to the same magnitude as I was. Was it only I who was becoming sensitive to the imperfections within the system? Internally, I experienced boredom, frustration and became despondent. I no longer interacted, but acted. Here was the collapse of my own spirit, my "*connection*" and "*community*". I drove astray; traveling along a road that led to nowhere, unaware of what lay over the hill or around the bend. Although colleagues and learners surrounded me, my "*self*" felt desolate. I conceded that the "superficial" elements of teaching are what mattered most. By "superficial", I mean only what is transparent to the eye. What lies lucid below the surface inside the teacher and learner, how the subject is being taught, what is being learned, or simply striving to make a difference was often immaterial.

Outwardly, my ideas or definition of "*good teaching*" were rooted on the following criteria: being popular with students, well accepted by colleagues, hard working, diligent, well prepared, organized, resourceful, well dressed and exemplary in my outward demeanor. These were the virtues I focalized and internalized the most. They were what was commonly talked about and rewarded. Colleagues and

administrators deemed my work as "*good*". From their sentiment, I was viewed as a

"*good teacher*". These criterions were my beliefs and the building blocks for what I

came to know as befitting to my context. My actions when planning and teaching

centered on these "ideals" for years to come. Inwardly, I did not feel the same; thwarted

by the direction I chose to follow.

CHAPTER THREE

DRIVING ALONG A ROAD LEADING NOWHERE

"To travel hopefully is a better thing than to arrive."
-Robert Louis Stevenson

Hopeful my visionary job existed; I changed my workplace in March 2001. At this time I am currently employed at this university. I have experienced several cycles of processing and interpreting in this position; thinking I better understood my role, duties and responsibilities. I continued working towards improving and perfecting my craft and skill. I delved further into my own explorations about teaching and learning.

I loved the first year of my new assignment. It was so extraordinary compared to anything I had come upon before. The academic coordinator was well read and informed. He supported foreign faculty and showed immense interest in our classroom successes and failures. He believed in identifying problems and was solution minded. He advocated continued education and professional development. My colleagues were willing to offer their knowledge and expertise by sharing what worked for them and what did not. I saw them as intelligent and masters in their field. I recall plentiful opportunities for discussion about happenings in our day-to-day teaching. The presence of "*community*" and meaningful engagement was strong. People worked well together.

They connected in and out of the working environment, cared deeply about their work, their learners, their "*selves*" and each other. I concluded I had finally found my "ideal" setting. For the first time, I again felt reconnected with others working within a system I had come to know as "spiritless". Overall, I was content. My feelings of detachment and loneliness had dissipated.

As the years passed, my surroundings became more chameleon-like. A new academic coordinator replaced the old. Co-workers came and went. My own frame of reference and teaching practice remained relatively unchanged, working as I had previously done. Old feelings returned, "noticing" my inner aspiration to "**do**" and "**be**" more. I again experienced greater stress, sensing frustration with my realm and my learners. My own motivation and performance hit rock bottom. Learner tardiness and absences became more recurrent and acceptable. Classroom behavior manifested a great deal of learner passiveness and off task behavior. Time devoted to studying and completing homework by my learners was almost rare. I directed blame towards them and the system for how I was feeling. I often jokingly muttered under my breath to a co-worker, "Due to a lack of interest……..on my part, class is cancelled today." As always, I continued to go to class, but from where I sit today, it demonstrated how uninterested and disconnected I felt within my job.

I strongly believed learning was the responsibility of the student. I gave one hundred percent of myself in an effort to produce responsible learners. I went to work on time, truly cared about what I was doing and put hours of preparation into my classes. I planned numerous activities focusing on communication, extending myself by integrating listening and writing activities. I saw myself as informing, showing my learners what to

do or how to do it. I continued to focus on helping learners achieve their best results.

The questions, "Why do I feel so ineffective and helpless?" or "Why isn't this working?"

as I inferred it should, continued to intrude on my thoughts.

Disconnection between my learners, colleagues and I, led to further disassociation

in my working environment. Becoming more deeply self-absorbed, I directed greater

energy on lesson planning, class activities, and the "*superficial*" qualities I came to know.

I built walls of protection, developing a blueprint for coping and survival; wishing not to

care. I devised my bag of tricks, performed my show and encouraged live audience

participation when required. Day in and day out, I played the same routine over and over

again. I continued to distance myself from learners and others, intentionally choosing not

to care. The consequence of behaving this way led to a daily cycle of negative emotions.

I associated my working and learning environment as similar to a quote said to me when I

was young, "You can lead a horse to water, but you can't make it drink." I repeatedly

asked myself, "Why did I feel this way?" This is not who I wanted to be or how I wanted

to carry on. Deep within, I knew I truly cared, eyeing to possess more both for my

learners and me. I questioned how I could bridge the gap connecting the teacher that is to

the teacher searching within, fulfilling a desire to "**do**" and "**be**" more.

Although unaware, this phase of my career represents the integration and use of

two frameworks I now know and understand as experiential learning and reflective

practice. However, I was always seeing, experiencing and reflecting from only one

perspective—my own. I blamed my learners and the context I worked in for their

inadequacies. Sinking to a new low, desperate for change and clinging to survive, forced

me to look more deeply at my own shortfalls. Through my experiences, I slowly reached

my critical point realizing that I too must become active and responsible in creating the teaching environment I envisioned. Realistically, I did not have training, theory, techniques (actions), methods (links between thought and action), or approaches (assumptions about language, learning and teaching) in EFL. I did not have concrete principles (thoughts) I valued or the ability to articulate my own beliefs. Acceptance of this is where I begin to initiate alternatives along my journey. It raised my awareness of the "*process*". It began the analysis of my emotions and what I was experiencing. I now know the first step leading to change is being "*open*" to "accepting" my insufficiencies; knowledge, understanding, skill and awareness. Finding and acknowledging this new perspective led me to recognize continued development and higher education as the means to actively solve the issues I was feeling.

A close friend, colleague and graduate of SIT played a major role in leading me to take the next step toward exploring, interpreting and understanding my "*self*" and teacher identity. She is a great peer mentor, who actively listened to everything I said. She helped me clearly hear what I was saying and thinking. Her guiding actions were an instrumental force, providing me with clues and insight. What I came to realize, eased me into taking action. In July 2001, I completed my Certificate in English Language Teaching to Adults (CELTA). After returning to Korea, my colleague continued supporting and encouraging me. She introduced me to SIT, where I took another step to plant more seeds by beginning a Master's degree in English as a Second Language (ESL).

CHAPTER FOUR

TAKING A NEW TURN

"*The real voyage of discovery consists not in seeking new landscapes,*
but in having new eyes."
-Marcel Proust

In June 2002, I fastened my seat belt, traveling to the School for International

Training in Brattleboro, Vermont. After experiencing a three-day orientation and

beginning a class called "Approaches", I struggled with the choice I had made. I

questioned myself and discussed, "What am I learning?", "Did I make the right choice?",

and "Is this the place for me?" with my roommate. I was still preoccupied with obtaining

skills for better teaching. I imagined my learning would be prescriptive. I thought I

would be given a map showing me precisely where to go. I expected to secure magical

formulas or solutions, bound in thick volumes of books. I did not think it would be "I"

who must make meaning of what I was learning or discovering. I did not imagine only

"I" could hit upon the appropriate answers to my questions, which had taken me on my

quest. In other words, my perspective was still on the "*end result*". "I" was looking for

factual answers, completely unaware of seeing or understanding the "*process*"; a

prerequisite to finding what was unknown to me.

In the first month, an extensive amount of my time concentrated on looking

deeper within. By doing this, I became aware how important the "*process*" is in

identifying and learning from my thoughts and actions. I was taken off guard, wondering

why it was essential to spend a great deal of time thinking about the "*self*". "How did

this model I had come to know as the "*I-Thou-It*" triangle (see page 82) apply to me and

my context?", "Why was it relevant?", "Why was so much of our energy and time

directed toward developing '*community*' within the first few weeks?", "Sit in a circle and

pass the stone?". It was all making me feel very uneasy. Today, I am fully aware I was

not yet ready to take the giant leap needed to go deeper within. Over the years, the

boundaries and parameters I had created to protect myself became strong, solidified walls.

I did not want to let go, choosing to cling to the past and the road I knew best.

Summer progressed and I found my "safety zone" in our learning community. I

blended as best I could by masking my discomfort and appreciating time left alone, out of

the spotlight. My original thoughts regarding "*self*", "*community*", "*circles*" and my own

feelings of uneasiness were cast to the back seat. I became engrossed in my search for

knowledge as the fundamental ingredient to further develop skills and techniques for

better teaching.

In the beginning, I saw my "Approaches" class and learning of three language

teaching methods as unconventional. How they were presented, actually seeing and

experiencing them firsthand, followed by deep engaging discussions was a practice I had

not encountered in my previous learning. I thoroughly enjoyed the "*process*" however. I

attended three workshops, followed by hours of devotion to the "Silent Way",

"Community Language Learning (CLL)" and "De-Suggestopedia". Throughout this

chapter, I have included my own response papers for each teaching method I observed at

the workshops. They recount my initial thoughts and what I experienced. The papers include italicized comments written by my professor Bonnie Mennell. I chose to include them since they illustrate and strengthen my own belief of seeing how the "*process*", done through reflective practice, has helped me to better understand the "*product*" or "*end result*".

THE SILENT WAY

The first workshop I attended is a teaching method known as the Silent Way. The late Dr. Caleb Gattegno founded it. This method integrates principles from the Cognitive Approach to language teaching. Gattegno believed learning is a "*process*" where learners use their own inner resources to overcome learning challenges. As new learning occurs, it is seen as the stepping-stone to more learning. By learning to listen to their inner "*self*", learners develop their own "*inner criteria*". This leads them to correct their own mistakes and monitor their own progress. It emphasizes personal responsibility, independence and reliance on the "*self*". Over time, the learner becomes autonomous in the learning process.

Subordinate teaching to the learning of others is a key principal of the Silent Way. The role of the teacher is to remain "silent", facilitating and stimulating the student when necessary. The teacher is viewed as helping learners become aware of how they learn by guiding them in their own learning discoveries, insights and the development of an "*inner criteria*" for correctness and language acquisition. The goal is not to transmit knowledge, but " know how". Thus, more questions might be asked rather than answers given. Silence is the tool to help students become aware.

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A distinguishing Silent Way lesson includes the following components:

- A sound/color wall chart: It consists of colored rectangles representing each sound of the language.

- Word wall charts: These are color-coded structural word cards of the language matching the sound/color wall chart. This enables learners to pronounce/read languages unfamiliar by identifying the sound based on color recognition.

- Spelling charts (Fidel): They identify the various spellings for each sound in a language matching the sound/color wall chart.

- Rods: They are made up of a variety of lengths and colors. These are used to demonstrate in a clear way the concept or structure of a language.

- Wall pictures: These encourage imagination and creativity, introduce vocabulary and provide a visual for discussion or story telling.

- Pointer: An interactive tool used between the teacher, student and charts.

- Homework: Sleep on it.

The Silent Way introduced me to a new perspective on teacher and learner roles. It began the "*process*" of clarifying. It enlightened me as to my role, purpose and reason for being in the classroom. Subordinate my teaching to the learning of my students and help them to become more autonomous. The Silent Way was beneficial in making me fully aware and accepting of how I, as a teacher, had strayed, becoming mechanical in my actions and thought. The Silent Way introduced me to the idea of tapping into inner resources. I related well to this idea because I too had always seen myself as using my inner resources. It also brought to the fore my own lack of awareness or ability in using the inner resources each of my learners brings to class. This approach gave me my first glimpse into seeing the "*connection*" between the teacher, learner and learning process.

I was most struck by how I began to think about "*humanizing*" teaching within

my own classroom. A place I knew that had become de-humanized over the years. What

follows below is my response paper on the Silent Way, describing the change and growth

I experienced and sought. It is an example of my own acceptance and willingness at

being "*open*" to the discovery of "*self*" and who I am.

RESPONSE PAPER -THE SILENT WAY – SUMMER 2002

> "*I have learnt silence from the talkative, toleration from the intolerant,*
> *and kindness from the unkind; yet strange, I am ungrateful to these teachers.*"
> -Kahlil Gibran

The Silent Way is an approach that was a new experience for me. I had heard of

it in the past, but never really understood what the principles of it were. In the beginning,

I think I really had my doubts in terms of implementing it in the classroom, based upon

what little I knew. However, after having a week of introduction, practice and reflection,

I have a much deeper and clearer understanding about the Silent Way. This does not

mean that I fully agree with all aspects of the approach, nor does it mean that I will begin

to implement it fully within my classroom. I walked away feeling positive and optimistic

about some of its principles and techniques, gained new knowledge and understanding

and face new challenges in my classroom within the coming year. *This is the intention.*

What was most significant for me in the Silent Way? Most impressive was the

philosophy on how the teacher and learner are viewed in the classroom. Subordinate my

teaching to the learning of my students and help them to become more autonomous

learners. This idea just enlightened me as to why I am in the classroom. Sometimes I am

unclear or I no longer see the purpose of why I am there. The principle of challenging

my learners and being concerned with their well being, has helped me to remember my

purpose as a teacher and has renewed my interest and excitement in going back to the

classroom. *This is great to read – to feel "nourished" "energized".*

I feel comfortable with the idea that each of us has inner resources that we draw

upon and if I as a teacher tap into those resources I am creating an environment that is

about learning. This process creates a chain of connectedness in which I as a teacher

connect with my own inner resources. At the same time, I am connecting with my

students and being guided by their learning process as well as their own actual learning.

The thought of humanizing teaching is something that I value and would like to make

more use of. In some ways my teaching has become so mechanical that I have

completely overlooked this idea. *Yes! So now against this backdrop you see more*

clearly the direction in which you want to go - your past serves the present + the future.

This is an area that I want to begin working on and implementing in my

classroom. I suppose that teaching for me has always been about "seeing", but in

isolation rather than connection.

Why are these aspects significant to me? I feel they are important to me because I

originally became a teacher in order to help others and contribute to the betterment or

well being of society. I felt that I had something to give, to share and to help make a

difference. Teaching, I felt, was a positive way of doing that. I realize now that over the

years, I have become de-sensitized internally and have strayed from what I originally

believed and set out to do. Perhaps my becoming de-humanized is the result of working

in a system that tends to see everything in isolation. Everyday I am only asked to

produce results and in the end I am only needed for my results. The Silent Way has

helped me discover a new awareness of what I believe. Becoming more aware of my

students' learning process, connecting and challenging my students, enabling awareness

of awareness are all a part of my inner beliefs. Focusing on the results, encouraging my

students to only value their final mark rather than the process of their own learning is a

goal that I need to correct. *This is a beautiful statement of intention.*

What implications do these significant aspects have for my teaching and me as a

teacher? I'm going to begin to view my students differently. In the past, I never

acknowledged that my students already came equipped knowing. Because of this I never

considered their inner resources. I want to acknowledge their inner resources and I want

to place more trust in their learning. I would also like to work on how I present meaning

in the classroom. Rather than having students translate into L1 or I give the answers, I

would like them to focus on their own perceptions. I would like my students to feel

comfortable making mistakes and knowing that it is "OK" and only part of a process. By

utilizing their inner resources and self-correcting, I hope that my classroom will become

more learner autonomous. *Begin to list/write about concrete ways, strategies, practices,*

techniques for acting on these "wants"—so they are grounded, doable. How will day 1

of class be different this fall? Be specific, you've named a few here.

I felt that my classroom had always been student centered and communicative. I

now realize that I was still the focus within the classroom by contributing too much to

their learning. Although students worked with each other, I did not give them time to

work together and learn from each other. I did not have moments where there was only

silence so that students could process new material on their own. *Again—awareness*

allowing you to build off your past experience—I did not trust my learners. This year I want to incorporate time for my students to focus on the language and I on the students.

As I stated in the beginning, I like the principles *principles/techniques—they are not one in the same* of the Silent Way. I plan to use some of them in my teaching and planning. I do not think I would implement them completely because I do not feel it is practical for where I work. I think it requires a lot of time in terms of implementing it in the classroom and also to teach. At this point, I cannot see how this approach can be used in a very structured curriculum that requires a lot of teaching on many topics within a short framework. I also cannot see how this approach can be used with large classes. *This is the work of the IYTP*.

This approach requires that the teacher have a lot of skill, which takes a lot of time. I realize that I can learn a lot in the classroom while teaching, but to effectively teach a Silent Way lesson, I need a lot of planning time in the beginning because the thinking process is so very different. *Start where you are—that is all you can and all you need to do. Can you ask your learners to begin further down the road than they are?*

My teaching load is usually quite heavy. I am not sure I could effectively plan a lesson that requires silence and responsiveness to all immediate learning needs. *Trusting your learners, allowing silent time for processing. Are these not to be "implemented completely"? Silence is a response in the moment. "all" big word! We are human.*

Although I agree that a teacher's presence in the classroom should not be over-bearing, I am still not sure how I feel about the presence of the teacher in the Silent Way. I enjoyed my time with Shakti and felt that it was a rewarding learning experience. However, I also felt a distance between the students and her. I think there sometimes

needs to be personalization between a teacher and students. The lessons in the Silent

Way seem to be rigid and structured and don't allow for much personalization. *Again- let*

this prompt you to look at your teaching. How do you personalize your teaching? How

do I "personalize" my teaching in approaches? How do you "structure" your lessons?

The Silent Way has helped me to see the classroom in a new light. I believe that

many of these principles can be applied to other approaches and methods. By being open

to change I feel that I am taking the first steps towards finding myself as a teacher and

discovering the beliefs that I have. To truly find oneself and implement new things

learned, takes time and practice. I feel that I have begun. *You are clearly doing this—*

there is such an open, inquiring tone in your writing.

COMMUNITY LANGUAGE LEARNING (CLL)

After completing the Silent Way, I was introduced to a second method known as

Community Language Learning (CLL). Its roots stem from humanistic psychology and

the work of Carl Rogers. Principles for this method are based on the Counseling-

Learning Approach developed by Charles A. Curran. He believed when adult learners

encounter new learning situations they feel threatened and fearful. Therefore, the

affective domain must be recognized as having an important role in the learning process.

He also perceived the need for an interactive "*community*" between the teacher, each

individual and with each other, as a prerequisite to learning. He saw this as the means to

reducing the anxiety learners experience when feeling "threatened" or "foolish" in a new

learning situation.

Students are viewed as "whole persons" by addressing and balancing their

intellect, in addition to their feelings, interpersonal relationships, protective reactions and their desire to learn. It directs attention on learning target language communicatively, learning responsibly from our own learning and learning how to learn from one another.

The goal in this method is to have students perceive the teacher as a helper and empathetic to their learning needs, rather than as a threat. In a CLL lesson, students sit in a circle. The teacher is positioned outside the circle, taking on a role as "counselor". Students use their L1 to communicate their thoughts. The teacher repeats what was said by using target language to be learned in L2. The student then repeats what the teacher said. A student can then respond using the same process. Over time, learners move from "dependence" on the counselor to "independence" using new words without translation.

Community Language Learning lessons aim to reduce anxiety. A lesson consists of weaving security into CLL activities. Key elements can be observed in a CLL lesson. These include:

- A small conversation circle of less than ten students.

- An emphasis on "*community*", non-competitiveness and equality.

- The teacher is a good listener.

- Use of learner generated material.

- Transcription: Written transcripts of conversations produced.

- Human computer: Counselor becomes a "human computer". Learners control it by practicing pronunciation at the syllable, word, phrase or sentence level.

- Card games: It is helpful in internalizing material, relaxing and reducing learner anxiety.

- Reflective session:

  -This is a required component allowing learners to share

their own feelings, anxieties or frustrations.

-It contributes a sense of building unity together through
sharing.

CLL in the introduction stage left me feeling unsettled. I found myself vulnerable, insecure, and highly unmotivated. I saw the whole encounter as being very impersonal. The following reflective paper on CLL (see page 38), demonstrates my alertness of making connections, developing and integrating new threads into my thoughts and practice as I continued to learn and understand. Here I discovered my propensity for seeing only the "*end result*", overlooking the "*process*" needed to arrive there. The notion of being "*open*" and acting non-judgmental to experiences resurfaced, which is a principle, I began to embody. Here I gave myself permission to begin working on putting these feelings aside. Through reflective practice and interpreting the "*process*", I acquired insight into the positive components CLL offers. My taste of CLL gave me an opportunity to seize and experience genuine "*connection*" with learners and subject. By seeing and teaching a CLL lesson, it infused a sense of what it means to "*be in the moment*". I caught a glimpse of myself in a classroom guiding my learners; knowing I could have presence, feel in control, and yet allow some distance between they and I. Experiencing CLL raised my own appreciation for "*community*", becoming more ominous to me. Again, realizations about "*humanizing*" my own teaching came about.

This span of the program was inadvertently about "noticing" and "raising my own awareness"; recognizing how my views of the learner were changing. I observed a strong affinity with newly learned principles and techniques shaping a stronger teacher identity. It influenced my purpose, altering my role, a helper, subordinate to my learners and their

learning. I distanced myself from thinking as a ruler wanting to be in control.

RESPONSE PAPER – COMMUNITY LANGUAGE LEARNING – SUMMER 2002

"I hear, I know, I see, I remember. I do, I understand."
-Confucius, 551BC-479

This past week has been somewhat of an emotional roller coaster. I completed all my readings for Sunday night and felt I had a good understanding of what I was going to experience over the next day. I was not feeling overly excited about this approach, but was open to not judging it until I had experienced it for myself. Usually I find myself in a situation in which I do not get overly excited and tend to react to things in a mellow way. After Sunday evening however, I was surprised at how agitated I was feeling and my reaction to what I had experienced. I came back to my dorm room feeling quite upset.

My initial reaction as a teacher and learner was that this approach went against everything that I did both as a teacher and a learner. For some reason, I felt no security as soon as the lesson began. I saw the cassette recorder in the middle of the circle and immediately began to feel tense. *The recorder so often evokes this. With time, students relax. Yet this is why I like to show ways to work without the tape.*

When Dave asked for volunteers to observe, I quickly raised my hand. As the lesson progressed, I found myself becoming unmotivated quickly. *And this observer position so often triggers this. Did he not give you a task?*

Nothing seemed to stimulate me and it seemed I was looking at the clock more frequently as time passed by. I felt that the counselor was very impersonal and did not

show much interest in the students. It seemed that he was only into the language. He came across as an inanimate object and I disagreed with the whole idea of a human computer. To me, it represented someone who did not have feelings and only did what you commanded him to do. Although there was interaction between counselor and learners, I felt that everyone had become a robot. *The teacher is meant to have a neutral, available stance—but this usually comes after a warm intro—"this is who I am, why I love this language and how positive this way of working will be for us all." I wonder how this was [was not] done.*

I thought to myself, "learners need to see a teacher that has some emotions, some humanity." When it was over, I felt as if I had spent three hours in a room with a detached entity. I could not relate this approach to the quote "you teach who you are". I was confused and couldn't understand how the pieces fit together with everything else we have learned here at SIT. *I love the way you have inquired into/described this. What an impact.*

My feeling towards this approach did not begin to change until I came to class on Tuesday and discussed it as a whole. By listening to comments by my peers, I began to see that perhaps there could be some value to this approach that I had missed. *So you remained open to experience.*

Many raised concerns but I felt that others were optimistic, liked it and were able to learn from it. The examples of CLL in class were so opposite to what I had experienced the day before. After class, I took some time to reflect on why I was feeling this yo-yo effect. I remember Bonnie saying that during the workshop we experienced more of a CCLL approach whereas in class it was more of a CLL approach. *Classic in*

the sense of day 1—an entry into the language vs. the way each day will be. What

perhaps was not classic was "persona" or teacher.

One difference I immediately noticed in class was the absence of the cassette

recorder. I also realized that in our approaches class, I already feel secure. *Yes, this is*

important to remember.

I concluded that based on what I saw and how I felt in class on Tuesday, I might

be able to use this approach in my own class. I decided that if my learners are not

comfortable with a cassette recorder, I do not need to use one. If I have already

established security in my classroom, then I think my students will already feel secure

and I can use this approach just as I experienced on Tuesday.

My complete acceptance of this approach did not happen until Wednesday during

peer teaching. I spent the night before trying to understand the principles as well as all

the steps involved. I struggled with creating a lesson that would be student generated.

How could I teach a lesson using a language that I was not fluent at and at the same time

use material that learners would be interested in? *This planning time is so rich.* How

could I teach a lesson in which I could not see the outcome? Again, I realized that my

focus was on the result rather than the process. (*In terms of specific language items)*

again CLL is after both—students needs to learn vs. the text's words that are practiced.

(This is the "new stance" asked of you in a student-generated lesson).

I decided to create cards with English sentences on them. I wondered though how

this would be student generated. It seemed that I was still giving them the task. I spoke

to my roommate about it and he gave me some insight and understanding of how CLL

works. He suggested that I prepare about fifteen to twenty cards with different phrases

on them. *You limited the initiative [who says what…] so you could be secure as teacher. Appropriate and creative students could select out of the 20 [so choice was theirs] but not a sentence not on a card, and as you saw, they were fine.*

Students could then look at all the cards on the table and choose what they were interested in and it would become student generated. I liked the idea and it worked. I then really focused on all the steps in CLL. I could feel a change in myself and felt really motivated to try to follow as best I could.

While teaching my peers, I gained some wonderful insights into teaching and how this approach could really help me in the classroom. I experienced an awareness that as a teacher I have never felt before. My group members began to look at cards and say the phrases that interested them. I would then circulate around behind them and they would say the phrase. While they were reading the transcript on the board, I stood away from them where they could not see me. Then I did the human computer. It was so interesting for me because I had such a strong dislike for it, yet as I began, I immediately liked how I felt and what I was experiencing. I would go behind the students back and gently touch their shoulders. I did not feel comfortable keeping my hands on their shoulders, so I removed them. However, I discovered by just placing my hands on their shoulders, I felt an immediate connectedness. It was the first time that I could relate to "*being in the moment*". I was completely focused on the learner, aware of their needs and there to help. It was as if we had become one. This surprised me. During this time I also felt very calm and peaceful. When I think about my classes in general, I can say that I have never felt this "oneness and calm". I usually have many activities, am constantly moving around the room, and often feel somewhat stressed and frustrated. What I learned from this

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experience is that I can have a presence, feel in control, and yet allow some distance between my learners and myself. *A beautiful description of a very important, transformaline experience—this is what learner centered education is about.*

What I learned from being in my peers' lessons is that this approach can be safe, secure and comfortable. It is non-threatening and the lesson can have order and content even though it is student generated. *So you can change "even though" to "and".* I also learned that it is very easy to use this approach in a classroom and there are opportunities to create a variety of activities that can be incorporated into this approach.

What interests me in this approach are the five stages of learning. In the future I would like to become more aware of what stage my learners are working at. *Where are they emotionally, attitude wise and where are they in terms of their control of the language? A student can be in two different stages at the same time.*

By having a better understanding of the stages, I will see my learners in a different way. I am also going to gain a better understanding of SARD. I feel that this will be a big help for me when planning my lessons. I still do not feel that I fully understand CLL. *Of course not after only one week.*

I am confused and have questions about the following:

1. What the teacher should be doing during a lesson. I found while teaching that I wanted to give the answer or point out the problem.

2. What it means to encourage learners. Perhaps I am bringing principles from the Silent Way into this approach.

3. "Where do I go from here?" It seems we get a small taste of the approach but never see it in its entirety. I worry that if I start to use this approach and as I continue to work with it, I will stray from the principles and it will not be done correctly.

4. How can I improve my skill in the classroom and feel confident that I

am doing it the right way?

A. *Your learners are where you need to look – what is the impact of what you are doing? Are they learning? What do they say in feedback?*

B. *Read IPP's by SMATS/MATS who have used CLL.*

C. *Dialogue with peers who may use it.*

D. *Consult your IYTP advisor.*

E. *Write to Jenny.*

F. *Trust yourself*

G. *??*

Based on the readings that I have done to date, I have gained a much better understanding about learners in the classroom. *Great! Can you list these understandings?*

I am going to view my learners in a completely different way when I begin my work in the fall. I am going to try to become an aide to my students rather than a manager taking control of the situation and telling them what to do. *There is a time to <u>under</u>stand and a time to <u>stand</u>.*

A quote that stood out for me this week was by Brenda Ueland. She says, "When we are listened to, it creates us, makes us unfold and expand. Ideas actually begin to grow within us and come to life." I am going to become a listener by giving the initiative to my learners. *It's a wonderful article isn't it. And it is amazing how much more interesting our students become when we listen and invite the other students to listen. A new world.*

Peter-

Your writing always "invites" me in—lets me see your experience as it evolved—I see a thoughtful, inquiring, and caring person—who wants to be that present, in control (but not controlling) teacher who is connected yet spaciously separate from his students.

Bonnie

DE-SUGGESTOPEDIA

While participating in the third workshop presented during the summer, I was exposed to a method introduced by Georgi Lozonov in the late 70s. He initially called it "*Suggestopedia*" later changing it to what is known today as "De-Suggestopedia". Lozonov believed the potential for learning more was possible if students are given an "optimal" learning environment. Soft chairs, dim lighting and Baroque music are distinctive features applied to this method; which help to suggest learning is pleasant and easy. The objective is to create a relaxed mind by relieving the tension of learning. Doing this facilitates the absorption and retention of new material.

It is a humanistic approach integrating the cognitive and affective domains. Students' feelings are respected in helping them to use a foreign language for everyday communication. The teacher is viewed as the authority figure, trusted by students through the security that the setting, the materials and the teacher's action provide.

A classic De-Suggestopedic class includes the following characteristics:

- A bright, cheerful classroom containing many visuals and realia.
- Handouts of lengthy dialogs.
- Presentation of dialogues through two concert sessions.

- Activities: Dramatizations, games, songs and question-and-answer exercises.

- Role-plays: Learner generated dialogues relevant to learning.

- Direct and indirect positive suggestion.

- Gentle use of error correction.

- Homework: Read the dialogue before going to sleep and getting up in the morning.

De-Suggestopedia immediately became my favorite of the three approaches introduced in class. I strongly identified with it because I saw so much of my own character and personality in it. I found it fresh, freeing and invigorating. This approach began the "*process*" of weaving together much of the emotions I was feeling within, elevating them to the surface and externally bringing to light the teacher I aspired to be. No longer were they detached and solitary as I had let them become. It paved the way for me to see the "*whole*" of my learners, my context and myself. I include my reflective paper on De-Suggestopedia (see page 46), which mirrors as my other papers do, "*empowermen*t" and the transformation taking place deep within on my journey at SIT. It echoes a re-awakening of my senses, painting a picture of vision and direction; the nuance of a teacher and room not limited or confined, but a zone in which the world is invited to come in as one.

I reached a pivotal turning point during my first summer of course work at SIT; leading to a fork in the road. I came away with foresight, concepts, doctrine, skills, techniques and abilities for cultivating my "*self*" and broadening my teaching style in the classroom. More importantly however, it was the start of a journey along familiar roads I had been driving everyday, but I would be seeing with a new perspective. I recharged the

battery, changed the oil, and refueled my mode of transportation. Equipped with power, strength and vitality, I now had the "energy" and "drive" to move forward. I was open, primed and enthusiastic to develop "*meaningful*" experiences through "*connection*" and "*community*" among my learners and myself.

RESPONSE PAPER - DE-SUGGESTOPEDIA – SUMMER 2002

> "*When teaching, light a fire, don't fill a bucket.*"
> *-Don Snow*

De-Suggestopedia has many appealing qualities for me as a teacher. It is an approach with a magnitude of options that enable me to overcome the daily, weekly and sometimes even monthly "lows" that I and many other teachers seem to experience at some point and time during our careers. It truly is the beginning of a journey into a deep mysterious world of adventure and unknown. A world that is bright and cheerful filled with color, joy, relaxation, fun, games, play, music and art. A place where the feelings of students are respected and barriers to learning are overcome.

Now, let us take a journey filled with intrigue, please do enter, I beckon to thee,

come follow me. Once upon a time, in a far away land there lived a man who went by the name of Dan. He was a nice man (at least so he thought), who pondered about life and the things he would do. He dreamt of traveling the world, seeing new sights, hearing new sounds, understanding new ways, absorbing the richness, uniqueness and flavor wherever he might go. Not once did he think it could never be done. He only envisioned

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the limitless potential, the many possibilities that lay before him. So, he became a teacher and off he went, disappearing far into the horizon. In the beginning he lived his dreams...

He

Saw the *sights*,

Smelled the *smells*,

Tasted the *tastes*,

Heard the *sounds*,

Experienced the experiences.

It was a thrilling time in his life as he absorbed all…

that came his way.

However, along the way he slowly began to stray.

The road	*no longer*	wide or far,	The tastes	*no longer*	nourishing,
The sights	*no longer*	clear,	The sounds	*no longer*	heard,
The smells	*no longer*	intriguing.	The experiences	*no longer*	felt.

His WORLD had become GREY!

One day he happened to glance the other way.

In the distance around a bend,

he saw an opening,

and then, hurriedly continued along his way.

The next day,

around the bend,

along the way,

he again, saw an opening and then another.

Once more, he hastily ran on his way.
On the third day,

he walked up to an opening and passed on through.

He had discovered a world that was brand new.

He saw the mountains, valleys, and peaks.

a river flowing deep beneath.

He heard the trickling of the stream

and then a little baby's scream.

He saw the contrast

blue and green.

He saw the houses

………………..BIG and small.

He kept on walking………………

…… filled with peace

feeling………………serene.

He saw the steeple,

and many people.

He felt a touch,

needed so much.

Breathed on a bug, as he smelled the flowers.

OH MY *GOD*! IT'S A QUICK RAIN SHOWER.

He gazed in awe at the rainbow he saw,

as he came to his journeys end.

HE SAW A STREAM AND BEGAN TO DREAM.

Reflexions earned,

lessons learned.

See the *sights*,

Smell the *smells*,

Taste the *tastes*,

Hear the *sounds*,

most of all;

*EXPERIENC*E
X
P
E*XPERIENCES*
R
I
*EXP*E*RIENCE*
N
C
E*XPERIENCES*
S

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CHAPTER FIVE

EXPLORING MY LANDSCAPE

"They know enough who know how to learn."
-Henry Adams

After completing my first term in the Summer Master of Arts in Teaching

(SMAT) program in 2002, I realized I needed to develop my own plan of action to fulfill

what I was learning, internalizing and valuing; working toward seeing the "*whole*" in my

landscape by making connections rather than in "*isolation*", as I had previously done.

Initially, when I attended the workshops on the Silent Way, CLL and De-Suggestopedia,

I contemplated each approach independently. However, as the class progressed new

insights germinated. Upon further reflection of my response papers and what I now

know as "*reflection-on-action*"(see page 97), dissecting and analyzing each approach in

"*isolation*" was the essence in learning to teach, "Who I am". I received an epiphany

while thinking more deeply and asking myself, "In what way do I teach, 'Who I am'?". I

was finally beginning to capture the "bigger" picture. Consequently, putting into effect

what I was learning, arriving at where I wanted to go and knowing that blending

principles and techniques together was "OK", required I examine more closely the

myriad teaching methods available. I made a start at integrating, formulating and

developing my own approach to teaching; to more fully hold in sight my landscape; portraying the "*whole*". This set in motion my inner aspirations for personal "*change*", "*autonomy*" and working towards my own "*empowerment*" as I continued to evolve and better teach, "Who I am".

I now felt confident that I was equipped with ways and means to take the first step at implementing my own vision for growth and change in my classroom. I had become accepting of my newfound freedom; eager to more deeply explore my identity and role, develop my own set of values and beliefs, grounded in theory and practice. Having this new understanding, recognition of my own inner resources and openness to being "*non-judgmental*", initiated my own awareness at seeing the profound value in addressing the "*process*". Ready now to take greater initiative; learning to view my learners and I from a perspective yet uncharted.

In September 2002, I returned to my position in Korea. I geared up and sped along the freeway heading toward the exit reading Interim Year Teaching Practicum (IYTP). I let go completely, no longer clinging to my past, anxiously driving and uncovering with new eyes the road I had driven so many times before. I opened myself to a new adventure. Although nervous and working my fingers to the bone (the perfectionist shining through), I looked forward to my supervision in October.

Discovering and seeing a larger amount of the "*whole*" in my landscape, being guided by new principles and approaches from the three teaching methods I observed, led me to start putting into effect this "*whole*" landscape I envisioned. I created and implemented my own approach known as the "Peter Approach" as a result of my experiences and what became meaningful to me.

THE "PETER APPROACH"

In the "Peter Approach", my premise for effectively learning a language calls for a balance of all four skills, which are clearly visible in the teaching process. The visual I designed (see page 53) reveals a broad based pyramid. The three skills listening, writing and reading are placed at three points on the base of the pyramid. I believe having intuition and knowledge about the diverse array of learning styles, varied attitudes, mixed values/beliefs and discernment of the context one is working in must also be examined. Incorporating cultural awareness and understanding by both the teacher and the learner actualizes this. It is represented as culture on the final point of the base. As the pyramid narrows, these three skills and culture extend in an upward direction from the base of the four corners. Glancing upward, the skills meet at the most prominent point—the tip. It is the fourth skill speaking. Although speaking and writing are associated with "*output*", in my current context, the primary goal of the program is to help learners excel in their speaking abilities. I contemplated what visual could best depict this, as well as integrate my own conceptions. In the end, I settled on framing an Isosceles Triangle as being the most accurate and sound to my environment. In fostering and enhancing one's speaking skills, I am convinced learners must be exposed to a plethora of "*input*" (reading and listening) as well as "*output*" (writing). I now had the potential to implement and fulfill my plan of action. This representation became my foundation for conceptualizing how I could help my learners achieve success at communicating meaningful language that is effective, authentic, and rewarding to their own lives. Both the learner and the language are viewed as a "*whole*", aspiring to achieve my vision of "learning" and "change"; hopeful learners will become more "*empowered*" and "*autonomous*".

Personalization

Learning Styles

Maximizing Learning

Recycling Language

Recurring Patterns

Phonology

Grammar

Scaffolding

Speaking

Rewarding

Effective

Authentic

Meaningful

OUTPUT

O N G O I N G   A S S E S S M E N T

Writing

Culture

INPUT

Listening

Reading
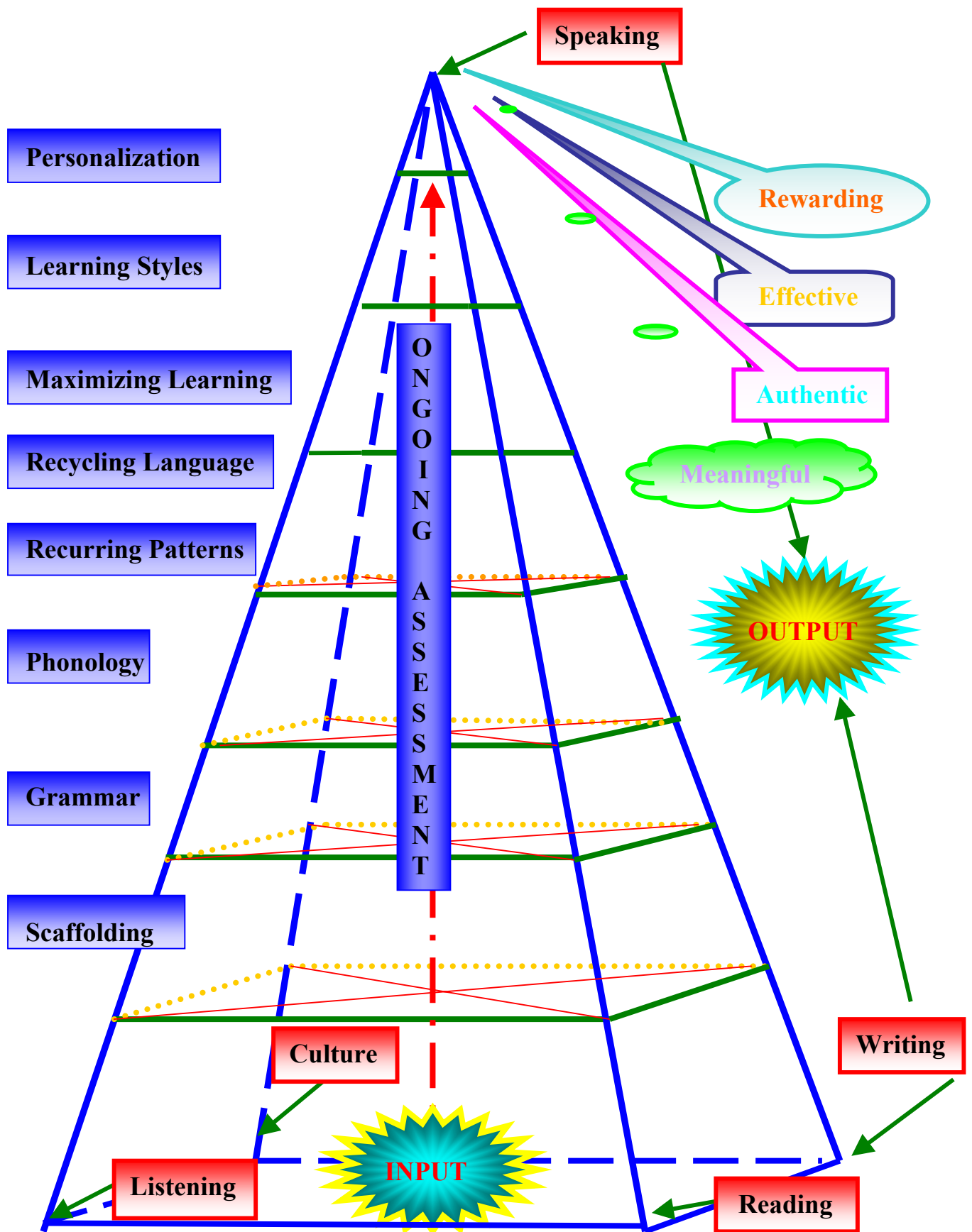
Practice	Principles
1. Teacher greets the students in a happy and friendly manner.	~Recognizing and knowing student names validates learner identity and teacher awareness.
2. Music is playing in the background.	~Music helps learners to relax by providing a calming state helping to overcome psychological barriers and contribute to learning potential.
3. Teacher asks class to share an enjoyable moment.	~Language acquisition involves us of our thinking process (cognitive) and speaking communicatively should be emphasized. ~Building a relationship with and among students is very important.
4. Teacher tells students the topic and gives time to think.	~Silence fosters autonomous learning.
5. Teacher accepts any answer.	~Respect the autonomy of the learners in attempting new challenges and create an accepting atmosphere.
6. Teacher explains first activity and sets time limit.	~People learn in a secure environment and when they know what will happen.
7. Teacher stands behind students.	~Teaching is subordinated to learning.
8. Teacher accepts what each student says.	~Students learn from one another. It encourages group cooperation.
9. Teacher asks students for feedback.	~Teacher can gain information from feedback. ~Students learn to become responsible for their own learning. ~Students can see teacher is actively listening and understands.

10. Teacher makes a bubble on board with a variety of colored chalk.	~Learning is facilitated in a bright and cheerful environment.
11. Students are given a few minutes to practice the words with a partner.	~Language is communication.
12. In the 'human computer' students choose what they want to practice.	~Students learn best when they have a choice in their practice as well as developing their own inner resources in recognizing what they need to work on.
13. Students listen to the teacher and match what the teacher is saying.	~Discriminating between sound differences and similarities in target language is important in learning. ~Error correction is done gently in a soft voice and non-threatening way.
14. Students work in groups of four.	~Develops a sense of community, cooperation and learning from others.
15. Teacher hands out colored A4 paper and students draw a picture with wax crayons.	~Art enables suggestions to reach the subconscious.
16. Students hang drawings on wall.	~Students learn from what is present in the environment, even if their attention is not directed to it. ('Peripheral learning')
17. Final discussion on experience of language and their learning.	~Teaches reflecting on experiences and learning in community.

After completing my IYTP and returning to SIT in June 2003 to conclude my second term of the SMAT program, additional learning and reflecting took place. Much of this happened in my "Language Acquisition and Learning" (LAL) class. Throughout this paper I have indicated my own sense of frustration at not feeling knowledgeable with respect to the theories of how second language learning occurs.

I became better informed discovering that the theoretical foundations of today's

thinking take their roots from linguistics, psychology, sociology and more recently (in the past ten years), also from what is known as connectionism or socio-cultural theory. In understanding how L2 is learned, factors such as age, intelligence, personality, language aptitude and motivation are all considered.

B.F. Skinner, a behaviorist psychologist believed that learning occurred through copying and memorizing, arguing language was learned by copying speech heard through others. The linguist Noam Chomsky, asserted an innate predisposition to language form that today is known as Universal Grammar. Language specialists today view communicative competence as an active involvement in language use through the interaction of the innate predisposition, but believe environmental factors also contribute to language learning.

In the 70s and 80s, Krashen argued that the only requirement for L2 acquisition is what is known as "*input*". Others such as Swain have argued a contrasting view known as "*output*". As the summer came to an end, I concluded a harmonious blend of both "*input*" and "*output*" is essential.

Developing an awareness of "*fossilization*" aided me in recognizing my own need to work on being more patient and understanding with my learners. It also contributed in minimizing, to some degree, my own feelings of frustration when teaching in the classroom and observing/questioning why my learners were not successful or as receptive, to new or recycled language, as I thought they should be.

Some theorists propose that the "*critical years*" up to around five years of age are when learners are most successful at language learning. As we become adults, it becomes much more difficult to acquire a new language. Thus, my own goals, standards

and expectations have altered and become more realistic.

Returning to Korea in September 2003, I again began to identify the "*process*" in my own learning. Having read more about "*reflective practice*" and learning there are two actions (*reflection-on-action/reflection-in-action*) defined in chapter eight, I re-examined the pyramid I had constructed. My exposure to a variety of theories about language learning as well as approaches, principles and techniques to teaching created more connections in my mind between theories of language learning and approaches to teaching. Since, I have revised my visual; adding other layers I believe essential to the teaching process and "core" in helping learners to achieve meaningful communication successfully. These include: scaffolding, grammar, phonology, pattern recognition, recycling previously learned language, variety in activities to meet all learning styles, techniques to maximize learning and multiple opportunities for learners to personalize newly introduced language.

CHAPTER SIX

HIGHLIGHTS OF MY LANDSCAPE THROUGH NEW EYES

"He who dares to teach must never cease to learn."
-Anonymous

In chapter four, I discuss how my priority centered on the "*end result*" while searching for skills, techniques and a prescriptive method as the means to better my teaching. In the previous chapter, I describe how I learn to value the power of identifying and analyzing the "*process*" before achieving the "*end result*", affirming personal growth; realizing I have greater potential. I demonstrate key learning by developing my own approach to teaching, "Who I am". I honor the transformations happening within as I view my landscape through new eyes. My quest for learning theories and becoming more skillful in my teaching were my initial goals. However, sitting in my seat while "driving", I saw for the first time a panoramic view; beginning to make deeper connections, putting it all together, revealing what had been invisible to me. Teaching with "heart" and "spirit", having "compassion" and "understanding" foreshadowed my thoughts. I wished to relate more with my learners asking myself, "What are their insecurities?", "What makes them feel vulnerable?", "How do they learn best?", "What can I do to be seen as warm-hearted, patient, generous and kind in lieu of feeling just

'accommodating'?" These untouched questions, wanting to know more about my learners and how they functioned in my classroom from day-to-day would be my substance, challenging me as I began the IYTP. Now, as I look back on the goals I had written for my IYTP year, exploration into viewing my learners; addressing and recognizing not only their knowledge and skills, but also their feelings, attitudes, desires and motivations had become crucial. Through personal transformation, I shifted my perceptions from the subject or skills I as a teacher needed, channeling my energies/attention towards my learners.

While participating in my "Assessment and Evaluation" class, I saw great value in using self, peer and teacher assessment forms. Integrating oral feedback sessions in my own classes would help me better gauge and understand my learners. "Knowing" and "accepting" my classes lacked "*connection*" and "*community*", encouraged me to plan greater amounts of community building activities. I hoped to give learners more opportunities for input in establishing classroom norms and include more use of learner-generated materials. I aspired to work harder at becoming a more patient and understanding teacher when my learners faced challenges. I wanted to respect following my learners' lead in time of need; foreseeing myself becoming more flexible in my lesson planning. These were some of the new awarenesses I arrived at, helping me to formulate personal goals to implement new practices for "change" during the IYTP year. They included:

1. Integrate reflective practice.

2. Include and use a variety of assessments.

3. Use principles and techniques from the Silent Way, De-Suggestopedia and CLL in my lessons.

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4. Work towards building community in the classroom.

5. Be mindful of teaching in the present.

When writing my goals before my IYTP began, I did not list them in order of importance. After beginning to write this Independent Professional Project (IPP), I was taken by surprise to see I had listed reflective practice as my first goal. Consciously, I was not aware how significant the role of reflection had become to me. Somewhere deep within, through new wisdoms, the seed had been planted. I had learned to identify "*process*" as well as "*product*" through my learning encounters. The "*end result*" is this IPP, which demonstrates a combination of the two.

The IYTP was a period of again placing high standards and expectations upon myself. I came to realize that perfectionism leads to burnout, unwanted stress and that when I allow myself to let it happen it clouds my vision; leading me to lose sight of what my priorities are. Reflective practice was now becoming a regular part of my daily routine. Learning to see change and growth happened only after analyzing my own attitudes, actions and thoughts. I began to accept knowing only I could control the choices I made and influence how those choices made me feel or the way I worked. I had become more alert in knowing my own need to be perfect took away from the "*whole*", hindering my ability to experience the rewards both big and small; generated while "*being in the moment*".

During the IYTP supervision, I often lost sight of the positive energy happening within the classroom and around me due to the pressures I placed upon myself; again emphasizing the "*end result*". It was not until months after my supervision that I recognized I had not witnessed my experience from a "*whole*" perspective. If I had

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directed more energy towards "*being in each moment*", I might have had greater appreciation for savoring the "*process*" of my own learning and growth.

My supervision was a golden opportunity to question and validate my practices; other newly discovered learning's and queries of unknowns not yet come to light. The insights I received allowed me to continue internalizing and capturing the entity, "Teach who you are", a motto I first learned in my "Approaches" class.

In October 2003, my supervisor Elka Todeva arrived in Korea to observe my classes. The supervision is usually three or four days in length and takes place between the two summers of the SMAT program known as the IYTP year. During our time together, we enjoyed numerous learning and sharing of ideas. What follows are my reflective writings. The first is a conclusion of the observation (see page 64) and the second is a final summary (see page 70) written at the end of the IYTP. Again, I include the comments written in italics by my supervisor as examples of the two actions that occur in the reflection process described in chapter eight.

My response papers share examples of comprehending and weighing what I was learning. Most prominent for me was greater insight and better understanding relating to "*maximizing learning*" and "*autonomous learning*". These two principles frequently surfaced in our discussions that continued late into the night. Through Elka's examples, I could now begin integrating these ideas into my planning and teaching. By the end of the week she was able to observe my attempts at this when teaching and working with learners. Classes became more learner-centered. My own confidence and awareness in how to "*maximize learning*", encourage "*autonomy*" and "*empower*" the learner were developing.

The supervision presented me with continued challenges in thinking about my role and purpose as a teacher. One day Elka asked me, "Peter, are you teaching to test or are you teaching to learn?" I needed to think about this for a long time before responding. This question still haunts me today, as it is continually surfaces in my current situation. It forces me to continue my reflections as I seek to understand the "*process*" in my own classroom practices, interactions with learning communities and the education system as it currently is.

Throughout the week, I developed sensitivities and awareness of other principles which impact my learners' perceptions, motivations and the learning atmosphere. They were essential in challenging me to view my landscape through new eyes. Even today, they play a part as I continue to work toward fostering my own visions of "*community*", "*connection*", "*autonomy*" and "*empowerment*" in my setting. These included:

- English is a tool for means of personalization. (allow learners opportunities to use learner-generated language to achieve expression of individual "*self*")

- Helping learners to become knowers rather than helpless requires thoughtfully planned lessons.

- Use a variety of strategies when forming groups in the classroom. (reduces learner anxiety and builds "*community*")

- Stimulating the senses means greater attention to my own use of gestures (the way I move), voice (tone/pitch), how I write (board work, legible, illegible, language, encouraging, positive) and the way I communicate orally (speed, difficulty of language, enthusiasm, sincerity, supportive feedback, error correction)

- Approach lessons through integration of inductive ("bottom up" approach where students discover and learn rules by themselves) and deductive ("top down" where the teacher explains or gives students the rules) techniques.

- Awareness of how I react to dominant learners. (over praising or over attentiveness leads to less communication and de-motivates less dominant learners)

- Analyze my own eye contact and physical location in relation to less dominant learners. (physical proximity and eye contact with learners can enhance learning by showing support and validation for the learner)

- Think about the way I conduct warm-ups in lessons and make more use of a grounded approach. (more fully analyze and interpret how I begin my classes. Do I personalize?, Do I begin with a review? or Do I just begin to follow my lesson plan immediately?)

POST SUPERVISION: PERSONAL REFLECTIVE RESPONSE – FALL 2002

"In youth we learn, in age we understand."
-Von Ebner-Eschenbach

Thank you so much for your thoughtful and thorough report – a perfect balance of powerful reflective insights and concrete examples of how you translate these insights into your daily practice. Elka Todeva

The "fruits" of our week together are numerous. I hope that I am able to mention all that I learned as a result of our time together. What stands out most in my mind is "maximizing learning" and "autonomous learning" in the classroom. When I think back through the week and the lessons I taught, I seem to recall that these two principles frequently surfaced in our discussions that continued late into the night. *Maximizing people's learning and making learners autonomous is perhaps what stands out for me personally too in my own growth as an educator. This liberates us and liberates the students. We delegate more, do less and still students learn more and are less dependant*

on us. We "do less" but there is more thought required in our planning and knowledge to cease every learning opportunity that occurs in the unfolding of our lessons.

I am well on the road to maximizing the learning in the classroom, but am now much more aware that I do not always take advantage and use all of the opportunities thrown my way. As a result of this, I am now more conscious of teaching in the present and really focusing more on learning and maximizing, when planning and teaching in front of my learners. *In the theory they make an important distinction between planned and incidental learning/teaching. The latter captures these mini lessons that we teach inside our main lesson, working on a grammar, lexicon or pronunciation point of one kind or another.*

As you know, I try to use a lot of learner-generated material in my classroom. I have been struggling with maximizing time and learning, by using this method of instruction. However, I realized last week that I am developing more confidence and awareness of how to maximize. *The more you maximize, the freer you will feel and the more magical moments you will experience. Your second summer will further enhance your ability to make split second decisions how to best fine-tune your lesson plan in the making.*

In one of my classes a group of learners had completed a written dialogue on large chart paper. Usually, I wait until everyone has finished. However, a thought struck me as soon as they were done. I had them tape their chart to the wall. I asked the group to stand up and come around to the chart. I again had a mini-lesson with that group and we were able to work on pronunciation, intonation, as well as error correction. When the second group completed their work, I repeated the process. I then had the two groups

read and practice each other's charts. Another benefit I noticed was that this motivated other groups to work a little faster at completing their own charts. I think learners liked the idea of working as individual groups with the teacher. In the end, all the groups were circulating to different charts and practicing dialogues that were unique, creative and authentic.

I have now also gained a much better understanding of autonomous learning and the importance of empowering the learner. This also frequently showed up in discussions and notes during the supervision. I realize now that it is "OK" to take a few seconds and recycle language from learners that allows them to see emerging patterns rather than just individual items. I discovered, this is useful to do with pronunciation, vocabulary, spelling and even grammar. The other day I realized that I am more conscious of this because it just came to me quite naturally while teaching a lesson. A class and I were discussing "health problems". A learner raised her hand and indicated she did not know how to pronounce the word "cough". I discovered she was having problems with the pronunciation of "gh". I immediately went into a mini-lesson on pronunciation. *Yes, Yes!!!!!!!!!!!!!*

I elicited words from other learners that ended with the letters "gh". Learners were able to tell me vocabulary such as "enough", "rough" and "tough". I then told them to notice the spelling of words and listen to the sound at the end of the word. We then tried to generate more vocabulary as well as practice the pronunciation. I think this is a good example of developing learner autonomy as well as empowering the learner.

An additional powerful statement that has stuck in my mind since you left was the question you asked, "Peter, are you teaching to test or are you teaching to learn?" That

was a very thought provoking question for me, and it has jolted my mind. When I think about my years in the teaching profession, I believe I initially began with the idea of teaching to learn. However, as the years have gone by I realize that I have fallen into the crack of the "institution" and my lessons have largely become teaching to test. I do not think I ever went about this consciously, but rather it came about in a slow unconscious way. I connect this idea to another discussion that I found both relevant and meaningful. I learned through this observation that my lessons are very structured and at times perhaps even too organized and structured. I think this is a result of textbook design and correlating it with a syllabus geared towards testing. I never thought about focusing on the whole picture. I have observed that my lessons usually focus on the parts. It is almost like a puzzle. I did not always provide that final piece of the puzzle so that learners could complete the picture. I still question why textbooks are designed as they are (largely topic based), rather than language according to function and use. I have already taken steps to enable and empower my learners to use language in a variety of situations. *Beautifully said.*

For example, this last week we focused on the topic of "health problems". According to the textbook, if we have a "health problem" we give advice by using the infinitive complement. The whole unit is devoted entirely to talking about health problems. I went a further step by expanding on the idea of giving advice when someone has a problem in general. My learners generated a list of problems that they currently have. We discovered that some had problems related to family, friends, school, health, cars, money, etc. They then generated their own dialogues related to all of these situations and are now empowered by understanding the pattern of giving advice not only

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with "health problems", but also for any problem in general. I feel that I have gone one step further than the textbook and again learning was maximized. *Great, that is it!!!!!!!!*

The use of rods was also a major learning during our time together. I appreciate the support and non-judgmental attitude taken by you, while I integrated rods into my lesson. As you know, they had just arrived the week before and I had never used them. It was a learning experience and as I recall, I was in the moment even though your presence was felt. I realized that while I was teaching the structure and order of the target language through the use of rods, the learners' view of the rods was backwards. I then moved them around and continued on. I saw how helpful the rods were and the connections made by learners when using them. Carrying rods into the classroom has now become a regular part of my teaching resources. I have incorporated them into several lessons since your departure.

I had a lesson on the comparison and superlative forms. It was an exciting and interesting lesson. I was able to capture all learners' attention while telling an authentic story involving the class. What was interesting about this lesson was that I was able to recycle *important* a lot of previously learned language as well as wh-question and yes/no question formations. Also, it was very easy to have the learners recast *great idea* the story step-by-step as I was telling it. Learners were then very motivated to use the rods and retell the story as well as create their own story with a partner.

A final insight during the week included the use of the textbook and learning as a whole. I have already made some changes in terms of how I organize my lessons according to the units in the book. I used to just teach the units in a consecutive order not realizing that it is "OK" to randomly teach units and build on previously learned material.

As an example, after completing a unit on describing cities, I moved ahead two chapters and integrated the unit on comparisons and superlatives. I see this as another example of maximizing time and learning. I am already thinking about how I am going to approach the use of the textbook for next semester. *You are the one who knows your students best, their L1, motivation, other external and internal factors. You have the best judgment how to present things, in what order with how much emphasis on particular structures or units. Enjoy your autonomy and make the best of it.*

I plan to redo a syllabus in which I can maximize learning according to language by function and use, rather than just by topic.

In conclusion, I'd like to thank you Elka for being the special person you are. This was my first experience at being observed in a non-judgmental and non-threatening way. You were a wonderful facilitator in understanding me as an individual as well as a teacher. I appreciated your words of wisdom, encouragement and support. I will always remember the week we spent together. I wish all my weeks could be this way. *Peter, I learned a lot from you too and I have utmost admiration for your dedication as a teacher. I also enjoyed getting to know you as a person. I am looking forward to seeing you on campus this summer. Elka*

At the end of my IYTP year in the spring of 2003, I completed the following reflective writing which summarizes the "*whole*" of my journey during the twelve months of the IYTP year. It clearly demonstrates through example the change and transformation happening within. I see these as central to the development of my own identity, values and beliefs as a teacher.

FINAL IYTP: PERSONAL REFLECTIVE RESPONSE – SPRING 2003

"A teacher is one who makes himself progressively unnecessary."
-Thomas Carruthers

I will begin by analyzing my goals and how they have helped me in my learning.

1. Integrate a reflective approach:

    Keep a teaching journal; focus on my learners and their learning and give learners an opportunity to reflect on their own learning.

Although I am still having difficulty in this area, this year has taught me the value of reflection. When I look back on my journal writing, I can see strengths and weakness within my learners and myself. Keeping a journal has enabled me to analyze my own needs as well as those of my learners. I am also better able to understand re-occurring problems that I might not otherwise have been aware of. It will also become a great tool and in the future when I re-teach similar lessons. I will be able to look back in my journal and check what activities were successful or unsuccessful, what strategies were helpful for my learners as well as changes to make in future lessons. *Right. Reflection does allow us to see patterns in our behavior and decision-making. Also, since it is true indeed that we are all 20/20 on hindsight, our journal entries inform our decision-making in very beneficial ways. Reflection is very beneficial for students as well. I attended a workshop on brain-based learning. Reflection is a powerful 'recycling' tool. It activates new connections that foster better memorization and retention, among other things.*

2. Integrate a variety of assessments in my teaching:

    Use a variety of assessment forms such as learner self assessments, peer assessments, and teacher assessment forms. Use oral feedback

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sessions in class.

This is an area that I spent a lot of time working on during this past year. I have discovered that by integrating a variety of assessments I am able to see my learners needs as well as accomplishments in a much clearer way. By having variety, my learners have been able to demonstrate their strengths and weaknesses more accurately to me. It has also helped them to see their own strength and weaknesses, allowing them to focus on their own goals and strategies for becoming autonomous learners. *Very true. Variety is critical indeed. The different skills develop at a different rate. Also, we may have knowledge but no control over the skills which allow us to externalize/make use of it.*

3. Use principles from the Silent Way, De-Suggestopedia and CLL in my lessons:

   Use music in the classroom; include visuals for peripheral learning, feedback sessions as in CLL, use the human computer and integrate more color in the classroom.

By understanding and implementing new approaches to my teaching, it has helped me in my own search about my beliefs as a teacher. I have discovered that a teacher can often teach by being silent. *I can relate to your excitement about this insight. We talked how it is critical to create opportunities for learning to unfold with us out of the picture completely or keeping very low profile. Like you, I love the Silent Way for the emphasis it puts on the discovery process and students ability to develop their inner criteria if they are off or on target.*
I use this approach many times with board work as well as eliciting from learners.

The use of music has been a wonderful introduction to my classroom. My CD player finally broke and I haven't used music these past few weeks. I have noticed a

change in the classroom as a result. I have found that music relaxes my learners and me, has helped learners to become more focused and sets the tone for a positive and meaningful learning environment. *I just attended a wonderful workshop on the use of music in the classroom. I thought I had seen almost everything one could possibly do with songs in a language classroom. Boy, was I wrong! I will share things with you when you get here. One needs to experience this first hand to really appreciate the potential of certain song-based activities/projects. Oh Peter. I am back at my computer after two great presentations both using music to send out powerful messages. We had the famous singer/composer Jane Sapp on campus. She electrified everything with her presence. I hope S.O. videotaped this for you in SMAT. Jane helps lower income kids cope and find a medium of expression.*

Visuals have helped me to transform a dull classroom into a brighter learning atmosphere as well as direct attention for my learners. It has helped to stimulate and activate their minds both with new language structures and recycling of previously learned language structures. *And the beauty of it is that it is not only language that gets activated/recycled. People have more things to talk about. They may share something triggered by a visual and this can be the beginning of a bonding with a peer or with the instructor—thus we have more community building. Discussions get richer or we start discussions through visuals.*

This is the first year that I really focused on feedback as a tool for learning. Although I do not use or follow the principles of CLL exactly, it has helped to define my teaching and contributed in the realization of how important and necessary feedback really is. The human computer can be helpful at analyzing student-generated work and is

also a useful tool when focusing on error correction. *I am so happy you don't follow the principles of CLL to the letter. They are just another tool with room for improvement, one tool out of many...*

4. Developing a sense of community in the classroom:

Use the full-allotted class time in the first week for community building activities. Allow learners input in establishing classroom rules. Allow more time for creation and use of learner generated material within the classroom.

This has been a valuable learning experience for me. It has truly changed the way my classroom functions. Taking the time to get to know one another and understanding our learning community in the beginning, has made things much easier as the semester progressed. By working together to build classroom rules, learning outcomes and learning strategies, learners have become more autonomous, responsible and accountable. The end result is that I trust my learners more. I feel that this term I have a better understanding of who my learners are and the rapport between us is better than in previous semesters.

In the first week my classes and I worked on a classroom contract by negotiating classroom norms. We were able to compromise and were flexible together to develop and integrate a functioning system that was clear and acceptable to all. I have discovered that because my learners were involved in the decision making process, they follow the rules established. Everyone is in there seats by ten minutes after the hour, they turn off their cell phones upon entering the classroom and take a few minutes to get comfortable by opening their book and reviewing what they have learned or previewing the unit currently being taught. In general I seem to spend less time getting annoyed with my

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learners because of the community we have created. There is much more harmony this term. *Yes, it feels so nice to have a community with explicit norms of interaction etc., etc. It is regrettable that because we all do what other people of authority have done, it takes us all a little while before we start trusting students more and letting go of our control of things and we become more of facilitators and collaborators than knowers and managers.*

    5.   Teach in the present:

> To better recognize and understand my learners knowledge, attitude and skills. To follow my learners lead in time of need rather than my lesson plan. To be more patient and understanding when learners face challenges or difficulties in the classroom.

My teaching situation has really changed this semester compared to previous years. In general, classes have become larger and abilities appear lower. Enrollment across all universities has decreased. Our university decided to extend the registration period by one week. Acceptance into a university is based on points. Students who did not originally meet the minimum criteria were accepted by lowering the points required to enter. The English ability of many of my English learners appears lower than in other years. Class size has increased to an average of 35 students per class with classes being relegated to very small rooms.

By recognizing that my learners levels are low, I feel that I am much more aware of their learning needs and styles. Rather than follow the prescribed syllabus, I am more confident in structuring lessons around those needs rather than the book. My newfound awareness of problems my learners will encounter has helped me in making better decisions when planning lessons. Because of this, I allot more time for dealing with predicted learner problems as well as strategies to help learners overcome the problem.

This often includes more drill, feedback, analyzing of patterns and structure as well as an opportunity to play with the language. By focusing on strategies and accepting that we all differ in our language learning skills, I feel I have become more patient and understanding with my learners. I do spend more time exploring alternative strategies and strategies for better learning as well as reflecting on what I am not doing or not doing enough of. Having done this has enabled me to take a shift from "blaming" the students, which in turn has led to increased patience, and understanding. *This is a critical shift. Keep it up.*

SIGNIFICANT "LEARNINGS" DURING THE IYTP

I have a colleague who is currently working on his Master's degree through an online program. From time to time we have met and talked about our daily life. We usually ended up talking about our job, as that is what we have in common. After our discussions I am realizing that by doing this program I truly have learned more than I am aware of. My brain has become a sponge and absorbed so much new information. It is hard for me to define or even verbalize exactly what I have learned but in a discussion, I am aware of this new knowledge as well as the confidence it has given me by taking risks to speak out on problems and solutions in the workplace as well as about learning. *Yes, this is often the case—it is only in various situations and in discussions with 'outsiders' we realize how much we have changed. And you still have your second summer at SIT!!!*

I have a much deeper awareness of learner autonomy and maximization of learning. I am much more capable at looking at the whole rather than the individual parts. In my planning this semester, I felt I had a much better grasp at assessing my textbook

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and planning for the term by integrating units, recycling a lot of language learned and understanding the form, meaning and function of target language. This has enabled me to have clearer outcomes for my learners as well as in my daily lessons and maximize learning throughout the term.

I have a better awareness of giving my learners strategies to help them learn. I spend more time looking at the structure of the target language. How are questions formed? How are answers formed? Why do we use the tense we do for the target language? How does this language function in daily life and how is it used? These are all questions I now think about before presenting it to my learners. I now try to design activities that incorporate their own experiences in life to their learning. I have discovered that learners in general appear to be more motivated and have helped them to become more autonomous in their learning by understanding that what they learn is practical and useful.

The use of error correction and feedback is another skill that has helped me tremendously as a teacher. In the past I was always aware of the need for error correction and feedback. However, I did not make much use of it. I was weak in this area, as I did not know how to go about it. I was too focused on my syllabus and what needed to be taught. This semester was an exciting time for me in terms of error correction and feedback. After my mid-term exam, I really felt that I wanted my learners to understand their own errors as well as to become aware of their own mistakes. I wanted to provide them with another strategy to learn from their mistakes. I developed a two-page list of all common speaking errors made during the exam (see Appendix 2.7). I then gave my learners one hour to work together in groups and try to correct the mistakes. In the

second hour we checked the corrections together. I told them if they had a colored pen to circle their corrected errors. They should take some time outside of class to focus on those errors. I also reminded them this would be a useful tool to help them study for the final exam. Some of my learners seemed very disappointed after they were given their mid-term marks. However, upon completion of the error correction sheet, I actually had learners come up and say to me, "Teacher I understand why my mark was low. I will do better for the final exam." This made me feel very happy knowing that I was able to help them in some way. *Error analysis and self-correction can be a very powerful learning experience. This is what a big chunk of your EAL course with Diane Larson-Freeman will be dedicated to—to try and see challenges and errors through the eyes of learners. We will address some of these issues in SLA (Second Language Acquisition) as well.*

This Semester I began to use the portfolio system with my intermediate class. Although it is just the beginning, I have enjoyed observing the creative process in my learners. I was pleased with the results that I saw when testing for the mid-term exam. Learners were required to bring a portfolio of their own generated work to date to the exam. With a partner they had to look at each other's portfolio and talk about them using the language focused on in class. The results were quite amazing. I noticed that my learners seemed to be much more confident about their own ability as speakers. I also found it very interesting that once they become involved in each other's portfolios, they were totally unaware of what was happening around them. In the future I plan to focus and do more work with the portfolio system. *It was a great idea to have them work with a partner. This doubles everyone's learning; people engage at a different level; they can*

clarify/negotiate certain things better having a common language and/or cultural experiences, etc., etc.

OTHER COMMENTS

In light of the challenges, demands of work and school life and lack of time, this year has been a period of immense growth for me as an individual, a professional and a leader. Through reflection I have increased knowledge and understanding which has helped me to become a more sincere and confident teacher. My learners are now able to open the window and see more clearly the person that I am. I too am now able to open the window and see my learners for who they are. I no longer walk into a classroom and try to associate a name with a face or see a blank stare. I look beyond to the person inside. I see each learner as an individual with a different ability, need and purpose. I have worked towards trusting my learners and shown them that they can trust me. I have become aware of what it means to be a community and how important it is to see and understand how a community functions as one. My purpose is not to teach in a tedious manner, but to teach and be in the moment. My purpose is not to teach for a test, but rather to teach for life long learning, empowerment and autonomy.

My dedication, desire and inner drive to do my best combined with my learning has helped me to better understand my own teaching context. It has helped me to think about my own future as a teacher and where I want to be. I have come to the realization that my environment and experience here in Korea along with my work on my degree, have been the foundation and stepping stone to bigger and better opportunities. My studies have led me to set goals for myself to secure a richer, happier working and

learning environment. I now have the ability and the tools to set my sights higher and to

pursue challenges that I felt I was not able to do before. For this I am thankful.

In conclusion, I am sad to say that this IYTP year has come to an end. I am

grateful to have had this opportunity to immerse myself in this wonderful learning

environment. SIT has become a new community in my life and I feel secure in knowing

that the people who have had such a strong influence in my life will always be a part of

my community. Thank you Elka for the knowledge that you have passed on to me.

Thank you for always being positive in your own reflections about my work. Thank you

for caring. *Peter, I am the one who feels the privilege and blessing of having (had) the*

opportunity to be allowed into your world--see your victories, be challenged by your

wonderings, learn new skills from you, hear your perspective on things. Your report does

reveal wonderfully rich experiences. Some people, I am sad to say, do not have that

much growth in their entire career. We are all so fortunate to have a community of like-

minded people. Jane Sapp said today that every experience is knowledge. Unfortunately,

the way the system works in this country, and in many places overseas, we do not have

the necessary paradigms/infrastructure to turn even less successful experiences into

learning through scaffolded reflection, thanks for the thoughtful, honest sharing in your

final report.

In summary, how did I see the IYTP help my identity and growth as a teacher? I

reaped opportunities to grow professionally by looking at my "*self*" as a teacher, my

thoughts and my actions. This was accomplished through reflection and experimentation.

It also came about by incorporating the new skills, knowledge, attitudes and awareness I

had developed into my working environment. Learning to understand reflective practice

and applying it to my own repertoire of teaching enhanced my vision of what became meaningful to me. It introduced clearer awarenesses of my strengths and weaknesses and resulted in extended growth and development of my own skills and techniques as I traveled along.

Returning to complete my second term in 2003, I was pleasantly surprised by emotions I was feeling on the inside. I found myself longing for and eager to return to my circle and my own learning community. I arrived more appreciative for the opportunity I was given, proud of my growth and progress in the past year and hungry to listen, discuss and learn from the experiences of my classmates.

Others also recognized a change had occurred. They observed my openness through my actions and interactions with peers. They saw I was more supportive, sincere and understanding of them. I became a more willing and active participant in circles. I spoke more deeply from the heart when exploring thoughts and feelings with those around me. Through my "*connection*" with others, reconnection within had emerged.

CHAPTER SEVEN

PAST, PRESENT AND FUTURE ROADS

"Humility does not mean you think less of yourself.
It means you think of yourself less."
-Ken Blanchard

At present, this writing symbolizes learning of both the " *process*" and the "*end*

result" as I "arrive at the final destination" of this journey. It completes the requirements

for obtaining my Master's degree. Despite reaching the "end", the road I have traveled

extends onward far into the outlying distance. The insights and learning I had discovered

and come to understand have become steadfast within. All along, my view and

understanding of reflection was not immediate, but within my peripheral vision

(nourishment I received from De-Suggestopedia). My exposure to reflective practice

stemming from the "Approaches" class I had participated in, no longer lies dormant.

Only now am I proficient at "noticing", integrating and making it a part of my common

practice. There are those who say one should never look back, but only forward. Writing

this IPP has affirmed my belief in looking back. Sitting in the driver's seat, looking in

my rearview mirror, I clearly see the tread marks of a road well worn; the road I had

journeyed along. Knowing my past informs my present. Knowing my present informs

my future. It is these eyesights that will determine the destinations and roads I will

continue to drive along. Reflecting on my identity, seeing and learning from the teacher that was, has nourished and grounded me. Analyzing and interpreting the "*process*" is how I am able to remain a teacher and move forward with clarity and purpose. I gaze into the rearview mirror until the road fades out of sight, my thoughts suddenly transporting me back to the present, "*in this moment*".

Today, I have greater wisdom, confidence and strength in better knowing who I am, the teacher I am and what I represent. I maintain my course to become a more "*empowered*" teacher. I acquired greater ability through insight, making connections, and secured the tools to more fully investigate, inquire, explore and learn. I am better able to fertilize, water and nurture the seeds I have planted, a necessary "*process*" before anticipating growth and change.

I-THOU-IT TRIANGLE

Another salient awareness evolved in my "Approaches" class after reading an essay written by David Hawkins. He describes his framework known as the "*I-Thou-It Triangle*". It explores the relationship between the teacher, learner and subject. Figure one (see page 83) is a simplistic visual of how Hawkins depicts the relationship between the three corners of the triangle.

In my opinion, I understand "*I*" as being the teacher, "*Thou*" the learners and "*It*" referring to subject matter, content, tools or practices used in language teaching to help learners discover and learn.

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                        I



           THOU                    IT
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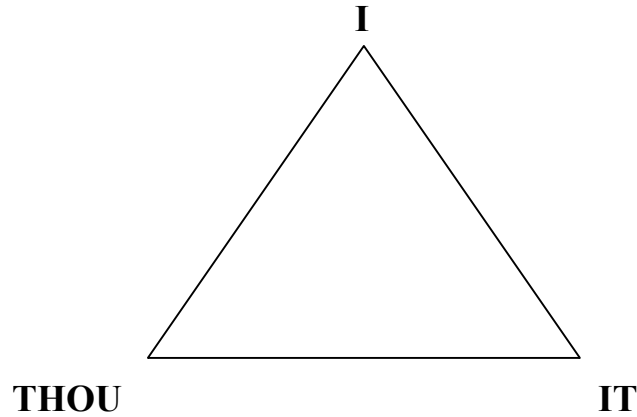
Figure 1

Looking back on my own writing necessitated I think more deeply about how my

own teaching practice and relationship between the three elements "*I*"-"*Thou*" and "*It*"

corresponded. As I described in my early years of teaching, I held teaching the subject

matter and acquiring better skills to teaching as most important. I placed heavy emphasis

on the "*I*" and the "*It*" of the triangle. I gave little attention to the "*Thou*". My own

assumptions and principles about learning revolved around learners demonstrating new

knowledge and ability gained based on the syllabus and content taught. The ability to

demonstrate successful achievement of course objectives came through testing. I was a

prescriptive, technical teacher, seeing my role and responsibilities more as a coverage

approach to teaching.

In my mind however, my first objective as a teacher was to help learners learn.

How I presented skills, choose materials and activities or the way I structured lessons to

promote learning ranked second. Reflection enabled me to see that in reality, the two

were reversed. My actions (techniques) and method (the link between my thoughts and

actions) predominantly centered on "*It*". Only a small portion of energy and time was

allotted to "*Thou*". I was only vigilant to "*Thou*" if problems surfaced related to "*It*" or

"*I*". Figure two below, is my own visual representing how I interpret the framework and

the teacher I was.

WHO I WAS

I

1

THOU   2   IT

3

Figure 2
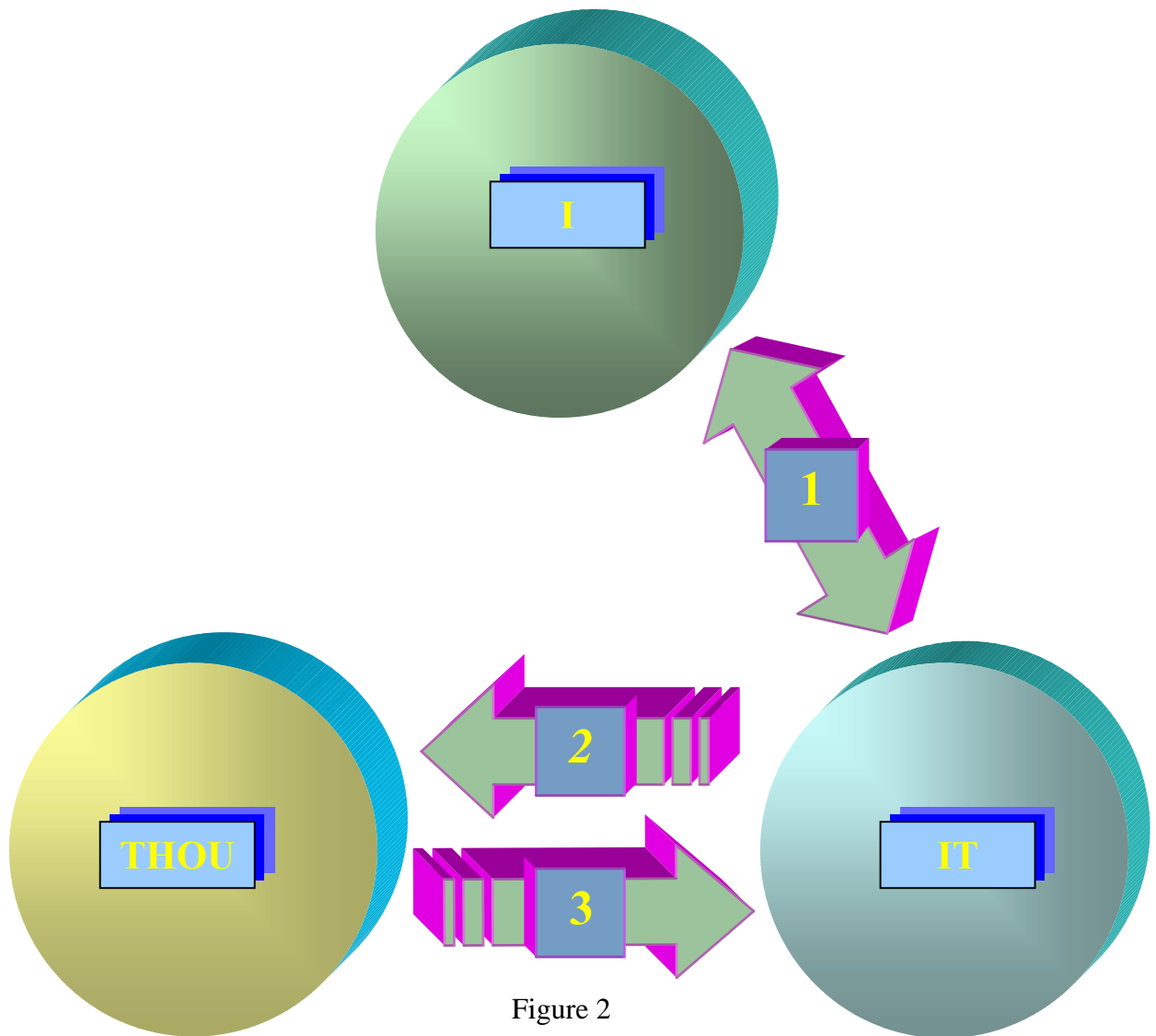
Visually, I observed a connection between the three elements "*I-Thou-It*". Closer

analysis revealed a flow of energy between "*I-It*" and "*Thou-It*". The connection

between "*I-Thou*" did not happen directly, but indirectly through "*It*". This demonstrated

a disconnection between "*I-Thou*". The relationship existing between my learners and I

happened as a result of our interaction through the subject matter "*It*". There was no

direct energy flowing between my learners and I.

Was this intentional on my part? I understand it as a slow, gradual process that

came about as a result of my personal experiences, feelings and attitudes described

throughout this IPP. Attentive to the "*end result*", but inattentive to the "*process*", did

not allow me to see with the same perspective I have today. I saw each of these elements

as "separate" or "*isolated*" rather than "*whole*". Did I have community in my classroom?

"*Community*" and "*connection*" between the three elements is clearly missing. By not

seeing the "*whole*", unaware of a third element, I could now better interpret and

understand through the visual, the struggles I experienced in identifying my role and

identity as teacher.

Figure three (see page 87) is a new visual I created of the same framework and

how I aspire to perceive and achieve working in my learning environment today. I no

longer see the elements as "*isolated*" placing more emphasis on one over the other. I

give thought to each element when thinking about my own learner goals and objectives

for lesson planning, assessment and evaluation.

Closer inspection reveals each of the elements interconnected with energy flowing

in both directions. Through "*connection*", they become shared. Interconnection and

sharing of the three elements introduces what I have observed as a new element. I

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conclude when all three of these elements interconnect and become one, enlightenment, awareness and understanding of "self" and "others" begins. Although I have identified and labeled this fourth element in the visual for identification purposes, in actuality, its presence within the classroom at the beginning of a semester and in many cases throughout a term is invisible. Stopping along the way, learning to respect and value the "*process*" required in my interactions with each of these elements, brought into play my own awareness at seeing what was invisible. As the weeks go by and learner and teacher are interacting, paying attention to what I do and reflecting on my "*process*" puts into motion my hope of seeing the invisible become visible, producing the "*end result*". Nearing the "end" or completion of a term, the invisible element consisting of "Heart", "Spirit", "Community" and "Connection" becomes fully illuminated. Connection between student, teacher and subject coming together as one procure "*community*" and "*connection*" utilizing "heart" and "spirit" of oneself.

WHO I AM
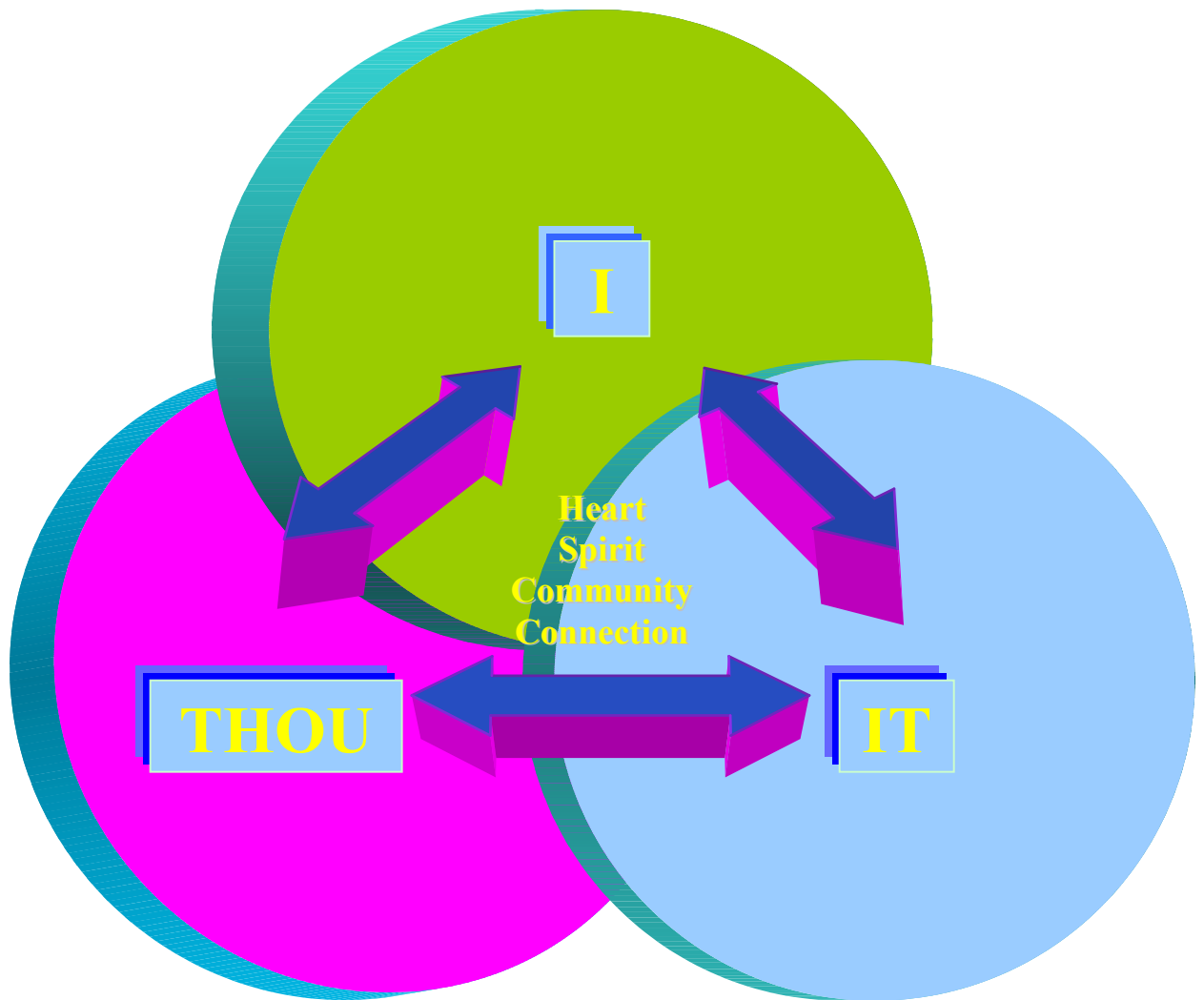
Figure 3

CHAPTER EIGHT

REFLECTION DEFINED

*"Good teaching will be reflexive, sensitive to the possibility of
different kinds of understanding."*
-Edwards and Macer

Finding the changes I was seeking led me to deeply analyze my own experiences as a teacher throughout my teaching career. Continuing to take small steps forward, seeing how my past informs the present and interpreting how my present influences the future, came about through "*reflective practice*". Integrating reflection into my teaching practice is an awareness and a visible process which congealed over time, through my studies at SIT.

Early on in the program, I addressed in my first reflective writing how I had not truly considered the significance or value of reflective observation. Over a period of time however, I saw the potential for more aware and integrated learning. I discovered enriched learning and understanding occurs when one begins the practice of reflecting upon "*self*". My own writings and communication with individuals; in pairs, groups and class discussions, helped me see a variety of ways to incorporate reflection in my own teaching. Writing about myself and being objective, but seeming subjective was not an easy task. The struggles of journaling everyday and engaging deeply was challenging to

me. Although writing was difficult when I first began, my professors were supportive

and encouraging. They commented on the strengths of my reflective writing and the

quality time I gave it.

<u>REFLECTIVE TEACHING</u>

I wanted to know more about reflective practice and how to use it in my own

teaching. After conducting some research on reflective teaching, I learned John Dewey, a

20th century educational philosopher; was the first to write about it. He describes it as:

"The process of reflection for teachers begins when they experience a difficult,

troublesome event, or experience that cannot be immediately resolved." (Zeichner and

Liston, 1996, p.8) I understand the practice of "*reflection*" as being able to step back at

some point in time after experiencing difficulty, a troublesome event or uncovering a

problem, which I am not able to immediately resolve or analyze. Analysis of the

experience can occur during the action or after the action is completed. How I analyze

the experience distinguishes the type of reflection and action that occurs. Dewey says the

concept of reflective teaching can occur in two ways. The first is action that is "*routine*"

and the second is action that is "*reflective*".

In the past, much of what I considered to be reflective was in fact "*routine*" action.

I did things according to school tradition, policies and authorities. He goes on to say, "In

every school there exists one or more taken for granted definitions of reality or a

'collective code' in which problems, goals, and the means for their accomplishment

become defined in particular ways." (Zeichner and Liston, 1996, p. 9) Even though,

embracing or not questioning these "collective codes" within my own teaching context,

my demeanor is largely unreflective and uncritical. My own thought process and actions indicated I solved problems in terms of "What was most efficient?" or "What was most effective?"

Observing and developing this awareness has helped me to further reflect and understand more of my own personal feelings regarding the system I work in. I see problems defined or addressed to me in very general terms. In addition, I sense the presence of a strong prevailing attitude that, "at this school we only do things in this way". This collective thinking is one cause of the frustration and dissatisfaction I still carry in my teaching context today as I continue to experience struggles within myself. In retrospect, I now see how my initial desire, goals and purpose for being in the classroom changed. I became an agent for the system not for my learning community or I.

Reflective action is the ability to frame problems in more than just one way. It means asking questions and not simply accepting the most common held views to problems, concerns or issues in the everyday teaching context. Dewey does not see reflection as consisting of steps or procedures used by teachers, but "a holistic way of meeting and responding to problems, a way of being as a teacher." (Zeichner and Liston, 1996, p. 9) Reflection also requires teachers use intuition, emotion and passion. I experienced tremendous personal growth by observing how I have come to rely upon my own use of intuition, emotion and passion. Today, what has become extremely important is listening to my learners, accepting their understanding and seeing them for who and where they are as individuals and in their own language learning experience. I work hard to no longer reason with just my mind, but also with my heart. I try to engage my "*self*"

with learners through sharing of passion and emotion. Choosing to teach in a reflective

manner with passion and emotion required I change my attitude, learning to implement

three actions Dewey describes as integral to reflective action. These include: open-

mindedness, responsibility, and wholeheartedness.

THREE REFLECTIVE ACTIONS

Open-mindedness is the ability to listen to more than one side. It means

considering other possibilities as well as recognizing our own errors. We must

continually ask ourselves why we are doing what we are doing. We must be willing to

listen and accept the strengths and weaknesses of our own and others' perspectives.

> Sociologist C. Wright Mills argued that there are three
> types of believers: vulgar, sophisticated, and critical.
> Vulgar believers have no interest in listening to opposing
> arguments or in analyzing their own beliefs and operate
> only according to slogans and stereotypes. Sophisticated
> believers, on the other hand, are interested in knowing
> opposing points of view, but only for the purpose of
> refuting them. Sophisticated believers are still not open
> to the possibility that their own belief system might be
> flawed. Critical believers, however, are willing to enter
> sympathetically into opposing points of view because
> they realize that all belief systems have weaknesses
> and can be strengthened by the confrontation with
> different beliefs. (Zeichner and Liston, 1996, p. 10)

Maintaining an attitude of open-mindedness in my own reflections continues to

challenge me today. In the past, I see myself as having been a sophisticated believer.

Expressing my thoughts and changing my actions as I strive toward becoming a critical

believer can invariably be a tumultuous transition. There are uncertainties and

vulnerabilities one must be willing to confront. In my current conditions, I have surmised

that those who have the power to change are often vulgar believers. My experiences have shown me they very seldom think about others, listen to themselves and attempt to engage in verbalizing their own belief system only when necessary. Their voices resonate with rhetoric from books, yet little resounds about their own thoughts, actions, or the possibility that these may be flawed.

Responsibility requires examining the consequences that come along with an action. No longer can I just ask myself "Did it work?" Moreover, I must go one step further by thinking about "How did it work?", "Why did it work?" and "for whom did it work?" A reflective teacher tries to understand what results in his or her own teaching situation is good and effective, as well as for whom and in what ways. It is about understanding and realizing both intended outcomes as well as unintended outcomes. It is not just tackling specific criteria, goals or measurable outcomes.

Currently, when I ask myself these questions, I am still challenged by my own perception and attitude as I continue to take a hard look at the system I work in. In some ways I feel the system has failed me (let me down) by not supporting other teachers or I in our personal endeavors at becoming more skilled and insightful, as we work towards securing richer learning environments. Barriers still exist hindering my experience at becoming whole-heartedly "*empowered*" or "*autonomous*". I see those in my environment scarcely questioning if what they are doing really works. Goals and objectives for the program are inexplicit. Decisions for all communities are made with no input from teachers. They strike me as appearing to work only for the system and those who have power to authorize implementing them. For example, one year ago our department changed the student textbooks. Units to be taught, scope and sequence for

each unit, timing allocated to teaching each unit and giving compulsory quizzes after completion of each unit did not include the resources, training, experience or knowledge of the staff. An individual in a leadership position made all these decisions.

The current textbooks used for first year students are called *Firsthand Success* and *Firsthand One*. *Success* contains ten units and *Firsthand One* contains twelve. The semester system is divided into fifteen weeks. Each class meets three hours per week for one double and one single period. The new syllabus indicates teachers ought to teach the books in their entirety. The first half of each book is taught in the first semester, while the remainder is taught in the second. The design of the syllabus is such that each unit is broken down into four hours of teaching time. Quizzes provided in the teacher's manual are mandatory and should be administered in the fifth hour. It also outlines two weeks each to be used for review and exams. Including scheduled holidays and cancelled classes actual teaching time amounts to approximately nine weeks. I seldom have the opportunity to thoroughly teach all units and ensure learner needs are being met. Others and I have voiced our apprehensions over the timing and how the course outline is laid out. It has fallen upon deaf ears.

Attempting to teach the target language, grammar and help learners develop an awareness of form, meaning and use when teaching the simple present, present continuous and past tense is difficult to achieve as the syllabus is currently designed. Learners are not given adequate time or opportunities to internalize nor demonstrate their strengths and weaknesses. It ignores the lack of time available to focus on all four skills.

In some instances, it has not been uncommon for me to teach a unit in as little as three hours. I speculate the program and what little goals are visible do not focus on the

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learners or their needs, but on the subject. This way of planning and teaching induces

stress and anxiety on learners and I. It fails to take into account the values and beliefs

others and I have developed as teachers. It exemplifies the tendency to only focus on the

"*end result*" in the decision making process. In this case: standardization and consistency

in achieving one primary goal—all teachers should be on the same page at the same time

and complete the books within a specified time frame. Appendix 1.1 (see page 115) is an

overview of the English program implemented in my context. I have included it only to

demonstrate and support some of my views about my own thoughts written in this paper.

Implementing an attitude of open-mindedness, whole-heartedness and

responsibility in my own reflections, recognizing the system, program and syllabus

contains flaws; I felt my own empowerment as a teacher persuaded me to invoke in

discussion with others. However, this brought about a great deal of tension between

those able to summon for change and myself. In my opinion, there appears to be an

unwillingness to identify problems, develop better solutions or work toward change. I

believe dialogue with others and careful analysis of the "*process*" can lead to creating

positive change. As the program and syllabus are currently designed, the response or

lack of response to questions I have asked; I have deduced my only purpose here is

simply to fulfill the requirements for an English course focused on content and time. It

completes the required duties and obligations of the program by those individuals

responsible for its implementation, instilling a sense of leadership. Personally, I simply

see it as leading through use of authority, power and control. The thought process and

actions are "*routine*". It only subscribes to the question, "What is most efficient?"

Taking it one step further by asking, "How did it work?" "Why did it work?" and "For

whom did it work?" is not taken into account.

My overall stance of this program is that it is largely ineffective for learners, colleagues and I, failing to address or integrate my own views for developing "*community*", "*connection*" and "*autonomy*". It does not consider how learning can be "*maximized*" and offers little in helping me to achieve "*empowerment*" in the lives of my learners. I view those responsible for designing the program, as it is currently implemented, unaware of the necessity to identify the "*process*". Based on outward appearances, I see a resolute unwillingness to take "*responsibility*" for their loosely developed principles (thoughts), techniques (actions) or approach (link between thought and action) to teaching.

Wholeheartedness implies reflective teachers continually analyze their own beliefs and assumptions, the results of their actions and maintaining an attitude that something new can be learned from being open-minded and responsible. This is accomplished through ongoing understanding of one's own teaching, how and what one does and the impact it has on learners by seeing from different perspectives.

Becoming a reflective teacher is not a recipe for success. It does not guarantee I have complete insight into who my learners or I are. Unfortunately, it does not provide all the answers to make working in my situation any easier. Reflective teaching as I have come to understand it, is simply a "*process*" committing to the education of my learners and "*self*". I continue to make mistakes and learn from them. These mistakes are my own "teachable moments" allowing me to become more accepting of the imperfections I carry within. These days, I work harder at being more "*responsible*". Reflection is a tool I use to remind myself not to direct blame on my learners, context or "*self*". Reflection

encourages me to continue working towards maintaining a positive attitude. It reminds

me to remain humble, remember my purpose and see things as they are. All I can do is

learn from what I experience and continue to create the change I seek. "The dispositions

of open-mindedness, responsibility, and wholeheartedness are dispositions that push one

toward a critical and supportive examination of one's teaching." (Zeichner and Liston,

1996, p. 12)

REFLECTION-ON-ACTION / REFLECTION-IN-ACTION

In 1983, Schon wrote a book called *The Reflective Practitioner*, which explores

his understanding of reflective practice. He argues that reflection consists of two frames.

The first, occurring before and after an action, known as *Reflection-on-action*. In this

frame, reflection-on-action happens before and after planning a lesson or giving

instruction. Second, he believes that teachers also reflect in the moment while teaching.

This occurs when the teacher is faced with something unexpected and must adjust his or

her teaching in order to take into account the unexpected. He calls this frame *Reflection-

in-action*. His argument is that reflective practice must include both "*in*" and "*on*" action.

He also points out that teachers come equipped with knowledge already

embedded in our practice, which he termed *Knowledge-in-action*. These are the actions,

understandings, and judgments that we are unaware of having learned and rarely think

about as we carry them out. In other words we just end up doing them and many times

are not able to verbalize our thoughts regarding this "*knowledge-in-action*". He argues

reflective practice and teaching enable us to think more deeply about the embedded

knowledge we carry by bringing it to the surface in order to better understand, criticize, examine and improve on it through articulation and critique.

During my IYTP practicum when my supervisor observed my classes, I recall a question she posed to me. She asked, "Why do you check student attendance in the same way for each class?" I looked at her rather dumbfounded and said, "I don't know everyone does it the same way here." It demonstrates a form of embedded knowledge that I carried in relation to my practice of teaching. Yet, I was not able to articulate my reason for doing the action as I did. The simple question brought a new awareness. It provided an opportunity for "*reflection-on-action*" allowing me to understand, criticize and examine my practice. From this I was able to implement variety and change in how I take attendance.

Today I also include my learners by integrating variety in my approach. Frequently, I make them responsible for checking attendance. On other occasions, I use this time to work individually recycling language, reviewing previously learned material or working on common pronunciation errors. Periodically, it is a time to engage in a simple dialogue of personalizing and sharing with my learners and I. Now, I am able to confidently articulate reasons for conducting attendance as I do. Developing an awareness of a "*routine action*" through "*knowledge-in-action*", I applied action both "*in*" and "*on*". Reinterpreting and reframing by seeing from a new perspective led to deeper understanding, growth and change in my practice.

CONCLUSIONS

MOMENTS CAPTURED

"Teaching is a process of becoming that continues throughout life, never completely achieved, never completely denied. This is the challenge and the fun of being a teacher— there is no ultimate end to the process."
-Frances Mayforth

The other day as I was driving along a city road, I moved through a very large traffic circle. It consisted of six lanes. While driving, I had to be fully aware of what was happening around me. It was truly an experience of having to "*be in the moment*". In the day, there is a lot of traffic, cars dodging in/out and around—as they speed by. As a driver, I need to think ahead, look in my rear/side view mirrors and be cautious of the blind spots. Knowing the precise moment to change lanes when exiting requires attention to the "*process*", seeing what is not clearly visible before successfully achieving the "*end result*". On my first attempt, the opportunity to maneuver between the cars, across the lanes as the exit neared was not conceivable. I found myself driving around the circle a second time. I completed two more cycles before turning off; finally reaching my destination. It was then I had a brief moment of enlightenment; realizing my travel and the experiences in my own journey of teaching were the same as the actions I had just encountered. I see this paradigm as an authentic visual to my own experience; teaching

me in my growth as I learned to recognize, understand and value the "*process*" before achieving the "*end result*".

Peripherally, I had many opportunities to examine more closely my landscape along this journey. Nevertheless, I gravitated toward seeing it in "*isolation*", not in its entirety—just like the pieces in a puzzle. The past three years have been my opening at learning to survey the same landscape through a new set of eyes. Over time, greater exposure to the scenery and "*noticing*" the infinite details I saw within—burst forth; facilitating me to make "*connections*" progressively by bringing these pieces together— one by one. Allowing myself time, reflecting "*in*" and "*on*" my actions, seeing and learning from the "*process*", becoming aware of the "blind spots" is how I became intimate with the "*whole*" of my landscape; embracing the teacher that is and the teacher that continues to evolve within. Never completely achieved, the missing piece in my own landscape symbolizes profound knowledge I have gained—knowing that in truth "there is no ultimate end to the process" (Frances Mayforth). As teachers, we are never able to fully see the "*whole*" within our own landscapes. Each day we must pick up from where we left off discovering pieces not yet found, manifesting a more salient view of the "wider" landscape that imprints our mind.

In chapter seven, I described how Schon views reflective practice as consisting of both "*reflection-on-action*" and "*reflection-in-action*". If "*reflection-in-action*" had not taken place while driving around the traffic circle, I might still be traveling around it today. Learning from this experience happened both "*before*" and "*after*" the action. Achieving the "end" successfully, not repeating the same errors required I reflect "*in the moment*"; taking into account the actions of other drivers or unexpected things happening

around me. Thinking about my driving experience and seeing from an altered

perspective came to light through "*reflection-on-action*". Asking myself pertinent

questions, "Why did I have to drive around the circle a second and even third time?"

"Was I driving too slow?" "Did I underestimate the distance?", "Did the fear of fast

approaching drivers prevent me from changing lanes?" or "What could I do differently to

prepare for the next time?" was necessary. Progress and change, growth and learning

happened only after completion of reflection "*in*" and "*on*" the action. My contention is

that seeing and understanding the "*process*" by reflecting "*in*" and "*on*" our actions is

essential to higher learning, illuminating wisdom and insight before achieving one's

"*end result*".

My own desire to grow, evolve and learn, my teaching experiences in the

classroom, my quest for continued professional development and knowledge, my

education through studies at SIT furnished my insights and learnings along this journey.

Inquiring, analyzing and validating the "*process*" are the steps I took as I began to work

towards implementing change. As this journey nears its end, the "*end results*" are

disclosed, yielding a more open-minded, whole-hearted teacher within. Externally, a

teacher—humble yet confident—inspired to follow a path leading to a place with "heart"

and "spirit" of both teachers and learners.

In my landscape, I now see my learners as capable, having the potential to open

windows of opportunity I hand over to them. I am hopeful they see not only a teacher,

but also traits of the "being" within. I too have become more engaged and responsive to

unlocking windows of opportunity my learners make visible to me. My own perceptions

have changed, seeing them not solely as students, but as able individuals each with their

own strengths and weaknesses. I ask myself, "How can I best utilize their inner "*selves*"?" as I work to build "*connections*". No longer do I only devote myself to the subject, but I go beyond; studying their faces, catching a glimpse of what is inside, hoping to see ownership of their "*self*" and their thoughts; revealing their own individual identity and personal qualities. I work harder to maintain an attitude of awareness, openness, and acceptance as I learn to identify and integrate learner needs, abilities and learning styles. I convey more trust in my learners making a conscious effort to subordinate my teaching to their learning, sensitive to an enriched mutual trust existing between my learners, each other and I. I am grateful for the role "*community*" plays in the classroom, reaping rewards as we enjoy the discovery and "*process*" of building it together. I teach not as a knower, but as a guide, setting my sights on making learning for life meaningful through their own experiences.

As the pieces of the puzzle in my own teaching came together, I began to see the "bigger" picture. Upon closer inspection, deeper within, I saw a reflection—my own. Interpreting the "*whole*" as I fixed my gaze out over the landscape, prominent strengths and transformations became luminescent. These include:

- Enhanced knowledge and understanding of my learners.

- Greater trust in my learners.

- Deeper insight and awareness in lesson planning, leading to better judgment of sequence and order in presenting units or particular structures.

- More frequent integration and use of learner generated materials in my classroom.

- Awareness for creating and providing a secure class and learning environment, enabling learners to feel comfortable by taking more risks.

- Ability to set clear boundaries with learners for appropriate and inappropriate behaviors.

- Emphasis on building good student relationships through variety in pair and group work or collaborating and sharing with each other in the classroom.

- Clarity in identifying course goals, objectives and designing lessons, which reflect those goals and objectives.

- Frequent use in recycling previously learned language to reinforce mastery.

- Use of a variety for student assessments and ways of providing effective feedback.

- Emphasis on personalizing target language to empower the learner.

- Ability to delegate more and do less while learners learn more and are less dependant.

- Creating warm-up and review activities in lesson planning.

- Awareness of promoting learner autonomy in the classroom.

- Ability to use varied and appropriate error detection and diagnosis strategies.

- Developing strategies and tools to increase learner awareness of their own acquisition process in a clear, simple way.

Employing reflective practice, developing an awareness of the "*process*" also brought to light my own area of weaknesses, which I continue to zero in on as I piece together and hold in view the "*whole*" of my landscape. These include:

- Use of better timing, pacing, flow, transition and progression when lesson planning.

- Demonstrating instructions to learners in clear simple steps.

- Expanding my ability to make split second decisions to best fine tune a lesson.

- Enhancing awareness for opportunities to teach a mini lesson within a main lesson when learner problems arise.

- Recognize and be attentive to all students in a class versus the most vocal or knowledgeable.

- Check students clearly understand goals, objectives and the evaluation process in clear, simple ways.

Becoming aware that substantiating the "*process*" in my teaching practice accords learning and directional change, encouraged me to more closely inspect my own previously developed materials; building upon them by recycling and implementing changes suitable to my own climate and way of working.

During the first week of a semester, I immediately work on establishing "*community*" by getting to know one another. Remembering Korean names and pronouncing them correctly is a difficult task for me. I now use English names (insights from De-Suggestopedia), providing handouts with many English names and their meanings. In groups, learners read through the lists and choose a name they like. After they make their decision, I write the name on the board so that others can see the name. After everyone has selected his or her English name, we begin working on pronunciation. Then we play a name game trying to remember each individual's new name. I immediately use their names as frequently as I can to aid me in remembering them. I also ask each student to submit a recent photo within the first two weeks of the semester. I paste them on a sheet of paper with their new name and student number written below. I attach this sheet to the front of my files for each class. When teaching and circulating around the classroom, it goes where I go. It validates each learner and helps build "*connection*" and rapport within my classes (see Appendix 2.1).

I also began to use learner-generated contracts. The first time I undertook this the outcome was disastrous. I placed learners in groups of four, explaining they were responsible for creating fair guidelines that all of us would follow in their English class. I encouraged them to think about, "What is a good learning environment?". I supplied a few examples on the board. As I circulated around the room checking in with each group, I discovered my expectation for this task was too daunting for my learners (*reflection-in-action*). "*In the moment*", I became aware this was the first time my learners were required to think about how one learns or develops guidelines for student/teacher accountability and responsibility. I provided more scaffolding writing key words on the board such as talking, cell phones, lateness, and homework to help guide them. We discussed "if" and "how"' these might be significant and in what way they affect our own learning. After completing a list of ideas for the learning contract, we negotiated as a class until we reached a consensus. The process was very time consuming. I knew I could not devote this amount of time in all my other classes. However, completing one learner-generated contract enabled me to integrate and use it with the remainder of my other classes. Upon further reflection (*reflection-on-action*), I approached each class with a new strategy for integrating learner input in establishing norms for their English class. After handing out a copy of the learner contract, I had learners' copy the contract agreement generated in the initial class. When they completed the writing, we discussed and negotiated acceptable guidelines. I gave adequate time to clarify any misunderstandings and allow for any additions or eliminations. I discovered a new practice for learners to develop critical thinking and negotiating skills. Decisions and changes to rules or penalties set by previous classes were verbalized and decided upon by

the class as a whole (see Appendix 1.2).

How I now conduct midterm and final exams also shifted. In my early years, the classes I taught were generically labeled conversation classes. The "collective code" emphasized the primary role of the teacher as helping learners with their speaking skills. Therefore, a great deal of my energy focused on speaking.

Appendix 1 is an overview of the information I am given (see Appendix 1.1) to guide me in developing my own course outlines (see Appendix 1.2 - 1.3) for the program I work in. Each exam (the midterm and final exam) comprises thirty percent of a learner's final grade. Because class sizes are quite large, it is difficult to partition adequate testing time for each student. Many teachers test learners individually or in pairs allowing three to five minutes per learner or approximately ten minutes per pair. Even so, I cannot justify such a large percentage of their grade reduced to this short amount of time. Fairly assessing a learner means testing according to learners' different learning styles and allocating ample opportunity to demonstrate their strengths and weaknesses (*reflection-in-action*). Validating my learners efforts, supporting them in their attempts at learning and achieving success, identifying their strengths as well as weaknesses, meant incorporating my own approach as I demonstrated in the pyramid (see page 53) which included the three skills listening, writing and speaking.

In my early years, I believed if a learner was able to speak the target language studied, the learner could also demonstrate "*output*" by writing it. I did not question or incorporate the preferences my learner's had of the differing learning styles. I was not intuitive to inquiring, what was most helpful in their learning or why they preferred one style to another. Terms such as "*scaffolding*", "*zone of proximal development (zpd)*" or

the "*i + 1*" equation were unknown to me. Early on in my teaching, I included a variety of ways to help develop and expand speaking skills. Including methods to help them personally succeed in other skills was not focused on. Looking back, I regret projecting such high standards or expectations on those learners and guilt for unfairly testing them on skills I did not adequately prepare them for (*reflection-on-action*). Today I am more cognizant of learners differing strengths; implementing helping tools to meet the needs for visual oral, and kinesthetic learners.

Reflective practice is an opportunity for me to look back and continually direct further attention to my own testing approaches. I enjoy working with various rubrics and rating scales to determine criteria and approaches, which are realistic to my setting. It helps my learners understand my goals and objectives as I evaluate their learning. In Appendix 2 (see page 131), I also include examples of midterm and final exams I have adapted and changed, rubrics I have used, recycling and improving these tools and criteria; paying closer attention to the "*process*". The language and wording in these rubrics is a combination of my own ideas and integration from other rubrics I have found that are available on the Internet. What I see most important here is understanding my context and learners thus developing materials that are both appropriate and applicable to my own needs and setting.

The precedence I give to the "*process*" parallels the attention I ascribe to the "*end result*". The practice of reflection has made plain to me that it does work. I have become more flexible and able to contend with my working environment, my learners and "*self*". It serves as a tool transmitting cues and rendering answers, explicating "how" or "why" I do things as I do. Reflection both "*in*" and "*on*" actions, seeing with new perspectives are

practices I now include in my teaching; nurturing new awareness, growth and knowledge as I analyze interpret and understand the "*process*". The theories, principles and techniques in the field of EFL combined with my own experiential learning at SIT, created the impact and change I was looking for in my daily interactions with learners and colleagues.

My writing reflects the disappointments, tensions and frustrations I have experienced working in a culture and system I was unaccustomed to. It exposes my own fears and doubts about the teacher within. It personifies the perfectionist afraid to let go, but aiming for change, hoping to make things better. Over the years, I dialogued with many colleagues about my own challenges. Frequently, I encountered rebuttals or the dogma of "collective codes" viewed from the same frame of mind.

Reading between the lines, I read language which often included words such as "can't", "don't", "stop", "must" and "have to", followed by a string of verbs. Perpetual use, reinforcement and obtrusive attention to the negative in my opinion, do emit subliminally coded messages which affect how one perceives and operates within their working environment. The "*end result*" being a group of individuals who no longer have direction or a sense of purpose as they allow themselves to begin complying with the messages sent. If one begins to believe, "*change*", "*empowerment*" and "*autonomy*" cannot be achieved. Perhaps, throughout my career, I tended to see my work through rose-colored glasses. Why when making a choice, is it sometimes easier to see "reality" and all its living forms in black and white? I have concluded that each of us ultimately does end up choosing one or the other. I consciously try to blend these two stark views into my own "reality"; discovering and learning in an imperfect way, but believing it is

possible and differences can be made.

Seeing and hearing these words left me thinking about, "What is an appropriate response?". Only "I" through "*open-mindedness*", "*responsibility*" and "*whole-heartedness*" have the potential to make a difference. To the vulgar and sophisticated believers I can only say, "It is our responsibility to lead, discuss and not cave in to the norms accepted by others or the peers we work with". Each of us has the power to make our own choices. The real question is will you follow a road well worn or risk venturing onto a road less traveled? By analyzing and understanding the "*process*" we can make a difference. The "*end result*" for each difference made can lead to gradual change.

Looking in a pool of knowledge….deep….within, what do I see? I see the mirror like image of an individual and a teacher. A person whose roots are firmly grounded, a trunk, which is sturdy and strong with space and freedom to grow, away from the dense foliage growing nearby. I see a "being" who has learned to adapt and weather the seasons; asleep in Winter, blossoming in Spring, colorful in Summer then preparing for another cycle of growth by sleeping on it in Fall. I see a teacher who is aware and conscious of living each moment. Closer inspection reveals characteristics that are sharp, rough and jagged like the edges of the bark on a tree. If you peel or chisel away the layers, what become visible are the hidden qualities. Exposed is a mix of detailed perfections and imperfections in their raw, natural form. This is how I have come to know and understand my "*self*" and the teacher within. Just as assessing our learners is an ongoing process, adding water, trimming the excess and feeding the "*self*" within the teacher must also be an ongoing practice in one's teaching.

I am now completing my tenth year in Korea. Analyzing the "*process*" along this

journey; shed light that it is time for me to move on; as I want to continue growing,

enhancing my skills and achieve greater learning. The poem *Potbound* (see page 113)

encompasses my thoughts and feelings as I reach the "end" knowing my own "heart" and

"spirit" are no longer in the work that I do; realizing I need to let go and begin anew

along other roads not yet traveled.

> Good teaching comes in myriad forms, but good teachers share one trait:
> They "are truly present in the classroom, deeply engaged with their
> students and their subject." They "are able to weave a complex web of
> connections among themselves, their subjects, and their students, so that
> students can learn to weave a world for themselves. The connections
> made by good teachers are held not in their methods but in their hearts—
> the place where intellect and emotion and spirit and will converge in the
> human self. (Palmer, 1998, front book flap)

The roads I will travel next I do not know. However, the fog is lifted and the sky

is clear. Drinking up the views in my landscape, I see in the distance the valleys, hills

and peaks calling out to me. I smell the ocean winds. I feel the cool, fresh breeze

blowing over me. I know around the bend there lays an open space. I envision a place

healthy in mind, strong in strength and full of "*community*". It is a sanctuary with "heart"

and "spirit" that encourages "*autonomy*". I see a haven which "*empowers*", allowing the

freedom to become "uniquely me".

DEEP WITHIN   **Peter Wergin**
August 2004

Community

……….

Reflectivity

……….**Sensitivity**

Aware

……….Do I care?

……….Do I dare to be ***MORE AWARE***?

Promote

……….I feel remote!

……….What am I to evoke?

Passion

…….Does it outshine my teacher fashion?

Subordinate

……….Don't ***coordinate***!

Enable

……….Don't ***disable***!

Empower

……….Don't ***tower***!

Autonomy

……….A word that challenges me!

Listen

……….***ACTIVELY***!

Share

……….See these as a pair!

Futility

……….Do I have the ***ability***

……….to ***overcome***?

Spirit

……….Don't bury it,

……….***DEEP WITHIN***!

Heart

……….Don't part from it,

……….once you start!

Remember,

RESPECT

……***GIVE*** and you shall ***RECEIVE***,   ……more than you can ever expect.

POTBOUND

He asks me a question I've never considered before.

When is it that you know you have to go someplace else?

At first I think I don't know, don't go, never have, just try to
    please,

do what's expected, bloom where I'm planted.

But then the answer germinates in the soil of my mind.

I see a potted plant, roots protruding from the drainage hole

in the bottom, ready to go, bursting to grow.

After weeks or months or years of putting its root system
    down,

of consolidating its power, husbanding its resources, it has
    reached

a crisis point, lost its equilibrium, has to go, has to grow.

I run down to the cellar and root around for a larger pot,

a little larger only, so my vulnerable plant won't wilt in the

unstructured vastness of a new world without apparent walls.

I have to smash the old pot to rescue my restless plant,

impacted root system now naked in my hand. A small
    sacrifice,

but a radical operation to deliver the plant from death.

Without the space to grow, it will shrivel and die.

When is it that I know I have to go someplace else?

When I have to grow or die.

<div align="right">-Diana Chapman Walsh 1990</div>

APPENDIX 1

Current Context Program Overview

Freshman Lower-Beginner Level English Conversation – Semester 1

1. General Information, Spring 2004
Time and Place: Various
Instructor: Various
Office: Humanities Building, Foreign Teacher's Room, 1st Floor
Office Phone Number: 249-****
Office Hours: By appointment

2. Course Description and Goals
This is a compulsory, two semester, lower-beginner English conversation course for Freshman students from those departments where students have obtained lower than average scores in English in the university entrance exam. The course is 48 hours in length (3 hours per week in each of the 16 weeks of the semester).
The goal is to develop communicative competence and build student confidence so that students are able to hold simple conversations with native English speakers using the functions listed below. This will be achieved by focusing on listening and conversation skills, and by including related elements of culture, context, grammar, pronunciation, listening and vocabulary.

3. Class Format
Lecture, class and group discussions, presentations, pair work and group work.

4. Classroom Teaching Materials
Blackboard, handouts, pictures, audio

5. Assessment
30% midterm exam, 30% final exam, 20% participation, 20% attendance

6. Assignments
Nil

7. Study Material and Textbooks
Materials: class handouts
Required Textbook: Marc Helgesen, Steven Brown, Thomas Mandeville *Firsthand Success – Gold Edition,* Longman Asia ELT.

(2) Lesson Details

Week 1	Functions: Class Orientation, course syllabus, grading criteria
Week 2	Unit 0 – functions: Getting to know your classmates, classroom English and Learning strategies. Activities: Warm Up Activity, Listening Activity, Duet
Week 3	Unit 1 – Functions: Meeting people, getting to know people. Activities: Conversation, Listening Activity, Grammar check, Duet (Pair Activity), Communicative Dictation, Writing Activity
Week 4	Unit 1 – functions: Asking for and giving personal information. Activities: Solo (Reading, Listening, Writing) Activity, Group Activity, Expansion activity, Unit Test
Week 5	Unit 2 – Functions: Describing clothing. Activities: Conversation, Listening Activity, Grammar Check, Duet (Pair Activity), Communicative dictation, Writing Activity
Week 6	Unit 2 – Functions: Identifying people, Activities: Solo (Reading, Listening, Writing) Activity, Group Activity, Expansion activity, Unit Test
Week 7	Midterm exam review
Week 8	Midterm exam
Week 9	Unit 3 – Functions: Making comparisons using comparatives and superlatives Activities: Conversation, Listening Activity, Grammar Check, Duet (Pair Activity), Communicative Dictation, Writing Activity
Week 10	Unit 3 – Function: Making suggestions Activities: Solo (Reading, Listening, Writing), Activity, Group Activity, Expansion activity, Unit Test
Week 11	Unit 4 – Function: Stating preferences Activities: Conversation, Listening Activity, Grammar Check, Duet (Pair Activity), Communicative Dictation, Writing Activity
Week 12	Unit 4 – Functions: Making comparisons using better/best Activities: Solo (Reading, Listening, Writing) Activity, Group Activity, Expansion activity, Unit Test
Week 13	Unit 5 – Functions: Talking about abilities Activities: Conversation, Listening Activity, Grammar Check, Duet (Pair Activity), Communicative Dictation, Writing Activity
Week 14	Unit 5 – Functions: Asking about abilities Activities: Solo (Reading, Listening, Writing) Activity, Group Activity, Expansion activity, Unit Test
Week 15	Final Exam Review
Week 16	Final Exam

Notes to Instructors
- Details of the above activities are in the text. Instructors may substitute the above activities with others provided that the same functions are covered.
- The unit tests in the text are designed to give feedback to students on their progress, and are compulsory. They are to be completed and graded in class using peer correction and grading
- Instructors must include units 1 and 2 in the midterm exam, and units 3 to 5 in the final exam. To achieve this, instructors will need to prepare a full semester teaching timetable that takes into account public holidays. Some Solo or Expansion activities may need to be dropped to accomplish meeting the timetable.
- Exams – Refer to the Foreign Faculty Administrative Guidelines.

Spring Semester 2005 – Calendar Summary & Lesson Timetable

Week 1	March 2 – 4 (Wed. To Fri)	
Week 2	7 - 11	
Week 3	14 – 18	
Week 4	21 – 25	
Week 5	28 – April 1	
Week 6	April 4 – 8	Tuesday 5th – No Class
Week 7	11 –15	Midterm Review
Week 8	18 – 22	Midterms
Week 9	25 – 29	
Week 10	May 2 – 6	Thursday 5th – No class
Week 11	9 – 13	
Week 12	16 – 20	Spring Festival. No class Friday, and possibly Wednesday and Thursday
Week 13	23 – 27	
Week 14	30 – June 3	Finals Review
Week 15	June 7 – 13 (Tues to Mon)	Finals. Monday June 6th - No Class

Firsthand 1 and Success Lesson Timetable
The objective this semester is to complete units 1 to 5. As you can see from the above calendar, there are short weeks, and many holidays. To ensure that everyone is on track, I would like you to develop a timetable for each class at the beginning of the semester showing the dates for start and completion of each unit. Allow for holidays and exams. In the timetable:
   ⇒ Allow 3 hours for ice-breakers, course introduction and Unit 0
   ⇒ Allow a maximum of 5 hours per unit – including unit quiz
   ⇒ Allow 3 hours for each exam review and 3 hours for each exam.
If your timetable allows it, then you can start Unit 6 for Firsthand1 students, or extend units of your choice.
Examine on the work you have covered up to the mid-term, and then finish the unit and keep going after the exam.

Adjust your timetable for MT's (membership training) and other events, as they become known.

I may need to have a look at your timetable, so please keep it current.

Thanks,
Academic Coordinator
February 23, 2005

Teaching Schedule Spring 2005 – Professor Peter Wergin

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 9:00 - 9:50		Business Mgt. (E) 10-103**	Humanities (E) IEI 504**	Law (D) 6-204**	Social Welfare (B) IEI 403**
2 10:00 - 10:50		Business Mgt. (E) 10-103	Humanities (E) IEI 504	Law (D) 6-204	Social Welfare (B) IEI 403
3 11:00 - 11:50		Business Mgt. (J) 10-103**	Social Welfare (B) IEI 403**	Japanese Ed. (B) IEI 502**	
4 12:00 - 12:50		Business Mgt. (J) 10-103*		Japanese Ed. (B) IEI 502	Japanese Ed. (B) IEI 502**
5 1:00 - 1:50	Clothing Fashion (A) 3-102*				Humanities (E) IEI 504**
6 2:00 - 2:50			Clothing Fashion (A) 3-102*	Business Mgt. (E) 10-103*	
7 3:00 - 3:50	Law (D) 6-204**		Clothing Fashion (A) 3-102	Business Mgt. (J) 10-103*	Chemical Eng. (A) Eng-904*
8 4:00 - 4:50			Chemical Eng. (A) Eng-904*		
9 5:00 - 5:50			Chemical Eng. (A) Eng-904		

*   Firsthand Success
** Firsthand One

COURSE SYLLABUS

Freshman Beginner Level English Conversation – Spring Semester 1 / 2005

1. Day: M/T/W/TH/F   **Time:** __:__   **Place:** _____
    Day: M/T/W/TH/F   **Time:** __:__   **Place:** _____
    Instructor: Peter Wergin
    Office: Humanities Building,
                                Foreign Teacher's Room, 1st Floor
    Office Phone Number: 249-****
    Email: wergin*@yahoo.com
    Office Hours: By appointment

2. Course Description and Goals

This is a compulsory, two semester, beginner level English conversation course for freshman students of all majors. The course is 45 hours in length (3 hours per week in each of the 15 weeks of the semester). The goal is to develop communicative competence, and student confidence so that students are able to hold simple conversations with native English speakers using the functions listed below. This will be achieved by focusing on listening and conversation skills, and by including related elements of culture, context, grammar, pronunciation, listening and vocabulary.

3. Class Format

Lecture, class and group discussions, pair work and group work.

4. Classroom Teaching Materials

Blackboard, handouts, pictures, audio

5. Assessment

Midterm exam-   30% = **Speaking 10%, Listening 10%, Writing 10%**
Final exam -   30% = **Speaking 10%, Listening 10%, Writing 10%**
Participation -   20% = **In class 10%, Notebook 5%, Quiz 5%**
Attendance -   20%

6. Study material and textbooks

Materials: Class notebook and class handouts
Required textbook: Marc Helgesen, Steven Brown, Thomas Mandeville
                   <u>Firsthand Success</u> – Gold Edition, Longman Asia ELT.

7. Lesson Contents

Week 1	March 2-4		Class orientation
Week 2	7-11	Unit 0 Unit 1	Classroom English, meeting and getting to know people and classmates
Week 3	14-18	Unit 1	Asking for and giving personal information, **Quiz**
Week 4	21-25	Unit 2	Describing clothing
Week 5	28- 1	Unit 2	Identifying people, **Quiz**
Week 6	April 4-8	Unit 3	Making comparisons using comparatives and superlatives
Week 7	11-15		**Midterm Exam Review**
Week 8	18-22		**Midterm Exam**
Week 9	25-29	Unit 3	Making suggestions, **Quiz**
Week 10	May 2-6	Unit 4	Stating preferences
Week 11	9-13	Unit 4	Making comparisons using better/best, **Quiz**
Week 12	16-20	Unit 5	Talking about abilities
Week 13	23-27	Unit 5	Asking about abilities, **Quiz**
Week 14	30- 3		**Final Exam Review**
Week 15	June 7-13		**Final Exam**

8. Bell Curve
Distribution of final grades are based on the bell curve system set by Kyungnam University.

Grade	Points	Curve
A+	95 -100	10 – 30%
Ao	90 - 94	
B+	85 - 89	20 – 40%
Bo	80 - 84	
C+	75 - 79	20 – 40%
Co	70 - 74	
D+	65 - 69	0 – 30%
Do	60 - 64	
F	0 - 59	0 – 30%

9. Attendance Policy

There are 45 hours in the semester. _**Students absent 16 or more hours shall receive a failing grade for the course regardless of points awarded for any work done**_. **Students arriving to class 20 or more minutes late will be considered absent for one entire hour of class time**. Attendance scores will be calculated according to the table below.

HOURS ABSENT	POINTS	%
0	20	100
1	19	
2	18	
3	17	
4	16	
5	15	
6	14	
7	13	
8	12	
9	11	
10	10	
11	9	
12	8	
13	7	
14	6	
15	5	
16	0	F=FAIL

10. Participation

This grade is an average of all your quizzes (5%), notebook (5%) and in class participation (10%) based on your attendance score.

COURSE SYLLABUS

Freshman Beginner Level English Conversation – Spring Semester 1 / 2005

1. Day: M/T/W/TH/F   Time: __:__   Place: _____
   Day: M/T/W/TH/F   Time: __:__   Place: _____
   Instructor: Peter Wergin
   Office: Humanities Building,
                                  Foreign Teacher's Room, 1st Floor
   Office Phone Number: 249-****
   Email: wergin*@yahoo.com
   Office Hours: By appointment

2. Course Description and Goals
This is a compulsory, two semester, beginner level English conversation course for freshman students of all majors. The course is 45 hours in length (3 hours per week in each of the 15 weeks of the semester). The goal is to develop communicative competence, and student confidence so that students are able to hold simple conversations with native English speakers using the functions listed below. This will be achieved by focusing on listening and conversation skills, and by including related elements of culture, context, grammar, pronunciation, listening and vocabulary.

3. Class Format
Lecture, class and group discussions, pair work and group work.

4. Classroom Teaching Materials
Blackboard, handouts, pictures, audio

5. Assessment
Midterm exam- 30% = **Speaking 10%, Listening 10%, Writing 10%**
Final exam -   30% = **Speaking 10%, Listening 10%, Writing 10%**
Participation - 20% = **In class 10%, Notebook 5%, Quiz 5%**
Attendance -   20%

6. Study material and textbooks
Materials: Class notebook and class handouts
Required textbook: Marc Helgesen, Steven Brown, Thomas Mandeville
            English Firsthand 1 – Gold Edition, Longman Asia ELT.

7. Lesson Contents

Week 1	March 2-4	Unit 0	Class orientation
Week 2	7-11	Unit 1	Greeting people, introducing yourself
Week 3	14-18	Unit 1	Asking for and giving personal information, **Quiz**
Week 4	21-25	Unit 2	Describing peoples appearance,
Week 5	28- 1	Unit 2	Personality and family relationships, **Quiz**
Week 6	April 4-8	Unit 3	Asking about schedules
Week 7	11-15		**Midterm Exam Review**
Week 8	18-22		**Midterm Exam**
Week 9	25-29	Unit 3	Asking about schedules, **Quiz**
Week 10	May 2-6	Unit 4	Describing locations, rooms and
Week 11	9-13	Unit 4	Objects around the home, **Quiz**
Week 12	16-20	Unit 5	Location and giving directions
Week 13	23-27	Unit 5	Asking for advice, **Quiz**
Week 14	30- 3		**Final Exam Review**
Week 15	June 7-13		**Final Exam**

8. Bell Curve

Distribution of final grades are based on the bell curve system set by Kyungnam University. Please see the following:

Grade	Points	Curve
A+	95 -100	10 – 30%
Ao	90 - 94	
B+	85 - 89	20 – 40%
Bo	80 - 84	
C+	75 - 79	20 – 40%
Co	70 - 74	
D+	65 - 69	0 – 30%
Do	60 - 64	
F	0 - 59	0 – 30%

9. Attendance Policy

There are 45 hours in the semester. ***Students absent 16 or more hours shall receive a failing grade for the course regardless of points awarded for any work done***. **Students arriving to class 20 or more minutes late will be considered absent for one entire hour of class time**. Attendance scores will be calculated according to the table below.

HOURS ABSENT	POINTS	%
0	20	100
1	19	
2	18	
3	17	
4	16	
5	15	
6	14	
7	13	
8	12	
9	11	
10	10	
11	9	
12	8	
13	7	
14	6	
15	5	
16	0	F=FAIL

10. Participation

This grade is an average of all your quizzes (5%), notebook (5%) and in class participation (10%) based on your attendance score.

1.4

Dear Class:

I will be entering your final grades into the computer around June 15th. Please check for your final mark around this time. If you have any questions or would like to see your final exam, you can come to my office in the <u>In Moon Kwan</u> on the following days and times. You can also call 249-**** and make an appointment in advance.

Thursday, June 16th 1-3PM
Friday, June 17th 10-1PM
Monday, June 20th 1-3PM
Wednesday, June 22 10-1PM

I will not be available after these dates, as I will be going away for my summer vacation.

I was recently made aware that Kyungnam University has changed its policy regarding the curve. The following will be used to determine your final grade. Please be aware of this.

A+	95-100	0-30%
AO	90-94	
B+	85-89	20-40%
BO	80-84	
C+	75-79	20-40%
CO	70-74	
D+	65-69	0-30%
DO	60-64	
F	0-59	0-30%

Enjoy your summer vacation and see you on campus next fall.
Bye for now.

Peter Wergin

Class: Humanities   **Instructor:** Peter Wergin

Name	Student #	Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Hours Absent	Attendance 20%	Midterm 30%	Final 30%	Participation 20%	Raw Score	Adjusted Score	Final Letter Grade
1. Mike	2002101***			3	2	2	3	3	3	3	3	3	3	3	3	3	3	39	0	0	0	0	0	0	F
2 Mary	2005101***	1																0	20	25	26	19	91	97	A+
3. Monica	2005101***	1														1		0	20	25	27	19	92	98	A+
4. Andy	2005101***	1						1			2			2	2	2	3	12	8	13	0	0	21	21	F
5. Sarah	2005101***	1										2			1			3	17	19	22	15	74	76	C+
6. Abel	2005101***	1			2		2	2			2			2	3	3	3	19	0	12	0	0	12	12	F
7. Bella	2005101***	1			2							1	3	2	3	3	3	17	0	20	0	0	20	20	F
8. Jeff	2005101***	1				1												1	19	24	22	12	78	81	Bo
9. Louise	2005101***	1																0	20	24	26	19	90	96	A+
10. Angie	2005101***	1				1	2				2	3	2	2		3	2	17	0	17	8	0	26	25	F
11. Tom	2005101***	1		3					2			3		2	1	3	2	16	0	11	1	0	13	13	F
12. Nancy	2005101***	1																0	20	18	18	18	75	77	C+
13. Evan	2005101***	1													1	3	3	9	11	13	0	0	24	24	F
14. Tim	2005101***	1																0	20	18	16	17	71	75	C+
15. Jamie	2005101***	1					1	1	1		1	1	2	2				9	11	18	16	11	56	70	Co
16. Jessie	2005101***	1																0	20	22	23	18	85	95	A+
17. Vivien	2005101***	1																0	20	21	24	19	85	95	A+
18. Mona	2005101***	1									2							2	18	21	19	17	76	80	Bo
19. Vicky	2005101***	1																0	20	23	20	18	83	86	B+
20. Archie	2005101***	1							2									2	18	21	23	17	81	85	B+
21. Larry	2005101***	1																0	20	24	26	19	90	96	A+

1.6

Class: Humanities   **Instructor:** Peter Wergin

Name	Quiz 1 33 Points	Quiz 2 35 Points	Quiz 3 37 Points	Quiz 4 40 Points	Quiz 5	Total 145 Points	Quizzes 5%	Notebook 5 %	In Class Participation 10 Points	Total Participation 20 Points
1. Mike	0	0	0	0	0	0	0	0	0	0
2. Mary	29	30	26.5	31	--	116.5	4	5	10	19
3. Monica	29	30	32.5	31	--	122.5	4.2	5	10	19.2
4. Andy	9	0	8	0	--	17	.6	0	0	0
5. Sarah	31	22	0	17	--	70	2.4	5	8.5	15.9
6. Abel	10	3	3	0	--	16	.6	0	0	0
7. Bella	22	25	0	0	--	47	1.6	0	0	0
8. Jeff	0	27	29	31	--	77	2.7	0	9.5	12.2
9. Louise	32	33	33	35	--	133	4.6	5	10	19.6
10. Angie	21	26	0	23	--	70	2.4	0	0	0
11. Tom	10	12	15	0	--	37	1.3	0	0	0
12. Nancy	20	19	27	31	--	97	3.3	5	10	18.3
13. Evan	11	19	11	8	--	49	1.7	0	8.5	0
14. Tim	17	18	11	16	--	62	2.1	5	10	17.1
15. Jamie	25	0	0	20	--	45	1.6	4	5.5	11.1
16. Jessie	30	17	23.5	29	--	99.5	3.4	5	10	18.4
17. Vivien	32	29	31	27	--	119	4.1	5	10	19.1
18. Mona	28	27	26.5	28	--	109.5	3.8	5	9	17.8
19. Vicky	28	21	29.5	28	--	106.5	3.7	5	10	18.7
20. Archie	31	27	21	35	--	114	3.9	4.5	9	17.4
21. Larry	29	26	30.5	32	--	117.5	4	5	10	19

Class: Business Management

Instructor: Peter Wergin

Name	Student #	Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Hours Absent	Attendance 20%	Midterm 30%	Final 30%	Participation 20%	Raw Score	Adjusted Score	Final Letter Grade
1. Jessica	2005151***	1																0	20	17	16	16	69	77	C+
2. Leo	2005151***	1						1		3	3		1	2	3	3	3	17	0	8	0	0	8	8	F
3. Gary	2005151***	1		3	2	3	1	2	3	3	3	2	3	2	3	3	3	34	0	0	0	0	0	0	F
4. Zona	2005151***	1							1	2	3	2	3	2	3	3	3	20	0	14	0	0	14	14	F
5. Mark	2005151***	1																0	20	20	17	16	74	87	B=
6. Ted	2005151***	1		3	2	3	1	2	3	3	3	2	3	2	3	3	3	34	0	0	0	0	0	0	F
7. Nina	2005151***	1						2	3	3	3	3	3	3	3	3	3	24	0	0	0	0	0	0	F
8. Henry	2005151***	1																0	20	19	19	13	72	79	C+
9. Diana	2005151***	1				1							1					2	18	19	19	14	71	78	C+
10. Jina	2005151***	1											1					1	19	22	24	16	82	95	A+
11. Paul	2005151***	1			2	1	1	2	3	3	3	3	3	3	3	3		29	0	0	0	0	0	0	F
12. Asa	2005151***	1				1	1	1	1	1	2	3	3	3	3	3	3	21	0	12	0	0	12	12	F
13. Lamb	2005151***	1		2	3	3	1	2	3	3	3	2	3	3	3	3	3	34	0	0	0	0	0	0	F
14. Brook	2005151***	1				1	1	1	3	1	2	2	3	2	3	3	3	23	0	2	0	0	25	25	F
15. Regi	2005151***	1											1					1	19	22	24	16	83	96	A+
16. Dan	2005151***	1				1				3					2			6	14	17	18	9	58	70	Co
17. Kitty	2005151***	1			2	3	1	2		2	2	2	3	2	3	3	3	26	0	21	0	0	21	21	F
18. Kevin	2005151***	1					1											1	19	22	21	16	78	88	B+
19. Will	2005151***	1		3	2	3	1	2	3	3	3	3	3	3	3	3	3	34	0	0	0	0	0	0	F
20. Carl	2005151***	1		3	1	2		2	3	3	3	3	3	3	3	3	3	31	0	0	0	0	0	0	F
21. Ella	2005151***	1				1							1					2	18	21	22	16	78	88	B+
22.Sharon	2005151***	1																0	20	24	24	17	86	98	A+
23. Dylan	2005151***	1																0	20	22	22	18	85	97	A+
24. Justin	2005151***	1																0	20	23	20	16	80	89	B+
25. Duke	2005151***	1			2	2	1	2	1	3	3	3	3	3	3	3	3	28	0	0	0	0	0	0	F
26. Allen	2005151***	1		2	3	3	1	2	1	2	3	2	2	2	3	3	3	31	0	1	0	0	1	0	F
27. Ralph	2005151***	1		2	1	2	1	1		2	2	2	2	2	3	1	1	22	0	24	0	0	24	25	F
28. Albert	2000151***	3			2	1				2		1	1					7	13	26	24	10	74	86	B+
29. Adam	1999150***	3			2	1				2		2	1					8	12	21	17	11	62	76	C+

Class: Business Management   **Instructor:** Peter Wergin

Name	Quiz 1 10 Points	Quiz 2 10 Points	Quiz 3 10 Points	Quiz 4 10 Points	Quiz 5	Total 40 Points	Quizzes 5%	Notebook 5 %	In Class Participation 10 Points	Total Participation 20 Points
1. Jessica	1	3	1	4	--	9	1.1	5	10	16.1
2. Leo	6	0	0	0	--	6	.8	0	0	0
3. Gary	0	0	0	0	--	0	0	0	0	0
4. Zona	2	2	0	0	--	.5	0	0	0	0
5. Mark	5	4	5	4	--	18	2.3	4.5	10	16.8
6. Ted	5	0	0	0	--	.6	0	0	0	0
7. Nina	2	0	0	0	--	2	.3	0	0	0
8. Henry	3	0	4	5	--	12	1.5	1	10	12.5
9. Diana	4	5	2	4	--	15	1.9	4	9	14.9
10. Jina	5	3	7	4	--	19	2.4	5	9.5	16.9
11. Paul	0	0	0	0	--	0	0	0	0	0
12. Asa	1	0	0	0	--	1	.1	0	0	0
13. Lamb	0	0	0	0	--	0	0	0	0	0
14. Brook	1	0	0	0	--	1	.1	5	0	0
15. Regi	3	5	5	6	--	19	2.4	5	9.5	16.9
16. Dan	3	5	1	7	--	16	2	0	7	9
17. Kitty	0	0	0	0	--	0	0	0	0	0
18. Kevin	5	3	2	3	--	13	1.6	5	9.5	16.1
19. Will	0	0	0	0	--	0	0	0	0	0
20. Carl	1	0	0	0	--	1	.1	0	0	0
21. Ella	7	4	4	3	--	18	2.3	5	9	16.3
22.Sharon	6	6	5	4	--	21	2.6	5	10	17.6
23. Dylan	8	5	7	6	--	26	3.3	5	10	18.3
24. Justin	6	2	5	6	--	19	2.4	4.5	10	16.9
25. Duke	0	0	0	0	--	0	0	0	0	0
26. Allen	0	0	0	0	--	0	0	0	0	0
27. Ralph	6	0	0	0	--	6	.8	0	0	0
28. Albert	0	3	1	5	--	9	1.1	3.5	6.5	11.1
29. Adam	0	1	0	4	--	5	.6	3.5	6	10.1

APPENDIX 2

Materials Development

2.1

Spring 2005   Class: _____ Day: _____ Time: _____

_____   _____

Name: **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**
Name: **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**
Name: **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**
Name: **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**	**Name:** **Student #:**

2.2

The Learning Contract:
How can we make learning in the classroom as helpful and enjoyable as possible? Let's talk about it and make a learning contract.

	In our class:
1	The students should:
2	The students should:
3	The students should:
4	The students should:
5	The teacher should:
6	The teacher should:
7	The students should not:
8	The students should not:
9	The teacher should not:
10	The teacher should not:

Signed: _____

_____

Date:

Instructor: Peter Wergin   **Fall 2002**
Final Oral Exam (Prep Guide)
******** University   **English Conversation 102**

- This project requires that you work in groups of four (or less depending on the class size). You must cooperatively work with the students in your group.

- You and your group will be required to work together (co-operative group work) and prepare a combination of integrated dialogues and questions based on Units 8 – 14 of New Interchange. **NOTE**: You must integrate grammar from each unit in your presentation.

- When preparing, it is important that you focus on "**communication**" and "**usage**". Each of you has the ability to be creative and it is important to use your imagination. I am looking for simple yet practical conversations that are **personal and about your life**, integrating all grammar forms and target language from each unit.

- When giving your presentation, focus should be on speaking as naturally and as confidently as   possible. (**NOTE: no memorization or copying from books please!!!!**)

   **COPYING FROM ANY TYPE OF TEXTBOOK, INTERNET OR ANOTHER
   STUDENTS WORK WILL CONSTITUTE A FINAL GRADE OF "F".
   (NOTE: YOU CANNOT READ YOUR SCRIPT DURING THE EXAM.)**

- Each group will be allotted fifteen minutes to give their presentation. (**NOTE**: If your speaking presentation is less than ten minutes, your grade will be reduced.)

- Based on the themes, topics or settings you have chosen, integrate and use all components from the units and develop conversations, statements and questioning techniques used and learned in class. In your final copy, you must also include what unit your grammar structures came from.

   Example: Seoul is larger than Busan. [Unit 14]

- I suggest creating visuals such as pictures or real objects, to make your presentation interesting, real and practical. Try to have discussions that are a part of your daily life. Look at the topics for each unit in the book and then make it personal to your everyday life.

- Your group is required to hand in one copy of your presentation. It must be typed on A4 paper with the text size set at 10pt. The cover of your presentation should include the name and student number of each individual in your group. By one copy, I mean everything from conversation questions, to statements as presented during the exam, must be included. **YOU MUST SUBMIT THIS TO ME AT THE TIME OF YOUR EXAM BEFORE YOUR PRESENTATION.**

- Since this is a co-operative group project, each member of the group usually receives the same mark. However, if there is a large difference in speaking ability or amount of speaking time or contribution made to putting your project together, each student's mark will be different.

- Please follow your weekly schedule for preparing for this exam. We will have a weekly check-in with each group each week during the two-hour class.

- This is 30% of your final exam mark.

_____ X 30% = _____
24   30

Name:_____ Student #:_____   Name:_____ Student #:_____

Name:_____ Student #:_____   Name:_____ Student #:_____

CATEGORY	EXCELLENT (4)	GOOD (3)	SATISFACTORY (2)	NEEDS IMPROVEMENT (1)
Target language ~Accuracy ~Vocabulary ~Grammar ~Complex forms ~Complete sentences ~Content	Group **always** (100 – 99%) uses appropriate vocabulary, grammar, complete sentences and shows full understanding of the topics. ____	Group **mostly** (98 – 80%) uses appropriate vocabulary, grammar, complete sentences and shows a good understanding of topics. ____	Group **sometimes** (79 – 70**%**) uses appropriate vocabulary, grammar, complete sentences and shows a good understanding of parts of the topics. ____	Group **rarely** (69 –60%) uses appropriate vocabulary, grammar, complete sentences and do not seem to understand the topics very much. ____
Pronunciation ~intonation ~rhythm and stress ~speaks clearly	Group uses intonation, rhythm, stress and speaks clearly and distinctly **all** (100-95%) the time and mispronounce **no** words. ____	Group **usually** uses intonation, rhythm, stress and speaks clearly and distinctly (95-85%) **most** of the time, but mispronounce **a few** words. ____	Group **sometimes** uses intonation, rhythm, stress and speaks clearly and distinctly (85-80%) **some** of the time, but mispronounce **several** words. ____	Group uses **very little** intonation, rhythm, stress and **mumbles** or cannot be understood. Group mispronounces **many** words. ____
Comprehension	Group is able to accurately and clearly understand **all** questions and responses while speaking. ____	Group is able to accurately and clearly understand **most** questions and responses while speaking. ____	Group is able to accurately and clearly understand **some** questions and responses while speaking. ____	Group is **unable** to accurately and clearly understand each others questions and responses while speaking. ____
Posture and Eye Contact	Group stands up **straight**, moves around, looks **relaxed** and **confident**. Establishes **eye contact** With each other while speaking. ____	Group stands up **straight**, **Usually moves around**, appears **pretty relaxed** and **confident**. Usually establishes **eye contact** with each other while speaking. ____	Group **sometimes** stands up **straight**. **Sometimes** appears **relaxed** and **confident**. **Sometimes** establishes **eye contact** with each other while speaking. ____	Group is **slouched** and/or are **not relaxed** and **confident**. Does **not** establish **eye contact** with each other while speaking. ____
Enthusiasm	Group facial expressions and body language generate a **strong interest** and **enthusiasm** about the topic in others. ____	Group facial expressions and body language **sometimes** generate a **strong interest** and enthusiasm about the topic in others. ____	Group facial expressions and body language are used to try to generate enthusiasm, but seem **somewhat faked**. ____	Group uses very little facial expressions or body language. Did **not generate** much **interest** in the topic presented. ____
Preparation	Group is **completely prepared** and obviously there was **a lot of time** spent on preparing and practicing. ____	Group seems **pretty prepared** and there was **adequate time** spent on preparing. Might have needed a couple more practice sessions. ____	Group seems **somewhat prepared** and there was **some time** spent preparing. It is clear that practice was lacking. ____	Group seems **unprepared**. It is clear there was **little time** spent on practicing . Group does not seem at all prepared to present. ____

Freshmen English Conversation	**Spring Semester 2003**
Name:_____	**Instructor: Peter Wergin**
Student #:_____	**Final Exam**

Grading Criteria:

Each question is worth five points. The teacher will choose five out of the ten questions. If a student is able to do more than five, there mark may be increased.

Five points: The student answers without hesitation or repetition of the question or answer. At least two follow-up questions relating to the initial question are asked.

Four points: Any answer that is similar to a five above but with a grammatical error will be awarded four points.

Three points: The student answers with some hesitation, occasionally makes grammatical errors, makes a good attempt at asking follow-up questions with some errors.

Two points: The student makes him/herself understood, but with many mistakes including repletion of questions and answers as well as grammatical errors. Has difficulty asking follow-up questions.

One point: One- word answers. The student may understand the question, he/she replies using only one word answers and has difficulty making a full sentence. Has extreme difficulty asking follow-up questions, meaning is unclear due to grammatical errors.

Zero points: "I don't know" answers or no answer at all. No attempt at asking follow-up questions.

NOTE:
The student will be given a tentative score during the exam. Points can be adjusted after the exam based on the overall conversation and consideration of the following criteria.

	Strong	Average	Weak
Eye contact	_	_	_
Fluency	_	_	_
Grammar	_	_	_
Delivery	_	_	_
Comprehension	_	_	_

Freshmen English Conversation   **Spring Semester 2003**
Name:_____   **Instructor: Peter Wergin**
Student #:_____   **Final Exam**

1. Where do your parents live? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
2. What does your brother do? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
3. Is your family living in Seoul? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
4. What kind of games do you like? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
5. What time does your mother get up? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
6. How much are these? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
7. Are they reading a book? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
8. How often do you play computer games? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
9. Would you like to meet my sister? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0
10. How well do you type? ❏ _____? ❏ _____?	5 4.5 4 3.5 3 2.5 2 1.5 1 .5 0

Criteria	Strong		Average		Weak	
Eye contact Fluency Grammar Delivery Comprehension	- - - - -		- - - - -		- - - - -	

Notes:	TOTAL	____X 30 % =_____
		25 30

2.7

Midterm Exam	Error Correction	Freshmen Conversation Class
		Peter Wergin

<u>**INTRODUCTIONS**</u>:

What is she hobby?   _____

She is marry?   _____

Where is she live?   _____

What does he name?   _____

What are they names?   _____

She teach students.   _____

He major is humanity.   _____

It's a single.   _____

She lives LA.   _____

Their from is Canada.   _____

He name is Tom.   _____

He first name is Bob.   _____

They from Mexico.   _____

They lives Korea.   _____

There is live Masan?   _____

She from is Canada?   _____

She hobby is computer game.   _____

She job is teacher.   _____

Yes, she isn't.   _____

There are hobbies singer. _____

<u>**Daily Schedules**</u>:

Where does they have lunch? _____

What does they do?   _____

What does they work?   _____

When does he lunch time?   _____

What does he wake up?   _____

What does he eat breakfast? _____

Does he has a car?   _____

Does they drink coffee?   _____

Does their like sports car?   _____

What time they get up?   _____

What they are play?   _____

When they are come home? _____

Are they eat breakfast?   _____

Their gets up at 8 o'clock in the morning. _____

He have lunch 20 o'clock._____

They arrives at around 9:00 o'clock. _____

He in a restaurant lunch with his friend. _____

Shopping:

How much is there? _____

Which are cheaper green ring or red ring? _____

I'm looking for shoes. How much this one? _____

Color is nicer than green one. _____

I prefer this better other one. _____

I want to buy cheaper. _____

Oh really expensive. _____

I prefer the this one. _____

It's 50 percent dollar. _____

It's 10 dollar. _____

This one is cheerful than this one. _____

This one expensive more this one. _____

This one very cheap. _____

I this one buy. _____

How much this one a watch? _____

How much that basketball? _____

Green one? _____

Why do you like better one? _____

Likes and Dislikes:

Is she play trumpet? _____

Is he likes flower? _____

What kind of flower his likes? _____

His like violin. _____

Yes, he is. He is a likes flowers. _____

Do you like flower? _____

What color do you like flower? _____

He's like cats? _____

What kind of music he like? _____

They likes drink? _____

Yes, they do. They likes drinking coffee. _____

Does he like a sleep? _____

What does he like swimming? _____

He's dislike football? _____

He do you like music? _____

She's likes shopping? _____

Where does she shopping? _____

I like food is pizza. _____

I dislike hamburger. _____

What dislike flower? _____

What does like lunch it's food? _____

Spring Final Exam 2005   Name:_____
******** **University**   Student #:_____
Instructor: Peter Wergin   **Firsthand Success**

Listening	Writing	Speaking	Total
/10	/10	/10	/30

A: Listening Dictation: (two points each)

1.
_____

2.
_____

3.
_____

4.
_____

5.
_____

6.
_____

7.
_____

8.
_____

9.
_____

10.
_____

/20

B: Find the mistakes: (one point each)
   Correct the sentences. If a sentence has no mistakes, check ( ) OK.

   ___ **OK 1.** That city is the my hometown.
   ___ **OK 2.** What you do in your free time?
   ___ **OK 3.** Her pants is flowered.
   ___ **OK 4.** Is he wearing a purple coat?
   ___ **OK 5.** Lions are more loud than insects.
   ___ **OK 6.** A mouse is not as smart monkey.
   ___ **OK 7.** Which you prefer, rock or hip-hop?
   ___ **OK 8.** I like chicken better to fish.
   ___ **OK 9.** I can't understand math very well.
   ___ **OK 10.** Can you play soccer two years ago?   **/10**

C: Write the questions: (two points each)

1. _____
   They usually leave for school around 7:00 AM.
2. _____
   Her favorite movie star is Jackie Chan.
3. _____
   I think winter is more beautiful than summer.
4. _____
   I like to play soccer and watch movies in my free time.

D: Write the sentences: Use the words.

5. boy / striped cap / on my soccer team
   _____
6. United Kingdom / United States / Korea / big
   _____
7. eating at home / eating at a restaurant / prefer
   _____
8. they / in elementary school / speak English / couldn't
   _____
9. remember things easily / can't
   _____
10. volleyball / soccer / like better
   _____
                                                                    /20

Spring Midterm Exam 2005   Name:_____
******** University   Student # :_____
Instructor: Peter Wergin   **Firsthand Book One**

A: Listening Exercise:

Listening	Writing	Speaking	Total
/10	/10	/10	/30

Fill in the blanks with the correct word.
(one point each)

My name's Megan Walker. I'm _____. I'm a college student. I'm _____, There are four people in my family – my father and mother, my _____ and me. My _____ name is Rick. He's forty-nine years old. He's a translator. He's _____. He likes watching videos. My mother's name is Suzanne. She's forty-seven. She's _____. She's _____ and kind. She enjoys _____, especially jazz. My brother, Cody, is thirteen. He's a junior high school _____. He likes camping and fishing. He loves the outdoors. He _____ be a forest ranger someday.   **/10**

B: Matching Questions:
Match the sentences with their meaning. (one point each)

_____1. a place where you can eat dinner   a) He always has a date every
                                                                       weekend.

_____2. That sounds interesting.   b) talkative

_____3. She's an office worker.   c) She hardly ever takes the train.

_____4. She never stops talking.   d) hotel

_____5. He's 160 cm tall and weighs 90 kilos.   e) Wow! Exciting

_____6. Tom has a date every weekend.   f) He sometimes eats lunch at
                                                                       at school.

_____7. Mary takes the train about twice   g) an appliance store
            twice a month.

_____8. Bill plays soccer two or three   h) restaurant
            times a week.

_____9. You can sleep here.   i) she works in an office

_____10. a place where you can buy a stereo.   j) heavy-set   **/10**

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C: Writing: (four points each)
Write the question and then answer it in the following blanks.

a) _____(you/from)

_____ (Masan)

b) _____ (he/movies)

_____ (No/soccer)

c) _____ (color/hair)

_____(blond)

d) _____(bald)

_____ (Yes)

e) _____ (you/evening)

_____ (TV)

f) _____(you/ever/English)

_____ (Yes/sometimes)

g) _____(there/telephone)

_____(Yes/next to/lamp)

h) _____ (magazines)

_____(table/behind/bowl)

i) _____(room/like)

_____ (small/comfortable)

j) _____(bookstore)

_____(Yes/ Pine St./across from/bank)
/40

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Spring Final Exam 2004 Name:_____
******** **University** Student #:_____
Instructor: Peter Wergin Speaking Exam Rubric

1. Fluency: Meaning/clarity Is the meaning clear? Is it spontaneous? **3 2.5 2 1.5 1 0** ☐ ☐ ☐ ☐ ☐ ☐ **good average weak** **2. Target Language:** Is the target language and vocabulary use used appropriately? **3 2.5 2 1.5 1 0** ☐ ☐ ☐ ☐ ☐ ☐ **good average weak** **3. Accuracy:** Is the grammar correct? **3 2.5 2 1.5 1 0** ☐ ☐ ☐ ☐ ☐ ☐ **good average weak** **4. Pronunciation:** Are words pronounced clearly? Is there an attempt to speak using a natural rhythm and some stress? **3 2.5 2 1.5 1 0** ☐ ☐ ☐ ☐ ☐ ☐ **good average weak** **5. Eye contact:** Was eye contact appropriate? Did the person really look at partner? **3 2.5 2 1.5 1 0** ☐ ☐ ☐ ☐ ☐ ☐ **good average weak**	**Total:** ____X 10% ____ 15 10 _____ NOTES:

Student Oral Proficiency Rating   Instructor: Peter Wergin

GRADE	CATEGORY	DESCRIPTOR
Level 5 A 25 24 AO 23	Comprehension Fluency Vocabulary Pronunciation Grammar	~Understands everyday conversation and normal discussions without difficulty. ~Speech in communication and discussion is fluent and effortless, approximating that of a native speaker. ~Use of vocabulary approximates that of a native speaker. ~Pronunciation and intonation approximate a native speaker's. ~Grammatical usage and word order approximate a native speaker's.
Level 4 B 22 BO 21 20	Comprehension Fluency Vocabulary Pronunciation Grammar	~Understands nearly everything at normal speed although occasional repetition may be necessary. ~Speech in communication and discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression. ~Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary. ~Always intelligible, though some accent and inappropriate intonation patterns. ~Occasionally makes grammatical or word order errors which do not obscure meaning.
Level 3 C 19 CO 18	Comprehension Fluency Vocabulary Pronunciation Grammar	~Understands most of what is said at slower-than-normal speed with repetitions. ~Speech in communication and discussion is frequently disrupted by the student's search for the correct manner of expression. ~Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. ~Some pronunciation problems leading to occasional misunderstanding. ~Makes frequent errors of grammar and word order which occasionally obscure meaning.
Level 2 D 17 DO 16 15	Comprehension Fluency Vocabulary Pronunciation Grammar	~Has great difficulty following what is said. Can comprehend only if spoken "slowly" and with frequent repetitions. ~Usually hesitant: often forced into silence by language limitations. ~Misuse of words and very limited vocabulary make comprehension quite difficult. ~Very hard to understand because of pronunciation problems. Frequent repetition to be understood. ~Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.
Level 1 F 14 13 12 11 10	Comprehension Fluency Vocabulary Pronunciation Grammar	~Cannot understand even simple conversation. ~Speech is so halting and fragmentary as to make conversation virtually impossible. ~Vocabulary limitations are so extreme as to make conversation virtually impossible. ~Pronunciation problems so severe as to make speech virtually unintelligible. ~Errors in grammar and word order so severe as to make speech virtually unintelligible.

2.12

Student Oral Proficiency Rating   [Revised]   Instructor: Peter Wergin

GRADE	CATEGORY	DESCRIPTOR
Level 5 **A 25** 24 **AO 23**	Comprehension Fluency Vocabulary Pronunciation Grammar	~Understands nearly everything at normal speed although occasional repetition may be necessary. ~Speech in communication and discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression. ~Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary. ~Always intelligible, though some accent and inappropriate intonation patterns. ~Occasionally makes grammatical or word order errors which do not obscure meaning.
Level 4 **B 22** **BO 21** 20	Comprehension Fluency Vocabulary Pronunciation Grammar	~Understands most of what is said at slower-than-normal speed with repetitions. ~Speech in communication and discussion is frequently disrupted by the student's search for the correct manner of expression. ~Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. ~Some pronunciation problems leading to occasional misunderstanding. ~Makes frequent errors of grammar and word order which occasionally obscure meaning.
Level 3 **C 19** **CO 18**	Comprehension Fluency Vocabulary Pronunciation Grammar	~Has great difficulty following what is said. Can comprehend only if spoken "slowly" and with frequent repetitions. ~Usually hesitant: often forced into silence by language limitations. ~Misuse of words and very limited vocabulary make comprehension quite difficult. ~Very hard to understand because of pronunciation problems. Frequent repetition to be understood. ~Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.
Level 2 **D 17** **DO 16** 15	Comprehension Fluency Vocabulary Pronunciation Grammar	~Cannot understand even simple conversation. ~Speech is so halting and fragmentary as to make conversation virtually impossible. ~Vocabulary limitations are so extreme as to make conversation virtually impossible. ~Pronunciation problems so severe as to make speech virtually unintelligible. ~Errors in grammar and word order so severe as to make speech virtually unintelligible.
Level 1 **F 14** 13 12 11 10	Comprehension Fluency Vocabulary Pronunciation Grammar	~Cannot understand any questions. ~No speech is produced. ~Cannot produce any vocabulary. ~Unable to determine problems, due to lack of speech. ~Unable to determine problems, due to lack of speech.

Fall 2005   **Speaking Exam Rubric**   **Name:**_____
Instructor: Peter Wergin   **Time:**_____   **Student #:**_____

<u>**GOAL:**</u>
~**To observe continued development and I**
  improvement of our students ability to
  communicate through speaking.

<u>**OBJECTIVES:**</u>
~**To demonstrate ability and improvement**
  of student communication skills through
  speaking in a variety of situations.

~**To demonstrate ability and usage by the student of**
  the language provided through the use of the text
  as a guide based on the following criteria.

<u>**CRITERIA:**</u>

1. Fluency: Meaning/clarity
   Is the meaning clear? Is it spontaneous?
2. Target Language:
   Is the target language and vocabulary
   used appropriately?
3. Accuracy:
   Is the grammar correct?
4. Pronunciation:
   Are words pronounced clearly?
   Is there an attempt to speak using a natural rhythm
   and some stress?
5. Eye contact:
   Was eye contact appropriate?
   Did the person really look at me while
    speaking?

<u>**Questions:**</u>

  1.   0---1---1.5---2---2.5---3---3.5---4---4.5---5

  2.   0---1---1.5---2---2.5---3---3.5---4---4.5---5

  3.   0---1---1.5---2---2.5---3---3.5---4---4.5---5

  4.   0---1---1.5---2---2.5---3---3.5---4---4.5---5

  5.   0---1---1.5---2---2.5---3---3.5---4---4.5---5

          Total: ___X 10%= ___
                  25   **10**

<u>**NOTES:**</u>

◇

_____
_____
◇

◇

◇

◇

<u>**Overall Impression:**</u>

Excellent   ◇   Very prepared   ◇
Very Good   ◇   Well prepared   ◇
Good   ◇   Prepared   ◇
Satisfactory   ◇   Little prepared ◇
Unsatisfactory ◇   Not prepared   ◇

<u>**Rank:**</u>

 A+__ A0__ B+__ B0__ C+__ C0__ D+__ D0__F__

| Spring 2005 | <u>STUDY GUIDE</u> | Instructor: Peter Wergin |
| Final Exam | | Textbook: Success |

Dear Class:

Another semester has come to an end. Thank you for attending my class and I hope it was a good learning experience for you. This is your final opportunity to do your best at showing me how much you learned this term. All of you can do well on your final exam, provided you put in the necessary time reviewing all we have studied. The exam period is scheduled during week 15 from **Tuesday, June 7 – Monday, June 13** at your regular class times. It will include **Unit One, Two, Three, Four and Five**. There are two parts to the exam. The **speaking test** will be during the two-hour block, <u>one on one</u>. It will be no more than five minutes in length. **Be prepared to answer any of the following types of questions listed below**. You will set up a scheduled time during the review period (<u>week 14</u>). The **written and listening test** will be held during the one-hour block. The written test is based on the language checks, writing exercises at the back of your textbook, vocabulary and unit quizzes. The listening component includes listening dictation as we did in class. Please study all the notes in your notebook. Pay attention to the grammar and structure we focused on in class. If you study these things, the test will be very easy. **Be prepared to make basic Wh-questions and answers as well as Yes/No questions and answers.** I know all of you will give it your best effort. If you have any questions you can ask me in class or through email. Thank you and good luck.

Sincerely,

Peter Wergin

The following is a sample of questions that I will randomly ask you. Be prepared to answer questions using the subjects [you/he/she/they]. Also be familiar with the possessive forms [my/your/his/her/their]. Don't forget singular/plural forms [cat/ cats] and use of articles [a/an].

1. What is [his/her/your] name?
2. What are [their] names?
3. Where are [you/they] from?
4. Where is [he/she] from?
5. What time do [you/they] + verb?
6. What time does [he/she] + verb?

7. What is [your/his/her] favorite food?
8. What are [your/his/her] favorite foods?
9. Who is [your/his/her] favorite musician?
10. Who are [your/his/her] favorite musicians?
11. What do [you/they] do in [your/their] free time?
12. What does [he/she] do in [his/her] free time?
13. What kind of + [noun] do [you/they] like?
14. What kind of + [noun] does [he/she] like?
15. What are [you/they] wearing?
16. What is [he/she] wearing?
17. Which is [adjective +er], a + [noun] or a + [noun]?
18. Which is [more + adjective], a + [noun] or a + [noun]?
19. Which are [adjective +er], + [noun(**s**)] or + [noun(**s**)]?
20. Which are [more + adjective], + [noun(**s**)] or + [noun(**s**)]?
21. Which is [the + adjective + est], a + [noun], a + [noun] or a + [noun]?
22. Which are [the + adjective + est], + [noun(**s**)], + [noun(**s**)] or + [noun(**s**)]?
23. Which are [the + adjective + est], a + [noun], a + [noun] or a + [noun]?
24. Which is [the + most + adjective], a + [noun], a + [noun] or a + [noun]?
25. Which are [the + most + adjective], + [noun(**s**)], + [noun(**s**)] or + [noun(**s**)]?
    [**singular/plural for the following forms**]
26. Which do [you/they] prefer, a + [noun] or a + [noun]?
                         like better,
                         like more,
27. Which does [he/she] prefer, a + [noun] or a + [noun]?
                         like better,
                         like more,
28. Which do [you/they] prefer, + [verb+ ing] or + [verb+ ing]?
                         like better,
                         like more,
29. Which does [he/she] prefer, + [verb+ ing] or + [verb + ing]?
                         like better,
                         like more,
30. Which do [you/they] like best, + a + [noun], + a + [noun] or + a + [noun]?
                         like the most,
                         like the least,
31. Which does [he/she] like best, + a + [noun], + a + [noun] or + a + [noun]?
                         like the most,

like the least,
32. Can [you/they] + [verb] + [noun]?
33. Can [he/she] + [verb] + [noun]?
34 Could [you/they] + verb +noun, + [past time expression]?
35 Could [he/she] + verb + noun, + [past time expression]?
37 What can [you/they] do?
38 What can [he/she] do?
39 What could [you/they] do, + [past time expression]?
40 What could [he/she] do, + [past time expression]?

You should also be prepared to answer and make **yes/no** questions based on the above.

Please make sure you study and know many _verbs_, _nouns_, _adjectives_, _comparative/superlative form_, _past time expressions_, _time_, studied in class.

Spring 2005	<u>STUDY GUIDE</u>	Instructor: Peter Wergin
Final Exam One		Textbook: Firsthand

Dear Class:

Another semester has come to an end. Thank you for attending my class and I hope it was a good learning experience for you. This is your final opportunity to do your best at showing me how much you learned this term. All of you can do well on your final exam, provided you put in the necessary time reviewing all we have studied. The exam period is scheduled during week 15 from **Tuesday, June 7 – Monday, June 13** at your regular class times. It will include **Unit One, Two, Three, Four and Five**. There are two parts to the exam. The **speaking test** will be during the two-hour block, <u>one on one</u>. It will be no more than five minutes in length. **Be prepared to answer any of the following types of questions listed below**. You will set up a scheduled time during the review period (<u>week 14</u>). The **written and listening test** will be held during the one-hour block. The written test is based on the language checks, writing exercises at the back of your textbook, vocabulary and unit quizzes. The listening component includes listening dictation as we did in class. Please study all the notes in your notebook. Pay attention to the grammar and structure we focused on in class. If you study these things, the test will be very easy. **Be prepared to make basic Wh-questions and answers as well as Yes/No questions and answers.** I know all of you will give it your best effort. If you have any questions you can ask me in class or through email. Thank you and good luck.

Sincerely,

Peter Wergin

The following is a sample of questions that I will randomly ask you. Be prepared to answer questions using the subjects [you/he/she/they]. Also be familiar with the possessive forms [my/your/his/her/their]. Don't forget singular/plural forms [cat/ cats] and use of articles [a/an/the].

1. What is [his/her/your] name?
2. What are [their] names?
3. Where is [he/she] from?
4. Where are [they] from?

5. What do [you/they] do?
6. What does [he/she] do?
7. What is [his/her/your] job?
8. What are [their] jobs? What do [you/they] do in [your/their] free
   time?
9. What does [he/she] do in [his/her] free time?
10. How old is [he/she]?
11. How + adjective + are [you/they]?What do [you/they] look like?
12. What does [he/she] look like?
13. What color is [his/her/your/their] hair?
14. What is [his/her/your/their] hairstyle like?
15. How much do [you/they] weigh?
16. How much does [he/she] weigh?
17. What is [his/her/your/their] weight?
18. What is [his/her/your/their] personality like?
19. How often do [you/they] usually + verb + noun?
20. How often does [he/she] usually + verb + noun?
21. What time do [you/they] usually + verb + noun?
22. What time does [he/she] usually + verb + noun?
23. Where is the + noun?
24. Is there a + noun + preposition + the + noun?
25. Are there any + noun + preposition + the + noun?
26. Is there a + place + preposition + here?
27. Are there any + places + preposition + here?
28. Where is the + place?
29. Where are the + places?

You should also be prepared to answer and make **yes/no** questions
based on the above.

Please make sure you study and know many *verbs*, *adjectives*, *nouns*,
frequency adverbs, *time expressions*, *time*, *prepositions of time*,
prepositions of location and *place* studied in class.

******** University	Instructor: Peter Wergin
Remedial Class/Winter Session 2005	**Student Name:_____**
Final Exam	**Student #:_____**

Dear Class:

Once again, it is time to think about completing another exam. The time that we have spent together has passed very quickly. I want to thank you for being such wonderful students. I have really enjoyed this time together and hope that you too have had a chance to learn new things and enjoyed the hours we shared. Thank you so much for your diligence, hardwork, exceptional effort and positive attitude. It was such a joy and reward for me to be able to work with all of you. The final exam will be on **Tuesday, January 11th, 2005 between 9:00 am and 12:45 pm**. It will consist of three sections: **Speaking (10 points), Listening Dictation (10 points) and Writing (10 points)**. It is worth **30%** of your **final grade**. It will cover units 0-5 based upon the textbook, your notes and the handouts provided in class. Please pay attention to grammar, structure and form when preparing for your exam.

The **speaking component** will be slightly different from how the mid-term was conducted. I will be testing you individually one-on-one. I will focus on asking you a variety of Wh-questions, Yes/No questions and follow up questions based upon your responses. Your answers should be natural, spoken loudly and clearly, including the use of intonation as learned in class. When possible, try to include some Wh-questions or Yes/No questions for me to make our conversation more interactive. Each of you will have **approximately five minutes** to interact with me. Grading of the speaking component will be the same as the copy of the criteria used for grading your speaking on the mid-term exam. Please check your notebooks and be aware of the criteria used for marking.

Listening Dictation will consist of fifteen statements based upon the topics and grammar studied to this point.

Writing will follow the style of the language checks and writing section in your textbook as well as **vocabulary**. Please make sure to spend some time thinking about the vocabulary we concentrated on in class related to all the different topics.

Study hard and good luck to all of you. I know that you will do your best to demonstrate learning and improvement in your English abilities.

Peter Wergin

******** University	Instructor: Peter Wergin
Remedial Class/Winter Session 2005	Student Name:_____
Listening/Writing Final Exam	Student #:_____

Listening	Writing	Speaking	Total
/10	/10	/10	/30

1. Find the mistakes:

Correct the sentences. If a sentence has no mistakes, check (✔) OK.
(one point each)

☐ OK. 1. What your cellular phone number is?

☐ OK. 2. Where is your school's name?

☐ OK. 3. Where is they from?

☐ OK. 4. I like to introduce my partner to you?

☐ OK. 5. She is from United States?

☐ OK. 6. Do you know what time is it?

☐ OK. 7. What is their favorite movie?

☐ OK. 8. I goes to school 8:15.

☐ OK. 9. Their wearing short, checked skirt and yellow blouses.

☐ OK. 10. How say that in English?

☐ OK. 11. Tom are lighter than Mike.

☐ OK. 12. Which is the most comfortable, a Tico or a Grandeur?

☐ OK. 13. I couldn't sing when I was five years ago.

☐ OK. 14. I can play the soccer, and I can't play baseball.

☐ OK. 15. Couldn't you sing when you were five?

/15

2. Write the Wh-questions or Yes/No questions with the following information. Then answer the question with the information provided. (three points each)

(a)   cook / he / good

_____

_____(laundry)

(b)   well / they / soccer/ how

_____

_____(very well)

(c) five years old / they / could

_____

_____(Korean)

(d) well / roller-blade / you

_____

_____(little)

(e) car / spacious / Tico / Matiz / Mercedes

_____

_____(your answer)

(f) cats / pets / dogs / better

_____

_____(Yes/because)

/18

3. Vocabulary:
Write words for the following categories. Please use "underline"articles"underline" when necessary. (one point each)

Clothing	Style	Patterns	Jewelry
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____ **/28**

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4. Listening Dictation:
   Write the question or statement that you hear. Don't forget to check
   your grammar, spelling and punctuation when you are done.
   (two points each)

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

(i) _____

(j) _____

(k) _____

(l) _____

(m)_____

(n) _____

(o) _____

                                                                    /30

Listening Dictation Key:

1. The man is wearing a striped tie, solid gray pants and a plaid jacket.

2. Are his pants black or blue?

3. Do you know what time it is?

4. Is she wearing a long sleeved, satin, pink gown?

5. The boy is flying a kite in the park.

6. What do they do in their free time?

7. How do you say that in English?

8. What does that mean?

9. Which food did people grow earlier? Beans or rice?

10. Are there more kinds of sunflowers or mushrooms?

11. A hippo is more dangerous than a koala.

12. Is the Indian Ocean larger than the South China Sea?

13. He gets up at a quarter after six in the morning.

14. Do they eat dinner around six o'clock in the evening?

15. Who's your favorite TV actor?

2.18

Dear Student:

Thank you for participating in our English class this semester. I hope that you were able to learn and improve your listening, speaking and writing skills. Below is a summary of your points earned in each of the following areas.

I hope that you enjoy your summer vacation and see you on campus next fall.

Sincerely,

Peter Wergin

Attendance: **_____/20**

Participation:

         In class   _____/10
         Quizzes   _____/5
         Notebooks   _____/5

                                             Total   **_____/20**

Midterm Exam:

         Listening   _____/10
         Writing   _____/10
         Speaking   _____/10

                                             Total   **_____/30**

Final Exam:

         Listening   _____/10
         Writing   _____/10
         Speaking   _____/10

                                             Total   **_____/30**

TOTAL POINTS   **_____/100**   **ADJUSTED POINTS**   **_____/100**

                             FINAL GRADE   **_____**

2.19
[REVISED]

SPRING SEMESTER 2004   **INSTRUCTOR: PETER WERGIN**

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Sincerely,
Peter Wergin

Attendance: **_____/20**

Participation:

    In class   _____/10
    Quizzes   _____/5
    Notebooks   _____/5

                                          Total_____/20

Midterm Exam:

    Listening   _____/10
    Writing   _____/10
    Speaking   _____/10

                                          Total_____/30

TOTAL POINTS TO DATE   **_____/70**   **CURRENT STANDING**
                                        A , AO, B , BO, C , CO, D , DO, F

<u>**POINTS AVAILABLE**</u>:

FINAL EXAM:		**TOTAL POINTS** **_____/100**
Listening _____/10		**ADJUSTED POINTS** **_____/100**
Writing _____/10		
Speaking _____/10		**FINAL GRADE**
TOTAL **_____/30**		**A, AO, B, BO, C, CO, D, DO, F**

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