MORE THAN A NATIVE SPEAKER:

A TEACHER TRAINING PROGRAM FOR NATIVE ENGLISH-SPEAKING

TEACHERS IN KOREAN HAKWONS

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BY

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For my family

And in memory of my mother

Inja Um

(1945 ~ 2008)

Abstract

This paper describes a teacher training program for native English-speaking teachers who teach children at hakwons (private English-teaching institutions) in Korea. The emphasis on English as a necessary skill in the global economy has caused a kind of 'English fever' to sweep the nation. A massive number of native English speaker are being rushed to Korea to teach English in hakwons. The majority do not have a background in teaching English. This has caused widely publicized discontent among stakeholders such as parents and difficulties for the teachers. This paper outlines a teacher training program specifically designed to provide basic teaching skills for these teachers. The paper articulates the ten sets of principles that guide the inexperienced and untrained novice teachers. In addition, it describes the training program and introduces a sample session on games among the 21 sessions in the program.

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ABSTRACT

CHAPTER 1

INTRODUCTION

In this 21st century, English is the vital medium of international communication. Millions of global citizens are learning English to acquire competitiveness. Koreans are no exception. Actually, studying English could be viewed as a national obsession in Korea. English is not a choice anymore. It is a must for all Korean students. Public English education is not enough for parents who want to make their children outstanding. According to the Hankyoreh News (May 17, 2006), "74 percent of elementary students receive private English education." With the current government's emphasis on English competence, this figure is absolutely predicted to rise.

To meet the demand of the reality, a great number of native English-speaking instructors are employed at private English institutes. Likewise in public education, the government announced a plan to increase more than ten times the number of native English-speaking teachers in 2005 over the next five years to promote students' communicative competence. In the rush to hire native English-speaking instructors, the issue of unqualified teachers has started to emerge. According to the Korea Times (Sep. 16, 2007), "a total of 997 foreigners have been hired from 2004 through 2006 to teach English at English immersion programs nationwide, while as many as 326 or 32.7 percent of them were found not to have certificates." This number is limited to only 746 English immersion programs organized between 2004 and 2006 by 16 education offices across the country. Even though there is no official figure about native English-speaking teachers at *hakwons* (private English-teaching institutions), complaints about unqualified teachers have begun to circulate.

Consequently, the need for a teacher training program for them has received attention in the society. This project came about as a way to meet the need for such a program.

The primary purpose of this paper is to outline an EFL teacher training program for native English-speaking teachers who teach children at hakwons in Korea. The training program is intended to encourage and inspire native English-speaking teachers so that they can have proper qualifications along with passion for learning and teaching. Chapter 2 describes the context for which the program is intended. Chapter 3 articulates the underlying principles of the EFL teacher training program, which leads the teachers to have their own beliefs about language teaching. Chapter 4 describes the design of the EFL teacher training program and Chapter 5 introduces a session on games as an example of the sessions in the program.

The writer of this paper hopes to give readers a better understanding about the current situation in Korea and the need for a training program for native English-speaking instructors. Also, the program is anticipated to contribute to the teacher training field for native English-speaking teachers once it is implemented.

CHAPTER 2

THE CONTEXT IN KOREA

This chapter describes the English language learning context in Korea. Firstly, Koreans' aspirations about English language proficiency, also called "English fever" will be discussed. Secondly, the characteristics of native English-speaking teachers in Korea and classroom environments they encounter will be addressed.

"English Fever"

In order to be successful in a competitive global society, English is considered the key to success among global citizens. Koreans are one of these populations who are trying to survive in this era of globalization. Therefore, the importance of English ability is being emphasized and most Korean students aspire to learn English.

Since 1997, English has been a mandatory subject beginning in elementary school. Students begin learning English in the third grade for two hours a week. However, parents obsessed with their children's English proficiency have been skeptical about English programs at schools. They have not trusted the English teaching experience of current teachers in primary schools because most of them were taught English based on the Grammar Translation Method, which stresses memorization of grammar rules and translation rather than communicative competence. Furthermore, many parents think that the earlier their children start learning English and having more exposure to the language, the better their English proficiency, which ultimately promises a

better future.

The parents' distrust about the effectiveness of English classes at schools and the need for a better English education have led parents to depend on numerous English institutes or private tutoring outside the schools. A report published in 2003 by the Korean Educational Development Institute (KEDI) showed that more than 80% of elementary school children all across the nation were either taking courses at private supplemental learning centers or having private lessons. According to an article from Yonhap News (Aug. 15, 2005), above 60 % of primary school children in the Nowon District, Seoul, had an experience learning English from native English speaking teachers before the age of ten. The beginning age of learning English is getting younger and younger. Even preschoolers are learning English.

Another phenomenon stemming from the "English fever" in Korea is that many English villages have been sprouting up over the past few years. English villages are immersion camps funded by local governments. In these simulated western-style towns, which include American style classrooms, children are not allowed to speak Korean. Here, students can taste authentic English use while having fun. These immersion programs have made a big impact because they support Koreans' ambitions about mastering the global language by immersing the participants in the cultures of English-speaking countries.

Emphasis on English education does not stop there. Parents strongly believe English to be a means to a bright future in a highly competitive society. These strong beliefs have led parents to send their children overseas for study, knowingly spending a fortune. Moreover, the number of

these students studying abroad has increased annually according to the report by the KEDI (2006). The report states that the number increased more than 10-fold between 1998 and 2004, up to 16,446 in 2004 from 1,562 in 1998.   Among these figures, the number of elementary school students skyrocketed from 212 in 1998 to 6,276 in 2004.   This phenomenon reflects the fact that many parents have pushed their children to English speaking countries in order to acquire better English proficiency at a very young age.

As discussed above, Korean students spend countless hours and a great deal of money inside and outside of classroom to achieve high English proficiency.   English learning fever has swept over the whole country.   This has caused an increase in the need for English teachers, especially native English-speaking instructors.   Many stakeholders such as parents, and the managers and head teachers of hakwons think that only native English teachers can teach English in English perfectly.   Instead of sending their children abroad, these parents want the students to experience the same English environment, at least inside the classroom.   They do not trust that Korean teachers' command of idioms, grammar and cultural knowledge are sufficient to teach their children. In addition, they put over-emphasis on native accents.   Thus, this demand in the education market has resulted in a massive influx of native English-speaking teachers and they are employed at diverse English education institutions such as kindergartens, primary and secondary schools, colleges, private language schools, or other locations.

Native English-Speaking Teachers in Korean hakwons

Among the various English teaching areas mentioned above, a substantial portion of the population is the instructors working at *hakwons* (private English-teaching institutions). Because the primary goal of this paper is to present an effective teacher training program for native English speaking hakwon teachers, this group of people is targeted here by discussing their characteristics and the classroom environments they encounter.

Characteristics of native English-speaking instructors at hakwons

In my ten years of experience in the education field, I have found that most of the native English-speaking instructors that I have encountered at hakwons did not major in language education. In addition, they have hardly any teacher training or teaching experience. They are simply native speakers of English. Some of them are hard-working and responsible and want to help their pupils learn more. On the other hand, others usually come to Korea to travel and do not bring the qualities needed to be a serious teacher. They intend to stay in Korea for a short period of time, perhaps a year, make money, and go on weekend trips and extended vacations. They lack commitment and passion for teaching. They see teaching as a way to vary their experiences in life, not as a professional career.

Classroom environments the instructors encounter

The majority of native English-speaking instructors teach English conversation classes or

listening classes at hakwons. A class has about 10 (less than 12) students who are in a homogeneous ethnic group in an EFL (English as a Foreign Language) setting. In class, many instructors encounter students with passive attitudes toward learning English and weakness in oral skills. Their students are accustomed to teacher-centered lessons of language learning within the Korean education system. Also, they are obsessed with the 'perfect' English, so they hesitate to take risks for fear of making mistakes. Most Korean students regard English as a subject that they need to study and pass an examination, not as a means of communication.

In summary, native English-speaking instructors need to learn teaching skills and develop their awareness as a professional teacher with beliefs in order to make up for their insufficient qualifications. Also, the teachers need to know how to improve their pupils' attitude to learning English and encourage them to speak out so that they can acquire communicative competence. To help the novice instructors learn how to meet the needs of these students, a teacher training program specially designed for native English hankwon teachers is needed.
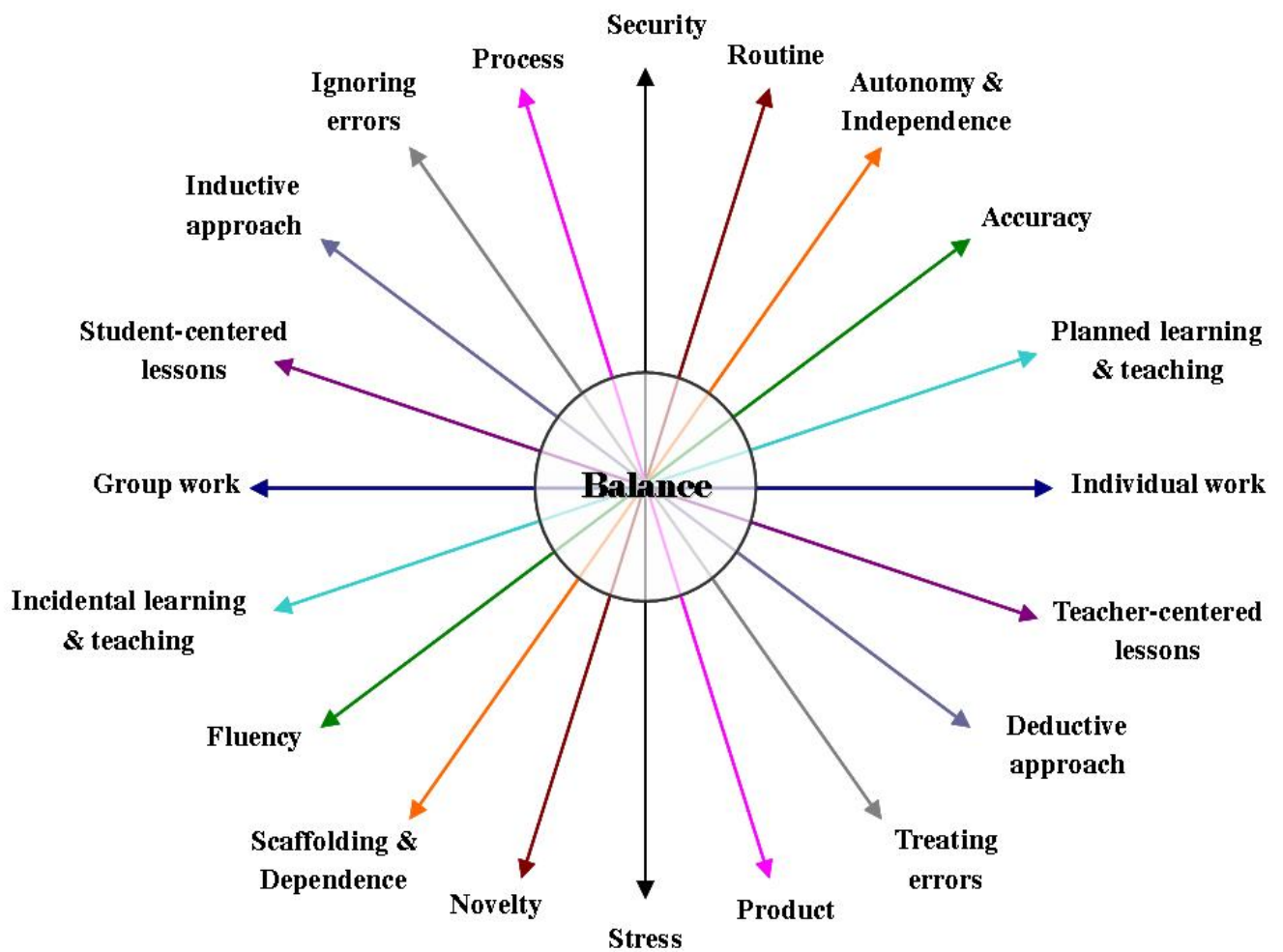
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CHAPTER 3

THE PHILOSOPHY BEHIND THE TEACHER TRAINING PROGRAM

Good teachers continually ask themselves questions about anxiety levels, competition vs. collaboration, deductive or inductive activities, or how much autonomy should the teacher provide. When they make decisions about these questions, teachers' beliefs become the cornerstone for their performance in the classroom. According to Jack Richards and Charles Lockhart (1996: 29), "it is necessary to examine the beliefs and thinking processes which underlie teachers' classroom actions. It is based on the assumption that what teachers do is a reflection of what they know and believe, and that teacher knowledge and 'teacher thinking' provide the underlying framework or schema which guides the teacher's classroom actions." Therefore, it is crucial for teachers to analyze their principles about language teaching. This chapter articulates the philosophy underpinning the EFL teacher training program that is the focus of this paper. The philosophy that guides the teacher training program is explained under "The Balancing Approach."

The Balancing Approach: controlling opposing aspects of language teaching

Teachers continuously deal with tensions in the classroom. Balanced teachers compensate for different types of tensions in the classroom which have completely opposing qualities. Figure 1 outlines ten sets of principles which should be carefully considered by teachers according to the contents and learners.

Figure 1

Security

Process   Routine

Ignoring errors   Autonomy & Independence

Inductive approach   Accuracy

Student-centered lessons   Planned learning & teaching

Group work   **Balance**   Individual work

Incidental learning & teaching   Teacher-centered lessons

Fluency   Deductive approach

Scaffolding & Dependence   Treating errors

Novelty   Product

Stress

Principle 1: Balance security and stress.

The Community Language Learning (CLL) approach emphasizes the importance of making learners feel secure in the classroom. Curran (1976: 6) states that "feeling secure, we are then freed to approach the learning situation with an attitude of willing openness." The teacher should be well aware that new information can cause threatening affective factors in learners. Thus, the teacher should try to create a relaxed, secure atmosphere in the classroom. At the same time, it is also necessary for learners to feel *positive stress*. Positive stress encourages learners to react to

stress in a productive way.   If the teacher only emphasizes a comfort zone, he or she might not tap learners' potential.   Through positive stress, students can go beyond the teacher's expectations. They can progress to the level of *i+5*, not only *i+1*.   If the teacher merely stresses students' security, he or she can take away from students the important opportunities to learn more.   The teacher should therefore, provide students with both security and positive stress according to the learners' needs in a particular situation.

Principle 2: Balance routines and novelty.

Teachers need to provide a routine class structure so that students know what is going to happen next.   This makes both teachers and students feel secure in their class.   They like to be in a secure atmosphere so that they can predict the following step easily without feeling any anxiety about a new procedure.   However, routines can create boredom.   To avoid these doldrums, students sometimes need to freshen up.   With innovation, students' curiosity and motivation increases learning.   Thus, the teacher should experiment with new teaching techniques.

Principle 3: Balance autonomy (or independence) and scaffolding (or dependence).

According to Gattegno's Silent Way, students must take responsibility for their own learning, and teaching should be subordinated to learning.   The teacher's job is to be a facilitator who helps students to develop their own criteria for learning.   Trim (1988: 3) emphasizes that "no school, or even university, can provide its pupils with all the knowledge and the skills they will

need in their active adult lives. It is more important for a young person to have an understanding of himself or herself, an awareness of the environment and its workings, and to have learned how to think and how to learn." For a variety of reasons, it is difficult for teachers to facilitate the development of learners' independence. Teachers are required to aid students to become autonomous learners.

On the other hand, the teacher also has to provide learners with scaffolding. The teacher should play a role as a resource on which students can depend. Peter Voller defines the concept of the teacher as resource in his book, *Autonomy and Independence in Language Learning* (1997: 112) as someone who is "knowledgeable about the target language and the materials available for learning it." It is a teachers' mission to raise students' awareness and help them learn how to learn a language autonomously as well as to provide learners with dependable support as a resource.

Principle 4: Balance accuracy and fluency.

There are numerous debates as to which language acquisition process comes first: accuracy or fluency. H. Douglas Brown mentions in his book *Teaching by Principles* that "while fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output" (2001: 268). Teachers should manipulate these two opposing aspects of language competency according to different situations. What is more important is that the teacher's excessive instruction on accuracy should not trigger anxiety in learners and disturb the

learners' willing openness to learning.   The teacher's job is to find the balance.

Principle 5: Balance planned learning & teaching and Incidental learning & teaching.

Earl W. Stevick expresses that language teachers should consider the following four questions when they are designing a course: "**What** is this course supposed to teach?" "**For whom** are we designing it?" "**Why** are we designing it?" "**How** shall we go about it?" (1998: 165).   The teacher should plan their lessons very well while having the learners in their mind before, during, and after class.   A highly-structured plan, like a road map or a blueprint, serves as a useful guide to check what will be next and the goals and objectives of the lessons.   Planned teaching is quite beneficial for both the teacher and their pupils.   The teacher can have a sense of confidence and clarity, and this stimulates development and achievement in students' learning.

Yet no matter how important planning is, the real classroom is organic.   Sometimes something unforeseen happens.   Students possibly raise questions or other aspects the teacher may not have anticipated.   In that case, the teacher cannot ignore them no matter how excellent the planned lesson is.   Rather, the teacher should recognize the unexpected as a learning opportunity and respond, despite the lesson plan.   This unplanned or unintentional but learning-centered response is called "Incidental Teaching."   According to Marsick and Watkins (1990: 12), "incidental learning is defined as a byproduct of some other activity, such as task accomplishment, interpersonal interaction, sensing the organizational culture, trial-and-error experimentation, or even formal learning." Incidental teaching can motivate the students and lead to important learning.

Principle 6: Balance individual work and group work.

With the traditional methodology, individual work has been emphasized in the Korean education context.   That is why seats in the classroom have been arranged in straight rows facing the teacher and most activities in class have been focused on individual practice.   Individual work is necessary in language learning because students need time to digest what they learn silently. Besides, some introverted students feel more comfortable working individually than working with others.   This is the point that the language teacher should keep in mind: learners all have different learning styles.

Language acquisition is, however, not accomplished by practice in isolation.   Language learning is a social activity which includes social interaction.   Group work provides this important interaction.   According to H. Douglas Brown (2001: 177), "group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language."   Group work has many pedagogical advantages for learners.   While students are involved in group work, they can increase oral fluency by verbally communicating which leads to learner autonomy.   Group work is also able to accommodate an authentic increase of speech acts or language functions among the students.   In addition, JoAnn Crandall supports the advantages of cooperative group work in *Cooperative Language Learning and Affective Factors* (1999).   According to Crandall, cooperative learning in group work can reduce anxiety, promote interaction, provide comprehensible input and output, increase self-

confidence and self-esteem, and increase motivation.

The benefits of group work are sometimes neglected by some teachers who are afraid of group work.   They worry about losing control, making too much noise, the students' use of their native language, the reinforcement of students' errors, and their inability to monitor all groups simultaneously.   Yet as stated by Brown these drawbacks can be dealt with successfully when group work is used appropriately.

Principle 7: Balance teacher-centered lessons and student-centered lessons.

Teachers must take into consideration to find the balance between teacher-centered and student-centered lessons.   Both frameworks have good aspects.   According to David Paul in *Teaching English to Children in Asia* (2003), teacher-centered lessons help teachers plan a lesson carefully, use time efficiently, and teach clearly and logically.   In the meantime, in student-centered lessons, learners enjoy themselves more, learn naturally and actively, and produce language more spontaneously.

Based on circumstances, the teacher can coordinate these two opposite forms of lessons. Therefore, the teacher can give students as much freedom as possible, within a teacher-centered framework, or the teacher can play an active role in a student-centered lesson.

Principle 8: Balance a deductive approach and an inductive approach.

It is essential for a teacher to decide when it is appropriate to use a deductive or an inductive approach. For example, teachers must take these two approaches into consideration when they plan for the presentation of a grammatical structure.

A more traditional teaching approach, such as the Grammar Translation Method, is mainly deductive. For example, if the objective of a lesson is to use the past tense of regular and irregular verbs, the teacher might write two lists of regular and irregular verbs on the board. Then, he probably starts the lesson by saying, "There are two different forms of verbs to talk about the past. Verbs in the left column end in **–ed** when used as past tense. To make the past form with regular verbs, add the suffix **–ed** to the base form of the verb. Irregular verbs, in the right column, don't end with the **–ed** form." Once the presentation is over, the students will be provided exercises to apply the rules. The teacher in this approach is in the center of learning and the role of the teacher is to present the grammar rules and arrange the practices.

In the inductive approach, the learners are immersed in an activity, where the teacher does not discuss rules or general information, which then allows students to extract rules from language practice. For example, if the grammar point is the time prepositions *at*, *on*, *in,* the teacher might show a passage with a bunch of prepositions. The students would be asked to underline the prepositions after reading the passage. Then, the teacher might pair up the students and ask them to figure out what are the differences among *at*, *on*, and *in*. The students learn the different usage of time prepositions through practice in a real language context, and

later grasp the rules from the sufficient examples.   In this teaching style, the students are in the center of learning and the role of the teacher is to provide more meaningful opportunities to practice and guide the students to discover the rules by themselves.   This inductive learning is often considered as a more modern style of teaching.   Thus, some language teachers have a tendency to think that deductive teaching is an old-fashioned and less effective way, and that an inductive way of teaching looks mature and more effective.   Actually, many researchers have studied the effectiveness and usefulness of both approaches.

According to Gower, Phillips, and Walters (1995), the deductive approach can be effective with students of a higher level, who already know the basic structures of the language, or with students who are accustomed to a very traditional style of learning and expect grammatical presentations.   It is sometimes difficult for students who expect a more traditional style of teaching to induce the language rules from context in the inductive approach.   However, the inductive approach can lead the students to focus on the use of the language without being disturbed by grammatical terminology and rules.

Robert E Myers (1968) shows an interesting investigation in the article, *Relationships of Teacher Orientations and Effectiveness under Inductive and Deductive Teaching Methods*. His major findings of the study indicate that there are no significant differences in achievement between the pupils of teachers who were taught deductively and those who were taught inductively.

Another riveting study was done by Earl W. Thomas (1970). In his dissertation, *A Comparison of Inductive and Deductive Teaching Methods in College Freshman Remedial English*, Thomas concludes that (1) remedial English students taught by the inductive method achieved significantly more in the area of vocabulary and reading comprehension than did the others, (2) deductive and inductive methods are equally effective in instructing remedial English students in composition skills, in grammar, and in mechanics, and (3) neither method by itself is superior for use in all language arts instruction areas.

In summary, both inductive and deductive teaching techniques can satisfy the needs of different kinds of learners and classes. Hence the teachers should be well aware of the disadvantages and advantages of both teaching approaches. Two polar aspects of teaching skills – or commingling of two divergent techniques can be integrated in a classroom, depending on the goals and contexts.

Principle 9: Balance treating errors and ignoring errors.

A teacher must also take into consideration how to address student errors. In the Audiolingual Method (ALM) the teacher must immediately both correct any mistakes and acknowledge successful responses. Brown states that "there is a great effort to get students to produce error-free utterances" (2001: 23). The ALM defines language learning as a process of habit formation and errors result in the formation of bad habits. Therefore, errors were treated with immediate correction by the teacher.

However, errors are now considered a significant factor in the learning process.   In the Silent Way, Gattegno (1993) argues that errors are essential for learning.   For the teacher, errors are an indicator which tells them what the learner needs to learn.   For the learner, making errors is a way the learner can test her hypotheses about the language that she is learning.   In error correction, the important questions are **who** corrects errors, **which errors** the person corrects, **when** the person corrects errors, and **how** the person corrects errors.   Gattegno believes students should be the first person who corrects errors.   When they are not able to self-correct and peers cannot provide any help, it is then the teacher should supply the correct feedback.

Treating or ignoring errors totally depends on the teaching contexts.   In other words, the way of dealing with error correction will be quite different when the pedagogical focus is on accuracy or fluency.

Principle 10: Balance product and process.

Teachers must consider product and process assessment.   Korean society has been product oriented, so this is reflected in the educational system.   The system places value on ranking and therefore must use methods that place students on a hierarchy.   Teachers must use tests to evaluate their students.   This leaves no room for process assessment.   If the teacher overemphasizes the final product, they fail to see their students' growth as the learners.

Teachers must be able to see the learning process in order to identify students' development and areas where the students have difficulties.   They should be aware of where the students are

going, what they are doing, and how they are responding to class.

Achievement of the aim of a task, which is a learner's outcome, is important. At the same time, the procedures of the learner's language trials should be valued. Hence reflection on the interactions between process and product is a teacher's ultimate objective in language teaching.

This chapter has outlined ten sets of principles which should be selected carefully by teachers according to contents and situations.   There is no definite right or wrong way that applies in every teaching situation because language teaching is an organic process. To help learners reach their full potential, teachers should balance opposing aspects efficiently and actively according to their own class situations

These principles will underpin the teacher training program which is described in the next chapter.   All the principles will be used throughout the program and in the last closing session, trainee teachers will examine the ten sets of principles overall.   Also, in Chapter 5, which is a sample session on games, the principles about balancing accuracy and fluency, and individual work and group work will be applied in the section of type of games.   In addition, the concept of autonomy (Principle 3) will be examined with an example of games.

CHAPTER 4

THE EFL TEACHER TRAINING PROGRAM DESIGN

This chapter outlines a teacher training program designed to prepare native English-speaking instructors to teach children in Korean hakwons.   As described in Chapter 2, most of these teachers do not have sufficient qualifications as a professional teacher.   At the same time, they are expected to increase students' communicative competence.   The teacher training program described in this chapter is based on a five day intensive pre-service syllabus and it features active training and reflective teaching.   The program teaches instructors the principles of effective teaching.   In addition, it guides teachers to obtain practical hands-on proficiencies for teaching English to children.   Also, the course enables teacher trainees to develop knowledge, awareness, attitudes, and skills to become a professional teacher.   In the session descriptions of the teacher training program, each of the balancing principles from Chapter 3 will be employed.

The Characteristics of the EFL Teacher Training Program

A five day intensive pre-service

Most native English-speaking teachers come to Korea about a week before they start teaching at hakwons.   For this reason the program has been designed as a five day course.   The program works as pre-service for trainee teachers and it provides full-time, intensive sessions Monday through Friday.   The sessions will serve as a means for the trainees to learn essentials in language teaching and will be coupled with everyday assignments including microteaching

preparations and dialog journal writing.

Active training

In the traditional method of teacher education, trainees observe and imitate what the trainer presents. They have passive roles, doing what the master teacher tells them. This program is based on a different view of teacher education, one in which the trainer will be a helper and guide for the trainees, not a master, and in which trainees themselves are thinkers, planners, and doers. Therefore, in the program presented here, trainees will take an active part in the process and interact with the trainer and other trainee teachers. Trainees themselves will take responsibility for their own learning.

Reflective teaching practice

The program is grounded in a reflective model for teacher education. Reflective teaching is an approach to teaching and teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences (Longman Dictionary of Language Teaching & Applied Linguistics, 3rd edition). David Nunan and Clarice Lamb (2000: 120) define "reflective teachers as ones who are capable of monitoring, critiquing and defending their actions in planning, implementing and evaluating language programs."

However, the practice of reflecting is not a simple process, especially for novice teachers,

because they are not familiar with the reflective process. Reflection is a skill that needs carefully-scaffolded activities for those trainees. Thus, providing some concrete, detailed guiding questions for trainees unfamiliar with reflective thinking is necessary. During the course they will be asked to keep a reflective journal (See appendix for the reflective journal questions.) As an assignment of the program, trainees will have the task of writing journal entries every day. They will reflect and write a journal about their feelings and thoughts about the informative sessions by trainers and microteaching sessions. Trainees will later exchange their journals with other trainees and react to each other's journals. Through this dialog journal writing, trainee teachers will develop the habit of reflecting and be encouraged to take charge of their own learning.

The Goals of the EFL Teacher Training Program

The goal of the EFL teacher training program is to encourage native English speakers to become competent professional language teachers. In order to make this happen, trainee teachers need to acquire basic knowledge and skills about language learning and teaching, and develop their attitude and awareness as a teacher. To organize the goals of the program, the KASA[1] (knowledge, awareness, skills, and attitude) framework is used. By the end of the program, trainee teachers will have deepened and expanded their knowledge, awareness, skills and attitude.

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[1] The KASA framework was developed by the faculty in the Department of Language Teacher Education at the School for International Training.

Awareness

Teacher trainees will

- be aware of professionalism as an educator.

- develop awareness about lesson planning and teaching the four skills as well as vocabulary.

- be aware of grammar teaching in the framework of form, meaning, and use.

- raise self-awareness about language learning by putting themselves in students' shoes.

Attitude

Teacher trainees will be able to

- show active participation and an open mind to non-judgmental feedback.

- listen actively and respect others' opinions.

- take responsibility for pupils' affective issues.

- recognize and respect cultural and linguistic features in Korean.

- respect young pupils.

Skills

Teacher trainees will be able to

- evaluate sample lesson plans, and produce and improve their own.

- examine and evaluate principles for designing techniques to teach the four skills and

types of activities for each skill.

- design and implement lesson plans for the four skills both individually and in an integrated way, as well as grammar and vocabulary.

- develop classroom management skills to create an effective classroom environment.

- give and receive constructive feedback to/from others.

Knowledge

Teacher trainees will be able to

- state the format of a lesson plan and essential elements to include in it.

- compare and contrast some significant linguistic and cultural features of English and Korean.

- analyze sample lessons, and create and develop their own plans.

- identify the importance of culture in language teaching.

- comprehend reflective teaching.

- identify some useful games and know how to use games in language teaching.

Table 1

The Syllabus of the Teacher Training Program		
Day	**Time**	**Sessions**
Day 1 (Mon)	9:30 – 11:00	Opening (Orientation, ice-breaking) & Professionalism (1.5 hours)
	11:00 – 12:00	Lesson Planning I - format (1 hour)
	12:00 – 13:00	Lunch
	13:00 – 14:30	How to Teach Listening (1.5 hours)
	14:30 – 16:00	Language Experience I (1.5 hours)
Day 2 (Tue)	9:30 – 10:30	Microteaching - Listening (1 hour)
	10:30 – 12:00	Affective Issues (motivation, attitude, and anxiety) and Teacher's Responsibility (1.5 hours)
	12:00 – 13:00	Lunch
	13:00 – 14:30	Grammar Awareness (1.5 hours)
	14:30 – 16:00	How to Teach Grammar (1.5 hours)
Day 3 (Wed)	9:30 – 10:30	Microteaching – Grammar (1 hour)
	10:30 – 12:00	Cultural/Linguistic Awareness between the two languages: Korean & English (1.5 hours)
	12:00 – 13:00	Lunch
	13:00 – 14:30	How to Teach Speaking (1.5 hours)
	14:30 – 16:00	How to Teach Vocabulary (1.5 hours)
Day 4 (Thu)	9:30 – 10:30	Microteaching – Speaking (1 hour)
	10:30 – 12:00	Language Experience II (1.5 hours)
	12:00 – 13:00	Lunch
	13:00 – 14:30	How to Teach Reading (1.5 hours)
	14:30 – 16:00	Classroom Management (1.5 hours)
Day 5 (Fri)	9:30 - 10:30	Microteaching – Reading (1 hour)
	10:30 – 12:00	How to Teach Writing (1.5 hours)
	12:00 – 13:00	Lunch
	13:00 – 14:00	Lesson Planning II - Integrated lessons (1 hour)
	14:00 – 15:00	Using Games in Language Teaching (1 hour)
	15:00 – 16:00	Closing (1 hour)

The Session Descriptions of the EFL Teacher Training Program

Opening & Professionalism

The first day will begin with some interesting ice-breaking activities in order to create a friendly atmosphere to help participants to get to know each other.   This orientation session will inform the trainees of the characteristics of the EFL teacher training program, the descriptions of each session, and assignments.   The opening session will encourage teachers to participate actively through the program, to have an open mind to non-judgmental feedback, and to be aware of professionalism as an educator.

Lesson planning I

There are two lesson planning sessions. The first will concentrate on the design of a lesson. First, the session will begin by having trainees think about reasons teachers need to plan a lesson. Then trainee teachers will learn the format of a lesson plan and recognize essential elements to include in it as well.   This first lesson planning session will deal with a routine class structure of Principle 2 and balancing teacher-centered and student-centered lessons from Principle 7.   Finally, they will evaluate sample lesson plans, and produce and improve their own.

How to teach listening

This session will raise trainees' awareness about teaching listening through going over some misconceptions about listening class, why they need to teach listening, and what makes

listening difficult.   Then, they will learn the steps in a listening lesson by way of pre-listening, during-listening, and post-listening tasks.   Lastly, trainee teachers will examine and evaluate principles for designing listening techniques and types of listening activities.

Language experience I & II

Trainee teachers may not be fully aware of students' frustrations and difficulties when pupils are learning a foreign language.   In order to help teachers understand their pupils' difficulties, teacher trainees will go through a language learning experience themselves.   They will be assigned into several groups of different languages that they are not familiar with.   Through these sessions, trainee teachers will raise self-awareness about language learning.

Microteaching

The program has four different microteaching sessions for trainee teachers to practice teaching skills of listening, grammar, speaking, and reading.   In these sessions, trainee teachers will have opportunities to experiment with what they learned in the previous sessions.   These microteaching sessions will be based on a team work.   A group of teachers will give and receive constructive feedback to one another and see each other as a resource for professional growth.

Affective issues and teachers' responsibility

In this session, trainee teachers will examine the importance of affective issues like

motivation, attitude, self-confidence, and anxiety in language learning.   They will become aware

of the teacher's responsibility about these affective issues and set guidelines for how they help

students with these subjects.   In addition, Principle 1, balancing security and stress will be

examined here.

Grammar awareness

As the title of the session indicates, it will focus on raising trainee teachers' awareness

about grammar.   They will think about the importance of grammar, what it involves, and what a

good grammar lesson looks like.   In addition, teacher trainees will be exposed to Diane Larsen-

Freeman's three dimensions of *form*, *meaning*, and *use* (2003*).*   Then, they will examine examples

based on the three dimensions.

How to teach grammar

The session will start by discussing effective presentation techniques to introduce a new

grammar point.   Then, the trainer teacher will introduce a grammar point based on two different

approaches: an inductive approach and a deductive approach, which are the concepts of Principle 8.

Next, trainee teachers will discuss advantages and disadvantages of each approach, and then deduce

guidelines on presenting and explaining a new grammatical structure.   Lastly, the session will end

up by looking at useful grammar practice activities.

Cultural & linguistic awareness between English and Korean

Language and culture are inseparable. What is important in language learning is the thinking and feeling of the person who uses the language. Through this session, trainee teachers will realize why they should notice the differences between the two languages: English and Korean. Then, they will compare and contrast some significant linguistic and cultural features of English and Korean.

How to teach speaking

In this session, trainee teachers will be aware of teaching speaking by thinking about reasons for teaching speaking and what makes speaking difficult. Next, Principle 4, balancing accuracy and fluency, will be introduced. Trainee teachers will then identify various types of speaking activities to promote oral skills in the aspects of accuracy and fluency respectively. Finally, trainees will study principles for designing speaking techniques.

How to teach vocabulary

In this session, trainee teachers will have a chance to be aware of teaching vocabulary by recalling how they learned vocabulary.   They will relate their own experience to effective ways of presenting new vocabulary.   Then, they will discuss resourceful activities to practice vocabulary as well as techniques to enhance new vocabulary.   To end up the session, trainee teachers will identify principles for designing vocabulary testing techniques and types of vocabulary activities.

How to teach reading

This session will start with raising trainee teachers' awareness of teaching reading by discussing the purpose of teaching reading. After that, they will recognize tasks for pre-reading, actual reading, and post-reading to set up a reading lesson. Then, trainee teachers examine strategies for reading comprehension and types of classroom reading performance. As the final step, they will learn about principles for designing reading techniques.

Classroom management

In this session, trainee teachers will be encouraged to think carefully about classroom management skills according to three main areas: classroom control and discipline, the physical environment of the classroom, and patterns of classroom interaction. They will also examine actual classroom management problems, discuss these issues, and conclude practical guidelines to create a positive and energizing classroom climate.

How to teach writing

This session will guide trainee teachers to be aware of teaching writing by thinking about reasons for teaching writing. Then, they will examine Principle 10, balancing product and process, and learn about writing as producing a product and writing as a process. In addition, they will learn about different writing styles and types of classroom writing performance. Trainee

teachers also will examine and experience microskills for writing and skills for responding to students' writing.   Finally, they will discuss error correction which is presented in Principle 9 and principles for designing writing techniques.

Lesson planning II

This second lesson planning session will deal with the concept of novelty which is introduced in Principle 2 and planned vs. incidental learning and teaching from Principle 5.   Also, it will focus on the integration of different language skills.   In this session, trainee teachers will consider the need for incorporation of various language skills.   Then they will learn how to integrate language skills (listening, speaking, reading, and writing), grammar and vocabulary into unified lessons.   As the final step, trainees will analyze sample integrated skills lessons, and create and develop their own lesson plans.

Using games in language teaching

The session will start by reminding trainee teachers of personal learning experiences using games.   Then, they will examine the definition of games, advantages of using games in language teaching, and teacher's role at pre, during, post stages of a game.   Finally, trainee teachers will study the types of language games based on accuracy vs. fluency (Principle 4) and competition vs. cooperation (Principle 6).   Also, they will actually play representative games of those types. While doing the jigsaw activity as an example, trainees will learn about the concept of autonomy

(Principle 3).

Closing

At this final session, participants will review and articulate what they have learned through the program. Trainee teachers will revisit the concept of professionalism as an educator. Also, they will examine the ten sets of principles illustrated in Chapter 3 and get ready to teach in real contexts. Finally, trainee teachers will be encouraged to share their experience of implementation and advice to refine their teaching after the program for their own development as a professional teacher.

This chapter has introduced an EFL teacher training program for those who will teach children at hakwons in Korea. Through this intensive pre-service course, inexperienced and untrained new instructors will be transformed into teachers ready for their classes. During the program, *learning* and *doing* will happen. After the program, however, *implementing a*nd *refining* will happen in their teaching contexts. Teachers should put into practice what they learned, evaluate their actions through reflection, and improve their teaching to be a better teacher.

CHAPTER 5

A SAMPLE SESSION: USING GAMES IN LANGUAGE TEACHING

This chapter explores Day 5 Session Four: *Using Games in Language Teaching* as an example of the sessions in the EFL teacher training program. Language acquisition is hard work. It requires the students to put tremendous efforts into their learning. Children, however, always want to play games and have fun. If the element of fun is absorbed in language learning, the effect can be quite powerful. In the session of *Using Games in Language Teaching*, teacher trainees will learn about what games are, why they should use games, and what they should do before, during and after a game. Then, they will actually experience games while they are looking at types of games.

What are Games?

Cesar Klauer, in his article *Using Games in Language Teaching: Theory and Practice* (1998), introduces the meaning of games by introducing two situations. In the first situation, a little boy is simply kicking a ball in the garden. In the second situation, the boy is kicking the ball with the rules of not using his hands and with the effort of putting the ball into a goal. The author asks which situation expresses a game. The answer is definitely the second one. The main difference between the two conditions is the existence of rules. He emphasizes that a game is basically play governed by rules. Donn Byrne (1995) also supports this idea by defining games as a form of play governed by rules. Byrne added that games should be enjoyed and fun. Similarly,

Jill Hadfield writes that "a game is an activity with rules, a goal and an element of fun" (1998: 4). This sentence well summarizes the essentials of a game. That is to say, a game should have three elements: rules, a goal, and fun.

Advantages of Using Games

Why should teachers use games? The answer is that games are fun and students love playing games. Moreover, they bring plenty of pedagogical advantages to students and a class or teachers.

For students

- Games lower students' anxiety and reduce tension about learning.

- Games easily capture students' attention, motivate them, and keep them interested.

- Games enhance students' communicative competence while students are interacting and communicating to play games.

- Games foster cooperation and constructive competition among students.

- Students have fun in a comfortable and enjoyable environment.

- Shy students actively participate as well as other students.

- Students review and reinforce what they have learned.

- Games provide opportunities to utilize all four skills: listening, speaking, reading, and writing.

For a class or a teacher

- Games generate a student-centered class with the teacher acting as a facilitator.

- Teachers bring variety to their class routines.

- Games give a meaningful context to the classroom.

- Games create a fun atmosphere, so they provide the class with amusement and energy.

- Teachers discover weak spots and the need for further language practice.

Teacher's Role at Pre-During-Post stages

Pre-stage

First, teachers should select an appropriate game for their class by considering the students' cognitive level, the language to practice and the type of games. If the students are not able to comprehend the game or the target language is not suitable for the type of game, any wonderful game can become useless.

Then, before class, all the necessary materials must be prepared. Teachers should fully know how to play the game and what they need for the game. For example, they should photocopy worksheets and resource sheets before class. They should not leave the classroom to make copies or to get some scissors in the middle of class.

Next, teachers should give unambiguous instructions to the students. A demonstration is an excellent way to do this. After giving clear directions, teachers can ask several questions to

check whether players fully understood the game or not.

Finally, the class should be well arranged according to the game. For example, in competitive games, the team formation is crucial. If only slow learners are put into one team, the team hardly has a chance to win the game and the learners will quickly lose motivation. Thus, the teacher should take the students' different abilities and levels of proficiency into consideration.

During stage

Game time is not a break for the teacher. While the game is being played, the teacher should be a helper and observer. The teacher should help the game progress. Also, the teacher should record learners' mistakes so that students can have a chance to review and correct their weaknesses after the game has finished.

Post stage

After the game is over, the teacher should wrap up the game. If the game has been well played, the teacher can praise the students' participation. If the losing team is upset, the teacher can encourage them with positive comments. Also, the teacher should make use of this post stage to give a brief remedial lesson about the mistakes recorded during the game.

Types of Games

Many resources show various kinds of games that can be grouped according to language,

learning focus, or class organization.   However, generally most ELT (English Language Teaching) resources have the following two questions to discuss types of games: *Does the game mostly promote accuracy or fluency? Does it promote competition or cooperation?*

Accuracy vs. Fluency

One distinction of types of games is whether the game fosters learners' accuracy or fluency. Accuracy-focused games are also called *language control games*, and fluency-focused games are often labeled *communication games*.   Accuracy-focused or language control games aim to produce correct language.   This type of game is usually used when new language items are practiced. Students often repeat chunks of language in a way similar to drills.   The winner of the game is easily determined by the accuracy of the utterance.   An example of accuracy-focused games can be *Grandmother Goes to Market*. (See Appendix.)

On the other hand, fluency-focused or communication games do not emphasize complete accuracy.   This type of game focuses on promoting fluency and collaboration with others. Effective communication is more important.   Fluency-focused games are often played in pairs. One player must give clear instructions and the other responds properly to the partner's messages. The success of the game depends on the outcome of communication.   For instance, information gap is an excellent communicative activity.   A pair looks at a passage or table with different blanks respectively and asks each other questions to find the missing information in order to complete the passage or the table.   In the process, they should not be allowed to see the other's source.

Describe and Draw and *Find Someone Who* are other representative examples of communication games. (See Appendix.)

Competitive vs. Cooperative

The other division of game type is how competitive or cooperative a game is. As the name shows, there is an obvious competition in a competitive game. The game can be played between teams, pairs, one person against the rest of the class or each person individually. The aim of this type of game is to finish first, get the most points or cards, or remain alive to the end. Many competitive games invite students' accuracy, but that does not happen all the time. *Whispering Game* and *Simon Says* are included in this category. (See Appendix.)

Unlike competitive games, cooperative games emphasize cooperation and participation rather than competition. Actually, most cooperative games have a communicative feature in common with communication games, but not all communication games accentuate cooperation. This type of game is perfect for shy students as they need to participate within a pair, a team or a group. The tasks are usually to complete something, to put things in order, to find hidden things or to reproduce an unseen picture. The game *Describe and Draw* is also a cooperative game. Some other examples of cooperative games can be *Jigsaw* and *Expanding Texts*. (See Appendix.)

This chapter has discussed the meaning of games, advantages of games, teachers' roles at pre-, during- and post-stages, and types of games with examples. No matter what type of game a teacher chooses, he should know which different types of games are appropriate for different target

learning. Games are neither a waste of time nor simple time killing activities. Using language games is one effective strategy to promote language acquisition. In order to enhance students' language competence, it is recommended to incorporate games in daily classes. One final statement to remember is that the rules must be clear, the ultimate goal should be well-defined and the game must be fun to be a successful language game.

Reflection questions to guide journal entries

I.   Informative sessions by trainers

Title of sessions	What struck you?

II.   Microteaching & Group sharing

About your lesson	Who were the students? What kind of background knowledge do they bring to the class? What do they want to take from this class? What sort of activities can you make use of? Were you able to achieve your goals? Which parts of the lesson do you think were most successful? Why? Which parts of the lesson do you think were the least successful? Why? What would you teach differently? What changes will you make?
About other group members' lessons	What did you learn from your group members? If you were the presenter, what would you do differently?

Appendix (Chapter 5)

The games in this appendix are quite well-known, so they are easily found in many resources like numerous books or the internet. Here, they are arranged in alphabetical order.

Describe and Draw

Most of the time, this game is played between pairs depending on the students' communication and cooperation. One player (Student A) has a picture and the other (Student B) should not see it. Student A describes the picture and Student B asks questions to produce a sketch as similar as possible to the original. The sketch and the original picture are compared at the end of the game to see how effective the communication was.

Expanding Texts   Penny Ur & Andrew Wright (1992:22)

> This game is to form grammatical sentences by adding words or phrases. Teacher writes a single simple verb in the center of the board, and then invites students to add one, two or three words to it. For example, if the word was 'go', they might suggest 'I go', or 'Go to bed!' They go on suggesting additions of a maximum of three consecutive words each time, making a longer and longer text, until they have had enough.
>
> Example: Go
>
>   Go to bed!
>
>   "Go to bed!" said my mother.
>
>   "Go to bed!" said my mother angrily.
>
>   "You must go to bed!" said my mother angrily.
>
>   "You must go to bed!" said my mother angrily. "No!" I answered.
>
>   … etc!
>
> The rule is that they can only add at the beginning or end of what is already written. Otherwise the texts will end up with a rather untidy (and hard to read) series of additions. Teacher can add or change punctuation each time as appropriate."

Find Someone Who

Generally, this game is played as a whole class. Students will be out of their seats, walking around the classroom and talking with their classmates. They ask each other a question. If a classmate says *Yes*, they should write that student's name. Students keep moving on to the next student until they get *Yes* for each question. The teacher needs to make sure that students keep focusing on the activity and the language. In order to get the information they need, students should know how to form the questions. Thus, before going into this game, the students should have time to practice making the questions.

Example: Find someone who has two brothers. => Do you have two brothers?

Find someone who has been overseas. => Have you ever been overseas?

Find someone who can ski. => Can you ski?

Find Someone Who…

….has a cousin who lives in an English speaking country.	….often loses something important.	…likes to play a computer game.	….has dreamed in English.
….enjoyed listening to music.	….needs to go to dentist.	….wants to be a soccer player.	….has an older sister.
….play the piano everyday.	….will be eleven years old next year.	….helped his/her mother.	…..has traveled abroad.
….is going to see a movie next Saturday.	….lives near the lake.	….likes cooking.	….got up at seven in the morning.

Grandmother Goes to Market

This game can be played with the whole class together or can be played between two groups competitively. The first player says, 'Grandmother goes to market and she buys a … (any item).' The second player continues, 'Grandmother goes to market and she buys a (first player's item) and a … (any other item).' The sequence continues, each player having to reproduce the whole list thus far. When a mistake is made, that player is out and the next player starts a new list. The winner is the last remaining player. A teacher can simply change the topics according to the lesson. For example, about a topic on animals, the sentence can be changed to 'I went to the zoo and I saw a lion.' The next student says, 'I went to the zoo and I saw a lion and a monkey.'

Using the jigsaw procedure, teachers place the responsibility for purpose-setting, questioning, and comprehension-monitoring on the shoulders of the students. Moreover, all students take responsibility for one another's learning.

Step 1: Place students in groups of three; each student has a number of 1, 2, or 3.

Step2: Students who are 1s become responsible for reading a certain number of pages in a text: likewise for numbers 2 and 3.

Step 3: Students read the section for which they are responsible.

Step 4: Groups of 1s, 2s, 3s get together to form an "expert" group; they share information and decide how to report it back to their main or "base" groups (the groups consisting of the original 1, 2, and 3) ; 2s and 3s do the same.

Step 5: 1s report information to 2s and 3s in base groups; 2s and 3s do the same.
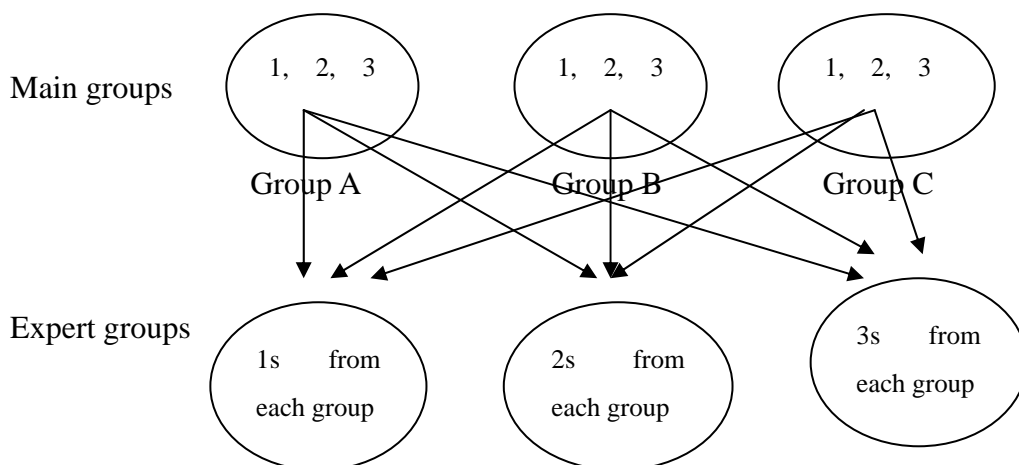
(Each number means each student. The picture below is based on a class of 9 students.)

When students present information to their base group, they present ideas and answer questions about the text for which they are responsible. Similarly, when it is their turn to hear from other members, they will ask questions to clarify their own thinking. The approach, good for all students, is particularly useful for students who might struggle with content texts because of limited knowledge of English. They will be able to read, question, and understand on their own but will also be able to share their reading and understanding with other students in the "expert" groups.

Simon Says

This game is useful especially when the teacher teaches imperatives, parts of the body, or action verbs. Students must follow the instructions only if the teacher say 'Simon says' first. If the teacher omits this prefix, they should ignore them.

Example: Simon says sit down. (Players should all sit down.)

          Simon says put your hands on your head. (Everyone should do so.)

Turn around. (Nobody should turn around.)

The teacher can 'mislead' players by demonstrating all instructions as he/she calls them out. Players who make a mistake and follow instructions without 'Simon says' are eliminated from the game. The winner is the last remaining player, who then becomes 'Simon.'

Whispering Game   http://iteslj.org/games/9998.html

The teacher divides the class into two teams and line up the players. If there are an odd number of players, one can be the teacher's "helper." The teacher or his helper whispers a message to the first person of both group A and group B. The game only starts when both players know the message. Then each player whispers the message to the next player in his group successively until the last player gets the message. The team which can repeat the message first and correctly receives a point. The teacher starts the game over with the second student of each group becoming the first ones in line. According to the students' level, the teacher can give variations on the length of the message.

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