

## **Reflections of Change**

**Terry Faulkner**

Assignment submitted

for Master of Arts in TESL/TEFL

November 2010

Written Discourse

**MN/10/04**

Has your experience of the content of this MA course led to changes in your attitudes, beliefs, and/or teaching behavior? If so, what are the changes, and where on the cline of change would you put them? Would you characterize the changes as part of a personal 'paradigm shift', as aspects of 'continuous change', or 'incremental change'?

Estimated word count: 4,097 (excluding long quotes, tables, references and appendix)

*Centre for English Language Studies*

*Postgraduate Programmes*

**THE UNIVERSITY OF BIRMINGHAM**

*Edgbaston*

*Birmingham B15 2TT UK*

**Table of Contents**

1. Introduction	3
2. Beliefs, Attitudes, and Behavior Defined	3
3. Types of Change	4
3.1 Paradigm Shift	6
3.2 Continuous Change	6
3.3 Incremental Change	7
4. Means of investigating Change	7
4.1 Journals	8
4.2 Action Research	8
5. Before the MA-Incremental Change	9
6. During the MA-Paradigm Shift	10
7. Self-Reflection Finds Where Change is Necessary	11
8. Change and effects on students	13
8.1 Supplementing the course book with “realia”	14
8.2 Changes in the Use of L1 in the Classroom	14
9. Effects of Changes on ELT Profession	15
9.1 Growth as a Member within the ELT Community	15
9.2 Inspiration Comes from a Seminar	17
10. Current and Projected Changes after the MA-Continuous Change	17
11. Conclusion	18
12. References	19
13. Appendix	22

## 1. Introduction

The (English Language Teaching) ELT profession is but a microcosm of the world at large and teachers and linguists within it are subject to changes whether self-motivated or resulting from outside influence. Whatever reasons for change involve “modifying individual behavior and underlying beliefs and attitudes” (Kennedy and Edwards 1998:17). Furthermore, change occurs within a system, or in other words “...takes place in an environment that consists of a number of interrelating systems” (Kennedy and Edwards: *ibid*).

This paper will seek first to distinguish and show the relationships between attitudes, beliefs, and behavior. Next it will highlight changes whether directly or indirectly from the University of Birmingham’s Masters of Arts in TESL/TEFL (MA) using the cline of change discussed by Kennedy and Edwards in the ELT Management module (1998). Section 4 will then briefly discuss the means of identifying change. Then, sections 5 through 9 will show the stages of change throughout my career as a teacher since the start of the MA. Lastly, section 10 will show current and projected changes following completion of the MA.

## 2. Beliefs, attitudes and behavior defined

Kennedy and Kennedy (1996) mention that change affects all parts of the individual through behavior, attitudes, and beliefs. A belief is a viewpoint that an individual holds about a proposition, concept, or idea and whether or not it is true. An example would be a teacher who feels that students learn more effectively when error correction occurs at the moment they take place. Beliefs tend to be the most static of the three, and subject to change less frequently.

Attitude is defined by Jung (1971) as the willingness of the mind to influence behavior or actions in a particular way. Kennedy and Kennedy (1996:355) add, “attitudes are an

individual's affective and evaluative response to something, while beliefs are cognitive and reflect the knowledge or information we may have about something.” A teacher’s attitude might explain why he or she acts in a particular way or uses a certain strategy during class, like correcting errors immediately or waiting until the utterance has been completed.

A teacher’s behavior is more subject to change than his or her attitudes or beliefs and behavioral changes occur most frequently. The most visible and obvious signs of change are usually observed through behavior and can be affected by attitudes and/or beliefs (Kennedy and Kennedy, 1996). However, changing beliefs may not influence changes in behavior, and such changes in behavior don't necessarily mean that underlying beliefs or attitudes have changed. Other factors can affect behavioral change but within the paper, beliefs and attitudes will represent the catalyst for change.

When behavioral changes occur without any changes in attitudes, values or beliefs, Kennedy and Edwards (1998) label this surface-level only change as lip service. An example of this may be a teacher employing a particular persona in a class observed by colleagues, parents or administrators. The teacher’s behavior may have changed due to the immediate environment and not because of deeper changes in belief or attitude. The following section will illustrate the differences between the three kinds of changes made visible by the cline of change (Kennedy and Edwards, 1998).

### **3. Types of Change**

Change can mean a number of things: growth, adaptation and/or innovation and for the purposes of this paper, it will carry a positive connotation in the form of professional development. White (1988) and Seargent (2001) make a clear distinction between innovation

and change where innovation is intentional and change can mean any noticeable difference between two points in time or space, whether intentional or not.

Change can be represented by the three circles on the cline (see diagram following) with the “extreme polarities of change as improvement at one end, and change as shift at the other” (Kennedy and Edwards, 1998:65). These three circles on the cline have been labeled “incremental, continuous and discontinuous” change (Kennedy and Edwards, *ibid*) representing minimal, constant and radical movement in succession (Brown, 2007). I will begin by defining and giving specific examples of the most abrupt form of change, moving towards the least abrupt form of change where little if any change actually occurs. Personal changes occurring within the paper were undertaken by choice and not dictated from an outside source, therefore having a longer lasting effect and more effectively realized than changes “imported from outside” (White 1988:133).

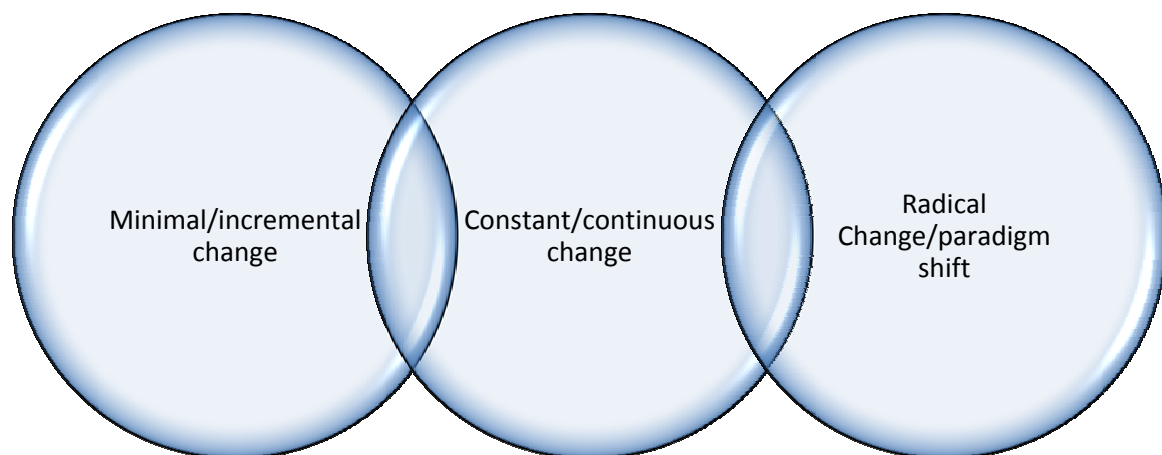


Figure 1: Kennedy and Edwards (1998) Cline of Change

### 3.1 Paradigm shift

The paradigm shift is the most extreme instance of change and is often met with “vehemence to skepticism from those operating within the existing paradigm” (Kennedy and Edwards, 1998:74). The paradigm was first described by Thomas Kuhn as “an accepted model pattern or coherent tradition” (Woodward, 1996:4). An example of a paradigm shift would be my experiences during the first module of the MA course. I felt like I was “inundated with new methods, none of which made sense to me right away” (self-teaching journal April, 2009). Initially, I identified with many teachers who subscribed to the Presentation, Practice and Production (PPP) method of drilling, believing that “conformity would lead to mastery” (Willis, D. 1996:46) as I was “jolted into recognizing [that there were] different” ways of teaching and learning (Woodward, *ibid*). In short, the paradigm shift affecting my approach to language teaching was the first and most radical among the changes I experienced throughout the MA.

### 3.2 Continuous change

Continuous change involves looking at change from a different perspective and with greater detail than incremental change (Kennedy and Edwards, 1998). It is a less aggressive form of change located between the paradigm shift and the incremental form of change on the cline. As an agent of continuous change, through a teaching journal and self-reflection, I found that I could keep myself “open to questioning my own practices, and make sound judgements about where and when to make additional changes” (Kennedy and Edwards, 1998: 68-69). Farrell (2007: 107) adds,

“when teachers write regularly in a teaching journal, they can accumulate knowledge that on later review, interpretation, and reflection, can assist them in gaining a deeper understanding of their work”

allowing for and often leading to steadier, continuous change. Sections 7 through 9 will give

much greater detail about specific changes and how the journal enabled them.

### **3.3 Incremental change**

Incremental change is the least aggressive form of change falling at the opposite end of the cline as paradigm shift. It occurs gradually and is an attempt to do what we have been doing before more effectively with little or no pressure to change our behavior in any significant way (Kennedy and Edwards, 1998). An example of this form of change can be seen by what I tried to do before the start of the MA. Occasional glances at my lesson plans would provide information as to whether or not particular classroom activities were successful or unsuccessful. In actuality, neither my lessons nor my teaching style changed to any appreciable degree. PPP was still at the forefront when I finally took notice that my students seemed unable to remember vocabulary from previous lessons. It was at this point that I asked myself “my heart may be in the right place, but am I doing what was is best for my students? (Self-teaching journal, May 2009)”

### **4. Means of Investigating Change**

There are many possible ways to investigate change but for the purposes of this paper I have chosen two of Richards and Lockhart’s suggestions for identifying changes in beliefs, attitudes and behavior: teaching journals, which I wrote regularly throughout the course, intermittently previous to the course and secondly, action research designed to “bring about change in ...[my] class with subsequent monitoring...” (Richards and Lockhart, 1996:6). The next sections will briefly define teaching journals and action research and how they will both be used throughout the paper to identify behavioral, attitudinal, and belief changes. I will show the effects of those changes upon other parts of the system: my students, colleagues, and the ELT profession.

## 4.1 Journals

Even before the MA, I would occasionally take notes, whether pieces of useful information in informal circumstances, sitting on a bus, or written, random thoughts about how I could improve my classes. It wasn't until I saw the importance of self-initiated reflective teaching and investigative research that I decided to keep a more formal journal, updating and adding to it monthly. Using a journal, I began to take notice of great ideas and even mishaps in the classroom. Reviewing my own classroom behavior led to discovery of why lessons were conducted in a particular manner, how student reactions from different backgrounds might affect the content for successive lessons and most importantly to decide if a new approach to doing things differently might prove helpful.

In keeping a reflective journal, Cruickshank (1984) and Bartlett (1990) suggest viewing teaching as a craft and developing teaching techniques as the best way to hone it. Richards and Lockhart (1996: 16-7) provide some initial questions, which on several occasions were used as a basis for journal writing. The headings include "Questions about what happened during a lesson... Questions about the students [and] Questions to ask yourself as a language teacher". This reflective journal was as Bartlett mentioned, "not an easy process" (ibid: 213) and involved major changes in the way I viewed myself as a teacher, eventually leading to major changes in attitudes and behavior. Specific changes resulting from the journal writing process will be discussed throughout the paper.

## 4.2 Action Research

Action research is a term that so far no single entity has been able to define succinctly largely due to the breadth of possibilities within it. Wallace (1998) described it as a way for teachers



to collect and analyze data about their own classes to suggest ways to improve what happens in them while Richards and Lockhart (1996) urge that it should be used in a cyclical fashion (and as an agent of continuous change) involving planning, action, observation and reflection (See figure following). Mackey and Gass (2005) state that action research is more inclined to discover things about teacher and learner development rather than contributing to theory.

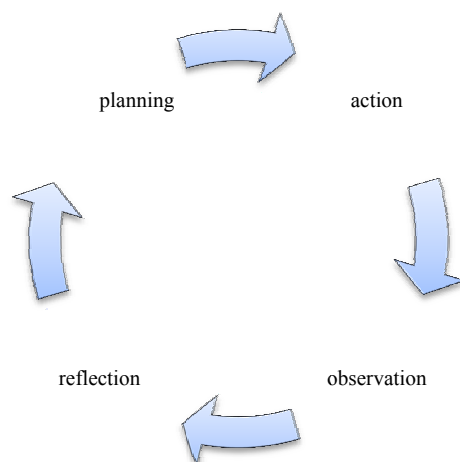


Figure 2: Cycle of Action Research (adapted from Richards and Lockhart, 1996)

Despite Nunan's concerns:

“lack of time, lack of expertise, lack of ongoing support, fear of being revealed as incompetent teachers, and fear of producing a public account of their research for a wider (unknown) audience” (2001:202)

and Dornyei's (2007) belief that action research may be a noble idea but not working in actuality, I felt that using an adapted action research self-evaluation form originally developed by Christison and Bassano (1984) could be valuable in determining areas needing improvement. Section 7 will provide more details about the contents of the form and how it affected change.

## 5. Before the MA- Incremental Change

In the years prior to the MA, ELT had begun as an adventure in other countries different from my own. I began to enjoy teaching more and more but soon felt trapped by my lack of

knowledge. I also felt inferior to other teachers who had already earned Masters degrees in related fields. It was the meeting of a colleague who introduced me to the Birmingham program where I felt I could no longer afford to remain unaware of what learners needed and how I could more adequately accommodate them. I made the decision to enroll in the MA program to embark on a different journey. Although I had undertaken a TESOL practicum to help me within the classroom, I felt a theoretical void.

## **6. During the MA – Paradigm Shift**

As I began the degree, I realized that I had much to learn, about methodologies, syllabus development, and teaching in general. Changes in my teaching style seemed only logical as a step towards beneficial change and becoming a better teacher. First, I had to accept the idea that replacing my pre-MA lack of intentional approach with a drastic move towards Communicative Language Teaching (CLT) would be crucial. I then tried using meaningful tasks, realia, and immediately stopped the use of PPP. This major change in the elementary school system however, resulted in some very difficult class periods with Korean co-teachers who couldn't "get their heads around CLT or TBL...[and]...classrooms that were far too noisy" (self-teaching journal, June 2009).

Changes in my classroom only led to conflict with some of my co-teachers and I unfortunately had little time to meet with them outside of our classes. My contract ended however before any conflicts could have been resolved. "A conflict apparently exists between what CLT demands and what the EFL situation in many countries, such as South Korea, allows (Li, 1998:697)." Examples of some these conflicts are the South Korean government's emphasis on grammar based exams, larger classes, lack of participation on part of the students, low motivation for communicative competence, low English proficiency and

teachers not fully understanding CLT (Li, 1998). While I was unable to instill changes within the teachers I taught with early on, I did notice that the changes happening in myself were longer lasting as I became more comfortable with them and that the students did in fact enjoy the classes more.

The MA has helped me to build a strong foundation and enabled me to look more critically at the effectiveness of my teaching in multiple contexts. Changes towards the middle and the end of the degree were far less frequent, less drastic and began to take on characteristics of continuous change. The next sections will cover how, where, and when these behavioral, attitudinal and changes in belief occurred.

## **7. Self Reflection Finds Where Change is Necessary**

As English teaching professionals, it is important to develop and better ourselves while providing inspiration to our learners, because we should not only view ourselves as teachers but also as learners. In an unusual situation as a freelance teacher, working without colleagues or support from any school administration left the impetus for change upon myself. Because neither situation nor time allowed for peer observation, an action research inspired self-reflection was undertaken to discover weaknesses in my teaching and to make changes where necessary. Bailey (1997:9) discusses the benefits of both reflective teaching and action research:

“The process of reflecting on the data involved in both enterprises can enable us to uncover what is not intuitively obvious. The data can nudge us out of our comfortable impressions of our own teaching by making us look with fresh eyes at the records of the events that occur in our classrooms.”

Furthermore, Richards and Lockhart (1994) indicate that teachers may be largely unaware of what happens in their own classrooms and that self-reflection and self-inquiry can help them identify what really occurs. The use of self-reflective teaching practices is an example of behavioral changes, resultant from exposure to the MA.

With action research in mind, I used an adapted version of Christison and Bassano's (1984) self-reflection worksheet for an early morning class with low participation, low motivation and high fatigue. I found that I had made all material visible and legible but had failed to seat the students in an organized manner. I also found that I did not vary the materials enough using an almost identical lesson plan template for all of my classes, nor did I vary the exercises enough to keep the students interested throughout the class period. Another problem was that I rushed some of the exercises in an effort to cover as much material as possible thereby justifying the purchase of a high-priced course book. Some of Mackay's (1993:35) hygiene resources were occasionally used to avoid embarrassment on the part of some students:

“rephrasing the students' answers to make them acceptable, substituting an easy task for a difficult one, expanding minimal student responses, breaking down questioning into simple yes/no answers, taking over reading aloud if the pupils perform too slowly”.

After I discovered some of these problems I wanted to change everything. By changing the seating arrangements, a fortunately timed installment of computers with Internet access and an overhead projector made some changes possible. A pre and post course abilities questionnaire originally developed by Finch and Hyun (2001: 24-25) again used with action research in mind was immediately administered to discover student abilities and to assist in restructuring lesson plans. After two months I used the self-reflection worksheet again finding that variation of lesson contents, the seats and some simplified exercises (see

appendix for comparisons) in an effort to avoid some of the pitfalls of hygiene resources, helped tremendously with student participation.

## **8. Change and effects on students**

“The biggest enemy to learning is the talking teacher” (Holt, 1967) so I would find not only as I progressed through each module but especially as I began re-reading a journal, recalling what it was like to be a new teacher in China:

“equipped with a yellow notepad full of ideas, questions and topics...thought suitable for a conversation class. I am met with the hum of the fluorescent lights, 35 expressionless students, most of whom had never used spoken English before and no desire to do so...”  
(self-teaching journal, May 2009)

At that time, I unfortunately believed that a teacher-centered, lecture-based course was what the students needed and expected. Each class began with an attempt to ask students a question or present them with a proverb. Silence in students became a prominent feature of each lecture-based class, allowing little or no time for students to participate. It was later discovered that mixed level, high-density classrooms were the norm in Chinese university classrooms (Qiang and Wolff, 2007) and that there were other teachers who had felt similar frustrations.

Years later in South Korea and only through the MA did the concept of a learner-centered classroom become relevant and obvious. Discovery of the lexical syllabus, Task Based Language (TBL) teaching and Communicative Language Teaching (CLT) all led to a major shift in my beliefs. Uses of other communicative materials i.e. scavenger hunts and information gaps filled my classrooms with students eager to find the answers the most quickly and to use their English with me as much as possible:

“I watch as students dig my classes more, they talk to each other more in English and they don’t dread the classes like they used to...though they still love their games, they’re remembering how to use the language, even if they’re asking me if they can borrow an eraser”(self-teaching journal,

September 2009)

I tried also to become more learner-centered, pay more attention to student needs, and be aware of the benefits of using authentic materials.

### **8.1 Supplementing the course book with “realia”**

I soon found that standard textbooks riddled with stilted dialogs and unnatural conversations would be of no use to my students. If the classroom is to mirror the real world in any way, so should the materials used within it. Clarke and Silbertstein (1977) state that it's not the medium of the activity that matters, but the message. The use of authentic materials in the classroom is yet another example of paradigmatic change in my beliefs and attitudes as I tried to shape my course around future experiences my students might have whether providing instruction through travel guides, arranging email pals with international friends or helping students interested in future language study.

### **8.2 Changes in the Use of L1 in the classroom**

Before the MA, I subscribed to the English-only bias and avoided L1 use in the classroom as often as was possible. My misconception changed (paradigm shift) greatly during the Second Language Acquisition module where I came to believe that use of the L1 is sometimes necessary and helpful. Butzkamm found that use of L1 is how learners

“learn to think, learn to communicate, and acquire an intuitive understanding of grammar...[and] gives [learners] the fastest, surest, most precise, and most complete means of accessing a foreign language” (2003:31).

Unfortunately, I started relying on my students' L1 too frequently and additional behavioral changes were necessary to reduce the amount of SL1 in the classroom. I have also been guilty of using my own L1 when asking for clarification during Putonghua (Mandarin Chinese) and

Korean learning situations. But by studying both languages, I gained some insight into how my learners approach language learning and helped tremendously with my students when there is no other option but to use L1 for clarification. The following figure shows the use of L1 in the classroom.

NO L1 (paradigm shift) >>> Overuse of L1 (continuous change) >>> Some use of L1
Before the degree >>> Beginning the MA >>> End of the MA

Figure 3: Use of L1 in the classroom over time

The use of L1 in the classroom is an indirect instance of behavioral change where I decided that I could be a better teacher through learning my students' L1. What better example for a student than a teacher who can speak his or her own language? Becoming a better language user for my students' provided some inspiration for them but inspiration for me often came in the form of joining an ELT group and meeting others at seminars.

## 9. Change and Effects on Profession

Before the MA, I never felt like a professional often overlooking what colleagues did on the weekends at Korean Organization for Teachers of English to Speakers of Other Languages (KOTESOL) and other organizations for English teachers in South Korea. I envied other teachers who would return from workshops "refreshed, with a new way to approach that really difficult class" (Self-teaching Journal; August 2006). It was when I decided that ELT would be my career that I began to see the benefits of becoming a better teacher. The first attitudinal changes occurred through the degree, then through workshops and meeting and obtaining advice from others within the ELT community.

### 9.1 Growth as a Member within the ELT community

Shortly after the MA began, I joined KOTESOL and wanted to become an active member in the local chapter, after which I tried to attend every workshop offered. Attending National workshops in Daegu, Busan and in Seoul all required a commitment of time and travel. This behavioral change from zero attendance to attending as frequently as possible is an example of paradigm shift. The intent to become more involved by taking part in workshops, presenting a paper on student motivation and eventually running for elected office represent continuous behavioral changes; both instances due to the MA and making friends within the KOTESOL organization.

Other examples of changes within myself and other members of my profession is the amount of advice I receive from them and how often I ask for it. Again when I began the course, I felt like I knew little and could contribute very little to any organization but as time went on, I began to feel more confident, relying less on others about decisions and ideas for papers and the classroom. Following are two figures illustrating changes in frequency of requesting advice from other ELT professionals and conference attendance. All examples of conference attendance and requests for advice from teachers were taken from my teaching journal (Feb, Mar, June, July, Aug, 2010).

<p>Zero attendance (Paradigm Shift) &gt;&gt;&gt; frequent attendance (continuous change) &gt;&gt;&gt; greater involvement (papers, running for office)</p>
--

Figure 4: Behavioral changes in KOTESOL

<p>Never (Paradigm Shift) &gt;&gt;&gt; Every few days or weeks (continuous) &gt;&gt;&gt; When/if needed</p>
---

Figure 5: Asking for advice from fellow ELT professionals



## **9.2. Inspiration comes from a Seminar**

I felt a great awakening while attending one of the KOTESOL seminars when the plenary speaker Dr. Steven Cornwell addressed the audience, “teach the students we have, not the students we wish we had (or used to have).” Working for two separate engineering firms at the time with very different levels of motivation, I took this statement seriously. One firm’s employees were leaving to work in the United States while the other firm’s employees were interested in English for leisure purposes and conversation. They employed me for very different reasons but both required a great deal of preparation and a rigorous needs assessment.

For those very reasons, I used the same pre and post course abilities assessment checklist used also for my problematic early morning class in section 7. The questions were comprehensible for Korean students and designed to discover what they were really capable of doing in English. This assessment enabled me to design the course to better accommodate what the employees needed, not what they expected. Neither the use of the abilities assessment both pre and post course nor syllabus construction would have been obvious prior to the MA. The MA greatly affected my attitudes toward staying aware of useful and innovative techniques, which led to attending seminars, exposing me to new and exciting ways to accommodate and motivate students.

## **10. Current and projected changes after the MA-Continuous Change**

Of the many instances of change experienced as a result of the MA, another great change occurred due to a change in visa status. Recently, I began teaching younger learners again and have begun to see the benefits of a more varied approach employing mixed methods. Prabhu (1990:31) argues that there is no one method, but that individual teachers fashion an

approach that fits their “sense of plausibility.” Teaching both adults and elementary students poses new challenges. I want to try to take my own local settings into account and “maximise learner opportunities and increase cultural awareness” (Kumaravadivelu 1994:27). The MA has given me access to methods that I was previously unaware of and through trial and error I will be able to find a mixture of methods more appropriate for younger learners. What works for adults doesn’t always work for children and this shift from one method to a mixture of more than one is an example of change from the MA occurring within the continuous circle on the cline.

## **11. Conclusion**

How well we adapt to our environment dictates how we survive not only as a species but also as professionals within a discipline. Like civilizations unable to cope with constant environmental changes, so will we as teachers, linguists or students of the modern era fail if we are unable to change and cope with changes in our own environments. Lest we become fossilized in our belief systems and are unable to meet the demands of the ever-changing ELT environment, teachers and linguists need to develop, grow and ultimately, change.

The MA has allowed me to do just that. With open eyes and a new sense of perspective, changes in my attitudes and behavior all stemming from major changes in my beliefs brought on by the MA have renewed my sense of purpose. The MA has provided multiple opportunities for change and access to new ways of thinking, inspired me to contribute more to the ELT profession and to learn more about it. I hope the MA continues to inspire further change within my students and myself even with the MA degree in hand.

## References

- Bailey, K. (1997) *Reflective Teaching: Situating Our Stories* Asian Journal of English Language Teaching. 7:1-19 <http://www.cuhk.edu.hk/ajelt/vol7/art1.htm> [accessed October 1st 2010]
- Bartlett, L. (1990) *Teacher development through reflective teaching* in Richards, J.C. and Nunan, D. (1990) (eds) *Second Teacher Language Education* Cambridge: Cambridge University Press
- Brown, P.S. (2007) *Reflective teaching reflective learning*. Birmingham: CELS. MA TEFL Essay. Unpublished
- Christison, M. A. and Bassano, S. (1984) *Teacher self-observation*. TESOL Newsletter M(4), 17-19.
- Clarke, M.A. and Silberstein, S. (1977) *Towards realization of psycholinguistic principles in the ESL reading class*. Language Learning 27 (1): 135-154
- Cruikshank, D.R. (1984) *Helping teachers achieve wisdom*. Columbus: Ohio State University Press
- Dornyei, Z. (2007) *Research Methods in Applied Linguistics*. Oxford: Oxford University
- Farrell T.S.C. (2007) *Reflective language teaching: From research to practice*. London: Continuum
- Finch, A. and Hyun T.D. (2001) *Tell Me More*. Seoul: Hakmun Publishing Inc.
- Hall, D. and Hewings A. (eds) (2001) *Innovation in English Language Teaching* New York: Routledge.
- Holt, J. (1967) *How Children Learn*. New York: Pitman Pub Corp
- Jung, C.G. (1971). *Psychological Types*, Collected Works, Volume 6, Princeton, NJ: Princeton University Press.
- Kennedy, C. and C. Edwards (1998) *ELT Management*. Birmingham: Centre for English Language Studies.
- Kennedy C. and Kennedy (1996) *Teacher Attitudes and Change Implementation*. System: 24/3:351-360
- KOTESOL. (2010) KOTESOL Conference Proceedings Featuring Plenary Speakers: Aleda Krause and Steve Cornwell. Daegu, South Korea 15, May 2010
- Kuhn, Thomas N. (1970), *Logic of Discovery or Psychology of Research* in Lakatos, I. and Musgrave, A. (Eds) (1972) *Criticism and the Growth of Knowledge* (2<sup>nd</sup> edition), Cambridge:

Cambridge University Press

Kumaravadivelu, B. (1994) *The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching*. TESOL Quarterly: 28:1(27-48)

Li, D. (1998) *It's Always More Difficult Than You Plan and Imagine": Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea* TESOL Quarterly: 32:4 (677-703)

Mackay, R. (1993) *Embarrassment and hygiene in the classroom*. ELT Journal, 47:1 (32-39)

Mackey, A and Gass, S.M. (2005) *Second language Research: Methodology and Design*. Mahwah, NJ: Lawrence Erlbaum Associates, Press

McDonough, J. and McDonough, S. (1997) *Research Methods for English Language Teachers*. London: Arnold.

Nunan, D. (2001) *Action Research in Language Education* in Hall, D. and Hewings A. (eds) (2001) *Innovation in English Language Teaching* New York: Routledge.

Qiang, N. and Wolff, M. (2007) CHINA EFL: *The Unqualified, Teaching (sic) The Unmotivated, In A Hostile Environment* 11:253-279 in Cooke, L.W. (Ed) (2007) *Frontiers in Higher Education*, Hauppauge NY: Nova Science Publishers

Richards, J.C. (2006) *Communicative Language Teaching Today*. Cambridge: Cambridge University Press

Richards, J.C. and Nunan, D. (1990) (eds) *Second Teacher Language Education* Cambridge: Cambridge University Press

Richards, J.C. and Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.

Seargent, S. (2001) *CALL Innovation in the ELT Curriculum* in Hall, D. and Hewings A. (eds) (2001) *Innovation in English Language Teaching* New York: Routledge.

White, R.V. (1988) *The ELT Curriculum: Design, Innovation and Management*. Blackwell Publishers Ltd: Oxford

Willis, D. (1996) *Accuracy, fluency and conformity* in Willis, J. and D. Willis (eds.) (1996) *Challenge and Change in Language Teaching*. Oxford: MacMillan.

Willis, J. and D. Willis (eds.) (1996) *Challenge and Change in Language Teaching*. Oxford: MacMillan.

Woodward, T. (1996) *Paradigm shift and the language teaching profession* in Willis, J. and D. Willis (eds.) (1996) *Challenge and Change in Language Teaching*. Oxford: MacMillan.

Excerpts from Unpublished Self-Teaching Journals; 2003-2010

## Appendix

### Appendix 1: Teacher Self-evaluation Checklist; Results from JUNE 2010 and AUG 2010

Carefully look at each statement and rate yourself on a scale from zero to three.

3 = excellent            2 = good            1 = needs improvement            0 = not applicable

#### A. Relationship to students

Jun/Aug

2/3	1) I establish good eye contact with my class. I don't talk over their heads, to the blackboard or just one individual student.
2/3	2) If I tend to teach mostly to one area of the classroom, I am aware of this and make a conscious effort at all times to pay attention to all students equally.
1 / 2	3) I divide my students into small groups in an organized and principled way. I recognize that these groups should differ in size and composition, changing with the objective of the group activity.

#### B. The Classroom

2/2	1) I arrange the seats when necessary to suit the activity of the day.
3/3	2) I consider the physical comfort of the room such as heat and light.
3/3	3) When I need special materials or equipment, I set them up before class begins.

#### C. Presentation

2/2	1) My handwriting (or typing on the projector/TV) is legible/visible from anywhere in the classroom. I ensure that I accommodate any student with impaired vision.
3/3	2) My voice is audible and my speech is enunciated clearly
1/3	3) I vary the exercises in class, switching between fast and slow paced activities to maintain maximum interest through the class period.
2/3	4) I am prepared to give a good variety of explanations, models, or descriptions, realizing that only one may not be sufficient for all learners.
1 / 2	5) I help the students form working principles and generalizations.
1 / 2	6) Students use new skills or concepts long enough to be maintained ensuring that future application and progress is possible.
2/3	7) I plan for "thinking time" giving enough students to plan what they say or do.

#### D. Culture and Adjustment

3/3	1) I am aware that cultural difference(s) affect the learning situation.
3/3	2) I keep the cultural background of my students in mind when planning a lesson and am aware that cultural misunderstandings may occur due to the activities I choose.
2/3	3) I promote a culture of understanding and mutual respect.

Adapted from Christison, M. A. and Bassano, S. (1984)

## Appendix 2: Pre- and Post-Course English Proficiency Assessment

My name is \_\_\_\_\_. Today is \_\_\_\_\_.

## "My English Ability" -20 Questions

자신의 영어회화 실력이 어떻다고 생각하십니까?

In the following table, please check (√) the answers that suit your English abilities best.

다음의 질문들을 읽고 자신의 영어회화 능력을 점검해 보세요.

A = 즉시 질문에 대답할 수 있다.

B = 잠시 생각한 후 대답할 수 있다.

C = 대답하기까지 얼마간의 시간이 필요하다.

D = 많이 부족하다.

E = 전혀 대답할 수 없다.

	<b>If I meet an English native speaker, ...</b> <b>한국에서 외국인을 만나면,...</b>	A	B	C	D	E
1	I can greet him/her. 인사할 수 있다.					
2	I can introduce myself. 자신을 소개할 수 있다.					
3	I can talk about my family. 자신의 가족에 대해 얘기할 수 있다.					

4	I can talk about my school. 자신의 학교에 대해 얘기할 수 있다.					
5	I can talk about my hobbies. 자신의 취미에 대해 얘기할 수 있다.					
6	I can talk about my job. 자신의 일에 대해 얘기할 수 있다.					
7	I can talk about my hometown. 자신의 고향에 대해 얘기할 수 있다.					
8	I can talk about my country. 자신의 나라에 대해 얘기할 수 있다.					
9	I can give directions. 길을 안내해 줄 수 있다.					

Now make your score. 이제 여러분의 점수를 계산해보십시오.

A = 5 점; B = 3 점; C = 2 점; D = 1 점; E = 0 점

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
개수 =	개수 =	개수 =	개수 =	개수 =	
개수 x 5 =	개수 x 3 =	개수 x 2 =	개수 x 1 =	개수 x 0 =	

이 교재를 마친 뒤에 다시 자기평가를 하게 될 것입니다.  
그 때 여러분은 자신의 점수를 비교할 수 있습니다.

Adapted from Finch and Hyun “Tell Me More” (2001)