

PLACE IN RETURN BOX
 to remove this checkout from your record.
TO AVOID FINES return on or before date due.

DATE DUE	DATE DUE	DATE DUE
MAY 16 2000		
JAN 13 2004		
FEB 18 2006		

**AN EFL TEACHER TRAINING-PROGRAM: EVALUATION OF THE
*INTERNATIONAL EDUCATION WORKSHOP FOR KOREAN ELEMENTARY SCHOOL
ENGLISH TEACHERS***

By

Ae-Jin Kang

A THESIS

**Submitted to
Michigan State University
In partial fulfillment of the requirements
for the degree of**

MASTER OF ARTS

Department of English

1997

ABSTRACT

AN EFL TEACHER TRAINING PROGRAM: EVALUATION OF THE *INTERNATIONAL EDUCATION WORKSHOP FOR KOREAN ELEMENTARY SCHOOL ENGLISH TEACHERS*

By

Ae-Jin Kang

This thesis focuses on how a teacher-training program, the *1995 International Education Workshop for Korean Elementary School English Teachers (IEW)*, was formed and how to improve such kind of program. With an overview of how the workshop was conceived, developed and implemented, the thesis describes the participants' needs and expectation, and also their evaluation about the workshop and suggestions to make the workshop better.

In order to see what kinds of needs and expectations the participants had taking part in the workshop, a questionnaire and an interview were used. Observation was adopted to see how the participants responded to each session of teacher training workshop, cross-cultural communication session, field trips and cultural activities. A follow-up survey was conducted to see if there were any changes in the participants' teaching after they took part in the workshop when leading their English classes. The survey was also designed to see how much the workshop contributed to improving the participants' teaching.

As one of the purposes of the thesis was to make suggestions to improve the workshop, the participants' suggestions and opinions collected through the questionnaire, interview and follow-up survey were used to improving the curriculum of the *1996 IEW* and enriching its contents.

**Copyright by
Ae-Jin Kang
1997**

ACKNOWLEDGEMENTS

This thesis would not be born without the *International Education Workshop for Korean Elementary School English Teachers*. Since the workshop was established in the summer of 1995, one hundred and eighty-one English teachers and supervisors of Cholla buk-do, Korea, took part in the workshop, which led to an indispensable contribution to the promoting of English education in the school district. Having been implemented by the Visiting International Professional Program of International Studies and Programs at Michigan State University and the Office of Education of Cholla buk-do, Korea, the workshop can serve as a model for similar EFL teacher-training programs.

I want to convey my sincere and heartfelt thanks to all the participating teachers, MSU endowed Professor Gill-Chin Lim, and the VIPP and the IEW staff. The workshop was a success because of the participants' enthusiasm to learn something new for their students, Professor Lim's vision for building a truly civilized global society, and the staff's commitment. I cannot thank enough the people from MSU and the community who gave us their affection and priceless time as the volunteers for the ice-cream social meetings and homestay program.

I appreciate my Advisor-Professor, Charlene Polio's help. She gave me valuable advice and guidance in writing this thesis. I am grateful to my parents. Without their prayers and support, I could not have come so far. Finally, I wish to share this achievement with my husband and son who forgave my absence as a wife and mother.

TABLE OF CONTENTS

LIST OF TABLES	vii
INTRODUCTION	1
Background of the study	3
Significance of the study	5
Organization of the thesis	6
 CHAPTER 1	
PROGRAM FORMATION	7
Prior Information	8
Program Description and Rationale	9
Teacher-Training Workshops	10
Cross-cultural Communication Sessions	12
Special lectures	15
Cultural Activities	16
 CHAPTER 2	
METHODS	17
Questionnaire for Needs Analyses	17
Interview (7 participants)	18
Observation	19
Evaluation/Feedback from the Teaching Staff	19
Follow-up Survey	19
 CHAPTER 3	
RESULTS OF THE QUESTIONNAIRE, INTERVIEWS, OBSERVATION, AND	
FOLLOW-UP SURVEY	21
Results of Questionnaire	21
Interview: 7 Participants.....	35
Observations on How the Participants responded to Each Session, Lecture,	
And Cultural Activity	37
Interview: Evaluation/Feedback from the Teaching Staff	38
Results of Follow-up Survey	41
 CHAPTER 4	
SUMMARY AND SUGGESTIONS	51
Summary	51
Changes from 1995 IEW to 1996 IEW	52

Teacher-Training Workshop Sessions	52
Cross-Cultural Communication Sessions	53
Computer Class	53
Cultural Activities	55
Ice-Cream social Meetings	56
Conclusion	56
Suggestions for More Changes	57
Suggestions for Further Studies	58
 LIST OF REFERENCES	 60

APPENDICES

Appendix A: Agreement	63
Appendix B: Program Statement	65
Appendix C: Itinerary for IEW	66
Appendix D: Information and Schedule/Group Assignments	75
Appendix E: Questionnaire (English & Korean Version)	81
Appendix F: Translation of the Answers to the Questionnaire	91
Appendix G Interview Questions for the Participants	105
Appendix H: Translation of the Answers to the Questions for the Participants	106
Appendix I: Observation	110
Appendix J: Follow-up Survey (English & Korean Version)	131
Appendix K: Translation of the Answers to the Follow-up Survey	135
Appendix L: Interview Questions for Teaching Staff	150
Appendix M: Interview: Evaluation/Feedback from the Teaching Staff	151

LIST OF TABLES

Table 1 – Teaching Year(s)	23
Table 2 – Years of Studying English	25
Table 3 – What Do You Do for Your Own English Study?	26
Table 4 - How Often Do You Speak with Native-Speakers?	27
Table 5 – How Do You Feel When You Speak with Native-Speakers?	28
Table 6 – What Makes You Feel Not Comfortable?	28
Table 7 – Which Field Do You Think You Should Improve the Most?	28
Table 8 – The Desire Period of a Teacher-Training Program Held Abroad?	29
Table 9 – Helpful Parts to Refine Teaching/Language Skills	30
Table 10 – Suggestions to Make the Program Better	31
Table 11 – How Do You Feel about the Classes?	35
Table 12 – Follow-up Survey: Teaching Experience	41
Table 13 – Changes After the Workshop	41
Table 14 – Factors that Prevent them from Changing Teaching Methods/Style	42
Table 15 – Teaching Methods which are More Applicable	43
Table 16 – Teaching Methods/Activities which are Less Applicable	43
Table 17 – What Makes them Not Applicable?	44
Table 18 – Follow-up Training/Workshop	45
Table 19 – Types of Follow-up Program	45
Table 20 – Suggestions for Cross-cultural Communication Sessions	47
Table 21 – Suggestions for Cultural Activities	48
Table 22 – Suggestions to Make Better Program	49

INTRODUCTION

This thesis focuses on how a teacher-training program was formed and how to improve that kind of program that is particularly for Korean English teachers teaching at public elementary schools. This thesis is based on the *International Education Workshop for Korean Elementary School English Teachers*.¹ So far, the workshop is the first case of Korean elementary school English teachers taking part in a teacher-training program conducted in the United States in order to refine teaching and language skills and as such, the workshop seems useful for developing similar kinds of programs.

Among teacher-training programs for English teachers, there can be roughly three types of programs: First, there is a teacher-training program which is held in Korea during either summer or winter break or on certain weekdays or weekends, under the leadership of Korean or English native-speaker teacher-trainers. With this kind of program, a relatively larger number of teachers can take part even with a small budget. Second, a small number of teachers selected by the Ministry of Education or the Office of Education in each school district are given the chance to go to the United States or other English

¹ This workshop was held by VIPP (Visiting International Professional Program) of International Studies & Programs at MSU from July 19 to Aug. 17, 1995, for forty-five participants who are elementary school teachers and supervisors from the school district of Cholla buk-do in Korea.

speaking countries for a relatively longer period such as a few months or up to one year. In such a case, while the selected teachers have enough time to learn new methods and improve language skills, its weakness is that only a restricted number of teachers can be given this chance. Even so, only the teachers of secondary schools have been the beneficiaries of the second type of overseas teacher-training programs so far.

Third, a relatively larger number of teachers can participate in a teacher-training program held in the United States or English speaking countries for a short period of time such as one month. In the third case, the program would be an intensive course.² In this thesis, I will focus on this third type of teacher-training program which, although it has not so far generated much interest among teachers and administrators, deserves consideration when the administrators are planning a teacher-training program based on the example of *International Education Workshop for Korean Elementary School English Teachers*. Since the third type of intensive program can give a relatively large amount of teaching skills and materials in a relatively short period of time along with firsthand observation and experience of American culture, it can meet the needs of training a relatively large number of English teachers as soon as possible in order to prepare the teachers. As Mariani (1979) stressed, "for foreign language teachers, the

participants who are elementary school teachers and supervisors from the school district of Cholla buk-do in Korea.

² Of the possible three types of teacher-training programs, the second type of program has been conducted for only middle and high school English teachers so far. The third type of programs hadn't been conducted before the workshop with which this thesis deals was held.

importance of 'stages' and refresher courses abroad (in the case of non-native speakers) can hardly be overestimated" (p. 77).

In order for the workshop to be served as a model for EFL teacher-training program, more specifically, this research study was carried out to accomplish the following objectives:

1. To give an overview of how the *International Education Workshop for Korean Elementary School English Teachers* was conceived, developed, and implemented.
2. To describe the participants' English language learning and teaching experience, why they took part in the workshop, their expectations, and their perceptions of the workshop.
3. To describe how the participants have changed teaching methods or style after they took part in the workshop, and what are the most important changes that the workshops brought to them.
4. To make suggestions to improve that kind of workshop on the bases of the participants' suggestions, wishes, and opinions for future use.

Background of the Study

After a lot of discussion and criticism of whether or not Korean students should begin their English learning in elementary school, it was finally decided that English should be part of the core curriculum at public elementary schools. The problem is how English education at the elementary school level could be conducted with a communicative approach.³ According to Lee (1995), the curriculum of English as a subject at Korean

³ Here, communicative skills mean listening and speaking skills that the students need to be able to communicate with the English-speaking people in spoken English. That is, as one of the primary functions of language is to communicate with the other people using the language,

elementary schools consists of spoken English to raise basic communication skills. Looking at the English-education that most Korean students have received so far, raising communicative skills in spoken English is to be a primary concern.

To achieve this goal, it is necessary and urgent to secure qualified teachers who are able to teach English focusing on communicative skills. Only qualified teachers can convert a grammar-translation-oriented English education into one focusing on raising communicative skills. Indeed, the teacher factor can be said to be one of the most crucial points in making English education at elementary school a success or failure. Back in 1969, in his article *Is the Teaching of Foreign Languages in Elementary School Worthwhile?*⁴, Hussain argued against foreign language education in elementary schools mainly because it is difficult for each school to have a teacher who is bilingual. The factor still remains a challenge to foreign language program in elementary schools. (Heining-Boyntin, 1990; Lipton 1992).

Rosenburg (1995) said in her article *Guidelines for Starting an Elementary School Foreign Language Program* that "schools that are planning new elementary school foreign language programs need to be well informed about the factors that led to the disappearance of the popular elementary school foreign language program of the 1950s

communicative skills are the tools with which they can communicate with one another. In addition, the term 'communicative skills' is used in contrast with the term 'grammar-translation-oriented' English education that Korean students have received. With the perception of the fact that, with 'grammar-translation oriented' English education, they cannot make Korean students able to communicate in spoken English, the communicative skills of listening and speaking has been stressed in elementary school English education since the purpose of elementary school English education is to raise basic skills for communication in spoken English.

and 1960s" (p. 3). As one of the main factors, she pointed out the "lack of teachers with sufficient language skills and qualifications to teach a foreign language to young students" along with other factors such as 'programs inadequate in design and without necessary funding,' 'inappropriate or unrealistic program goals', and 'inappropriate teaching methodologies for young students' to name a few (p.3.) It is true in Korea that English teachers largely rely on audio- and videotapes instead of the active instruction of a teacher in charge of an English class even in a model-case school⁵ in which an English class is recommended to be conducted by the Ministry of Education or the Office of Education at each school district.

Significance of the study

The study has a national significance not only for the Korean English teachers, but also for other foreign language teachers regardless of the levels of their students. For the teachers who are supposed to teach English at the elementary school level, this kind of teacher-training workshop held in the USA is significant for two reasons: 1) To show the teachers effective teaching methods and materials presented by a teaching staff actually teaching ESL classes in the United States, 2) to provide them with ideas and perspectives about American culture and life by having them experience them during the workshop period.

5. Paul C. Burns and Leo M. Schell (eds.) 1969. *Elementary School Language Arts: Selected Readings* Chicago: Rand McNally & company

⁵ Even before the Ministry of Education officially announced in 1995 that English education would be introduced beginning in 1997, the ministry and each school district's Office of Education selected some elementary schools and had them set up English class for experiments. The selected schools were called *model-case school*. Usually, in such a model-case school were the teachers who were able to teach

So far, this workshop was the first case in Korea in which a school district sent their elementary school English teachers to an English-speaking country, the USA, to take part in an intensive teacher-training workshop. It could serve as a model for other school districts who would like to send their teachers to the country in which the target language is spoken in order to have them take part in a teacher-training program. If the workshop proves more effective and helpful for the participating teachers in teaching their young students than similar kinds of teacher-training workshop held domestically, the administrators should consider sending their teachers to the target language's country and even requiring those who would like to teach a foreign language to take part in a teacher-training program held in that country to secure the quality of teaching.

Organization of the thesis

The thesis has been organized into five chapters: In Chapter 1, the program formation is described, in which prior information, and program rationale and descriptions are provided. In Chapter 2, a description of methodology is given including the interviews, questionnaire, observations and follow-up survey that were used to do the needs analysis. In Chapter 3, the results are given. In Chapter 4: a summary and suggestions for improving this kind of workshop are given and for further study. In particular, this chapter describes how '96 IEW was formed on the basis of the suggestions and opinions of the '95 IEW participants.

English and facilities. But, even so the teachers heavily relied on audio- and videotapes instead of their active instruction.

Chapter 1

PROGRAM FORMATION

As stated in the Introduction, the Office of Education in Cholla buk-do realizes that it is urgent to secure teachers who are qualified to teach English. Among the possible ways of securing qualified teachers, such as hiring new English teachers who majored in English in a university or finding volunteers from the community who have been living in English-speaking countries, the superintendent of the Office of Education has chosen to train the existing teachers so that they will be able to teach English focusing on communicative speaking and listening.

In order to train existing teachers, the superintendent decided to send his teachers to the United States, to attend the Visiting International Professional Program at the International Studies & Programs in Michigan State University.⁶ Having informed VIPP of

⁶ The participating teachers were screened through a listening test and a speaking test by native-speakers of English who worked for a local university as instructors. But, the number of teachers who took the screening test was restricted because the Office of Education wanted every city, county and smaller unit of administration in the school district to secure at least one or two teachers who would take part in the workshop. So, the office of education allotted the number of teachers who would go to participate in the workshop in each city, county and the other smaller unit of administration. 200 teachers who were recommended by their own city, county and smaller unit of administration took the screening tests and 45 teachers and supervisors were selected. Most of the 200 teachers were recommended to take the screening test mainly because they used to run English class as an extra-curricular activity so that they had experience in teaching English. In the case of the schools at which there were no teachers having experience in teaching English, the principles would recommend relatively young teachers who seemed to be interested in teaching English

their participation, the Office of Education in Cholla buk-do asked VIPP to consider certain aspects⁷ that VIPP should keep in mind in developing and setting up a teacher-training program from which their teachers could benefit.

Prior information

The Office of Education selected the participants and gave VIPP a list of their names. At the same time, in order for both parties to work together for the workshop without any misunderstanding, an agreement⁸ was made. Inside the VIPP, the workshop team⁹ was formed to be in charge of everything relating to setting up and carrying out the workshop. Having made decisions about what kinds of seminars, classes, and cultural activities should be prepared, the workshop team frequently called meetings and asked advice from experts in related areas. Except for the visa problems¹⁰ that happened at the moment right before the workshop started, there was no serious problem preparing the workshop.

experience in teaching English, the principles would recommend relatively young teachers who seemed to be interested in teaching English

⁷ The superintendent of the Office of Education in Cholla buk-do sent a request in which he informed VIPP of the plan to have his teachers take part in a teacher-training workshop; its purpose should be to train the teachers to refine basic spoken English language skills to be good English teachers, with the focus of the acquisition in American English pronunciation. In addition, he asked about several administrative issues such as training period, accommodation, transportation, the number of participants, budget plans, time schedule for the training, and the texts with which the participants will teach their students.

⁸ See Appendix A

⁹ For the workshop team, Gill-Chin Lim, Dean of ISP at MSU, was supervising along with the director of VIPP. Shelly LeMahieu, Academic coordinator, and Ae-Jin Kang, a global preceptor of VIPP were working for the workshop as co-managers. In addition, two other graduate assistants took part in the workshop as working staff along with other VIPP global preceptors.

¹⁰ The Office of Education was concerned about possible situations in which some of the participants could not get visa since there were participants who were unmarried and younger than 30 years-old. Also, the number of people who applied for visas during the summer was so large that the American embassy in Seoul often couldn't get the applicants' visas on time. But, the participants got the visas after two delays.

Program description and rationale

For the purpose of introducing English communicative skills into public elementary schools in Korea beginning in the academic year of 1997, the public elementary schools set up English classes for their fourth graders (9 or 10-year olds) . Overseas training during the summer break was recommended to give English teachers the opportunity to enrich their professional knowledge as well as refine teaching skills and improve their own English proficiency. Therefore, all activities in which the participants took part were designed and prepared to meet following objectives¹¹ (See Appendix B: Program Statement):

1. To equip the EFL (English as a Foreign Language) teachers with necessary skills required for teaching the fourth graders in Korean elementary schools.
2. To give the EFL teachers the opportunity to examine the current methods in the area of second/foreign language learning and teaching.
3. To have the teachers develop teaching materials for their own English classes .
4. To expose the teachers to the important aspects of life in North America through cultural activities such as field trips, homestay-program, and taking part in cultural events in order to achieve better cross-cultural understanding.
5. To improve the teachers' own English proficiency.

With the above-mentioned objectives, the program mainly consisted of teacher-training workshops, cross-cultural communication sessions, cultural activities including homestay, field trips and traveling, ice-cream social meetings, and special lectures. For the

teacher-training workshops, the forty-five participants were divided into three groups with each five participants having the same level of English proficiency.¹² They were also divided into three groups for cross-cultural communication sessions according to their English proficiency level. Thus, the participants had different classmates for the workshops and for the cross-cultural communication sessions so that they might experience a different atmosphere in the sessions. For detailed schedule and information about which groups the participants belonged to, see Appendix C: Itinerary and Appendix D: Information and Schedule/Group Assignments.

Teacher training workshops

Objectives: The workshop aimed at having the participants refine and acquire skills of teaching English to Korean elementary school fourth graders who were expected to learn English for the first time. The other purpose of the workshop was to develop teaching materials that the teachers would use for their own English classes.

Leaders: The workshops were led by two ESL teachers who had been teaching English to non-native students at elementary school, high school, and evening classes for adult learners.

Lessons¹³: In the workshop sessions, the two instructors covered 23 topics for the lessons with which the participants were expected to lead their own English classes. In

¹¹ The objectives were set up by the workshop team who considered Korean English teachers' expected needs.

¹² When the Office of Education informed VIPP of the participants' name list, they also indicated the participants' English proficiency. According to the results of screening tests, the participants' English proficiency was divided into three levels: relatively high, average, and relatively low.

¹³ Sample lessons for the workshop and cross-culture communication sessions will be shown in the Appendix I: Observation.

order to deal with the topics, appropriate teaching skills and materials were introduced.

Below are the topics for each lesson:

Teaching Beginners

Pronunciation

Total Physical Response (TPR)

Authentic Materials

Developing Listening Skills

Colors and Numbers

Picture Dictionaries

Adopt An American Family

Action English Pictures

Teacher Talk

Songs

Jazz Chants

Book-Making

Family Posters

Learning Centers/Choice Time

Teaching English in the Content Area

Calendar

Parts of the Body

Animals

Holidays

Additional Materials

Games

Positive Reinforcement

Cross-Cultural Communication Sessions

Objectives: These sessions aimed at helping the participants gain a better understanding about the American culture as well as improve their own proficiency. To meet the objectives, the sessions consisted of three parts: Survival English, American Culture and Cross-Cultural Communication. Objectives and curriculum are as follows:

Survival English

Objectives

- 1) To learn and practice set English phrases which are useful in everyday experience.
- 2) To expand participants' working vocabulary.
- 3) To gain practical information regarding typical activities in the United States and to be able to talk about them.
- 4) To improve fluency through dialogue practice

Lessons:

"How Not to Get Lost" --- Asking for Directions

"How to Ring Up a Big Phone Bill" --- Using the Telephone

"The Root of All Evil" --- American Money

"The Most Important Task" --- Ordering Food in a Restaurant

"Talking About the Weather" --- Small Talk

"What Do You Call This?" --- Grocery Store Shopping

“The National Pastime” --- How to Describe People

“How Not to Get Killed” --- Avoiding and Reporting Crime

“How to Pick Up Chicks/Guys” --- Dating

“I Need a Vacation” --- Planning a Trip

“A White Picket Fence” --- Housing in the United States

“Take Two Aspirin and Call Me in the Morning” --- Health

American Culture

Objectives

- 1) To gain insights into how American culture is formed
- 2) To expand knowledge of Americans
- 3) To deepen understanding of American culture

Lessons:

“What is an American?” --- American Customs and Values

“Here You Go” --- Useful and Fun Idioms

“The Golden Rule” --- American Schools

“That Ol’ Time Religion” --- Religion in the United States

“As American as Apple Pie” --- American Foods

“The Grass is Always Greener” --- American Regions

“What it Means to Be Equal” --- Gender Roles

“Who’s Cooking Dinner?” --- The American Family

“The American Dream” --- Its Effects on Americans

“Home for Holidays” --- Holiday Celebrations

“Blushing Brides and Dead Doornails” --- American Weddings and Funerals

“I Got the Blues’ --- American Music

Cross-Cultural Communication

Objectives

- 1) To become familiar with various aspects of interpersonal communication.
- 2) To be able to use the verbal and non-verbal language associated with each of the interpersonal skills.

Lessons:

Introductions, Part I: Self-Introductions to the Class

Introductions, Part II: Making introductions, Forms of Address, Shaking Hands, Distance and Space Requirements

Complementing and Showing Appreciation: Choosing Words for Compliments, Giving and Receiving Gifts.

Expressing Emotions: Using Non-Verbal and Verbal Communication

Showing That You Understand: Giving Feedback, Interrupting, Asking for Focused Repetition, Asking for Meeting, Checking Bits of Information

Keeping the Conversation Moving

Choosing Conversation Topics

Guiding the Conversation: Asking for Focused Explanation, Holding Your Turn, Correcting Misunderstandings, Summarizing

Interacting in a Group: Getting into the Conversation, Participating in Discussions and Meetings

Making the First Move: Meeting and Getting to Know Others, Extending Invitations, Visiting

Sincerity and Formality

Communication in the 90's

Special Lectures

The lectures were prepared to provide the participants with chances to listen to experts and professionals in the areas of Second Language Acquisition, TESOL (Teaching English to the Speakers of Other Languages), Teacher Education, and Education Administration. The purposes of the lectures were to give the participants an overview of background of theories and practices as well as current trends in teaching English as a Foreign/Second Language effectively. In addition, an elementary school teacher and a parent gave them lectures based on their own experiences to convey the information of what American school life looks like.

Lecture Titles:

The Power and Value of Literature in Influencing Language Development

Cross-culture Communication

What are the Objectives of Primary Education?

The Educational System in the State of Michigan

Teaching English as a Second Language: A Realistic Approach

The New Role of Korean Teachers: English as an International Language

Pros and Cons of Using L1 in an L2 Classroom

Humanistic Globalization

What's Going On in an American Class

Cultural Activities

With the classes, various cultural activities were arranged in order to give the participants as many opportunities as possible to experience and observe American culture and life firsthand, which is an indispensable element that only the workshop held in the USA can offer. Therefore, field trips to elementary schools, museums, a dairy farm, historical and traditional attractions, and admissions to concerts and festivals were arranged. A homestay program and ice-cream social meetings were set up to give them an overview both insight about what American family life looks like and an opportunity to make contact with Americans and other English speaking people to talk over various topics with them. In addition, trips to Niagara Falls and Chicago were taken to provide them with more chances to observe American culture.

For sample lessons of each session, special lectures and cultural activity, refer to Appendix I: Observation.

Chapter 2

METHODS

I chose to base my thesis on a questionnaire, observations, interviews and a follow-up survey designed to see what kinds of needs and expectations the participants had, and how they responded to the program. The questionnaire was prepared in Korean so that the participants might express their needs, expectations, and opinions without language problems. An interview was conducted with seven individual participants to complement the questionnaire. Observations were adopted to see how the participants reacted to the program and what was going on in each session as well as other cultural activities. Interviewing the session leaders was used to complement observations and to see how the session leaders thought of and evaluated the participants in the class. I conducted a follow-up survey six months later to see what the participants thought of the workshop and what kinds of changes there were in their English classes after they took part in the workshop. The follow-up survey was also conducted in Korean to have them comfortably express their opinions.

Questionnaire for needs analyses

In order to see what kinds of needs the participants had in taking part in the workshop, I used a questionnaire. (See Appendix E: Questionnaire (English and Korean

versions), and Appendix F: Translation of the Answers to the Questionnaire.) Even though the participants were supposed to have similar concerns and needs since they were all English teachers or supervisors of English education, it was necessary to get detailed information concerning their bio-data and language proficiency as well as teaching experience and individual interests. Questions II, III and IV were designed for the needs analyses, V for language information as to how the participants had studied for improving their own language skills, VI for suggestions for making the program better, I for bio-data. The questionnaire was distributed right after they had a special lecture on August 1. Some of the participants filled out the questionnaires and turned them in on the spot, but others returned them later. Along with the results of the screening tests by which the participants' English proficiency were classified as *relatively high*, *average*, and *relatively low*, the questionnaire could be a good source of evaluating their English learning experience and proficiency.

Interview (7 participants)

The interview (Appendix G: Interview Questions for the Participants, and Appendix H: Translation of the Answers to the Questions for the Participants) was conducted to complement the questionnaire. I chose seven participants who seemed to represent each level of English proficiency; three from the level of *relatively low*, two from *relatively intermediate*, and two from *relatively advanced*. Their level of English proficiency was decided by the results of the screening tests conducted by the Office of Education in Cholla buk-do, Korea. The questions were similar to those of the

questionnaire. But, taking advantage of an oral interview, they might express their opinions and feelings more thoroughly.

Observation

Observation was used to see what was actually going on at each session, lecture, and cultural activity and to determine the participants' responses as much as possible. I went to seven workshop sessions, one workshop-supporting session, three cross-cultural sessions, nine special lectures, and also accompanied and observed them for almost every cultural activity. See Appendix I: Observation.

Evaluation/Feedback from the teaching staff

Since the teaching staff had been interacting with the participants in the classes more than any other staff or lecturers during the workshop, they were able to talk about the participants' needs, strengths and weaknesses as EFL teachers. I used seven questions for interviewing two of the teaching staff: one was a workshop session leader, the other a cross-cultural communication session leader. The interviews were conducted on August 28 and September 8, 1995.

Follow-up survey

In about six months after the workshop was completed, I conducted a follow-up survey to see what kinds of changes the participating teachers brought to their own English classes after they had taken part in the workshop, especially comparing their classes to those they taught before the workshop. The survey was also intended to evaluate the effects of the workshop: *What types of teaching methods and materials worked better or worse when they taught young students? What did they think would*

improve the workshop? Did they need a follow-up workshop? If so, what types of follow-up workshop did they need? , etc. The follow-up survey was mailed to every participant except for the three who were supervisors and did not actually teach. I used Korean for the survey. Among the 42 participants, 21 participants filled it out and returned it. See Appendix J: Follow-up Survey (English and Korean versions), and Appendix K: Translation of the Answers to the Follow-up Survey.

Chapter 3

RESULTS OF THE QUESTIONNAIRE, INTERVIEWS, OBSERVATION, AND FOLLOW-UP SURVEY

This chapter consists of each participant's answers to the questionnaire (Results of Questionnaire), to the interview questions (Interview: 7 participants), to the follow-up survey. It also includes their response to each workshop session, lecture, and cultural activity (Observation), and teaching staff's evaluations (Interviews: Evaluation/feedback from the teaching staff).

Results of Questionnaire

II) Why are you participating in the workshop?

The participants had three main motivations to take part in the workshop. First of all, they wanted to have chances to talk with native-speakers and foreigners to improve their English language skills. Among the 40 participants who filled out the questionnaire, 29 participants directly mentioned that the reason why they were coming to take part in the workshop was to improve their own language skills.

Second, the participants said that they took part in the workshop to see American culture firsthand. Among 40 respondents, 23 participants pointed out that they took part in the workshop to see and observe American culture firsthand.

Third, another main reason why they took part in the workshop was to refine teaching skills and acquire new teaching methods. Nineteen participants directly expressed that the reason why they took part in the workshop was to improve their teaching skills and acquire new teaching methods. The answers to question II seem to prove how much the participants want to improve and refine their own language skills. It shows that the participants are well aware of the importance of teachers' language skills in creating good lessons.

Along with the three main motivations the participants directly mentioned, seven participants pointed out that English will be a global language and also mentioned the Korean government's decision that Korean children should start learning English when they are fourth graders. As English teachers, the participants acknowledged the reasons why the Korean government would like to introduce English education into elementary schools, and wanted to contribute to English education as effectively as they could. In addition, one participant answered that he took part in the workshop to diagnose how well he is speaking English.

III) What kind of expectations do you have in taking part in the workshop?

The participants' desires and hopes paralleled the reason why they took part in the workshop. Strikingly, 29 respondents showed strong desire/hope that they would be able to improve their language skills by participating in the workshop. In particular, 14 participants strongly hoped to see and experience American culture as much as possible during the workshop. Since the workshop was held in the United States, the participants wanted to see and observe firsthand what American culture is, including the American

educational system. They well recognized the aspect that language is culture so that understanding American culture may lead to acquire English effectively.

Fifteen participants said that they came to the workshop with the hope that they would refine teaching skills and acquire new skills of developing teaching materials.

IV) Teaching Experience

1. Amount of teaching experience:

Five participants (3, 12, 13, 15, 26) answered that they hadn't yet taught English. One of the five was a supervisor; his job was related to administration in the Office of Education in the school district. The supervisor took part in the workshop to lead the participants and make a report in a view of administrator. The other four participants simply don't have English teaching experience but are expected to teach English soon.

2. How long have they been teaching English?:

The other thirty-five participants who had English teaching experience have taught English from three months to twelve years:

Table 1: Teaching Year (s)

Teaching year(s)	No. of the participants
Less than one year	5
Between one year and three years	14
Between three years and six years	9
Between six years and nine years	2
Between nine years and twelve years	5

3. What do you think is the most important thing in teaching English?

The longer the teachers had been teaching English, the stronger they felt that they needed good materials along with good teaching methods and skills (especially among the ten participants whose teaching experience was longer than three years). In the case of the participants whose teaching experience was less than three years pointed out that the teachers' language skills are more crucial in leading English classes.

In addition, two participants pointed out as important having native speaker instructors along with having opportunities to speak with the other native speakers (one participant), securing sufficient English class hours per week (three participants), and early education¹⁴ (one participant), as well as keeping students interested in English and aware of why they should learn English (two participants)

4. Which part of language skills do you want to focus on among the six areas of pronunciation, reading, listening, writing, speaking and grammar when teaching English?

Fifteen participants answered that they want to focus on raising listening skills, speaking skills, pronunciation, reading skills, writing skills, and grammar in order. Three participants pointed out listening only as the area on which they should focus while one participant would focus on speaking only, and one participant on pronunciation only. Seven participants answered it is pronunciation on which they would like to focus the most.

The evident tendency is that the teachers would focus on listening, speaking, and pronunciation rather than reading, writing, and grammar. That is, it seems that the

¹⁴ Early education means here that the earlier the students start learning English, the better command of English they would have.

teachers want to teach communicative skills rather than traditional skills such as reading and appreciating grammar. Not one teacher said that s/he would like to teach reading, writing, or grammar prior to listening, speaking, and pronunciation. Considering that the purpose of English education at elementary-level schools is to teach students communicative skills, the acknowledgment of the teachers of how important listening and speaking skills are will be helpful when they are teaching.

V. The teachers' language skills

1. How long did you study English?

Table 2: Years of Studying English

Year(s) of studying English	No. of the participants
Less than 6 years	8
Between 6 years and 9 years	8
Between 10 years and 15 years	16
Between 16 years and 20 years	4
More than 20 years	3
No response	1

In addition, considering that every Korean person who attended middle and high school must have studied English for six years as a core curriculum, the participants who answered that they had studied English less than six years should be interpreted that they didn't count the years in which they studied English at middle and high schools. Also, since the teachers graduated from a teacher college, the teachers must have studied

English for at least one year as one of humanities subjects at college. So, a teacher must have studied English seven years by the time they graduated from a teacher college.

2. Have you ever taken TOEFL?:

Only three participants had taken TOEFL test; while the other thirty-seven participants had not.

3. If yes, what was your score?:

451- 500: 1
501- 550: 1
No answer: 1

4. If yes, why did you take TOEFL?

To prepare to study overseas: 2 participants
To be tested in order to work for the 1988 Summer Olympics held in Seoul, Korea: 1 participant

It is not surprising that there are only a few teachers who have taken the TOEFL test. Even though TOEFL is one of the most common tests to diagnose one's English proficiency, it is not unusual for the teachers not to take the test. Usually, nobody but those who would apply for a university in the United States takes the test in Korea. Thus, teachers who already have jobs do not have good reason to take the test.

5. What do you do for your own English study?

Table 3: What Do You Do for Your Own English Study?

What do you do for your own English study?	No. of participants
a) Attend a private institute	9
b) Use video and/or audio tapes	25
c) Take a private lesson	0
d) Study with such exercise book as one for TOFEL	5

e) Use a method other than the above-mentioned methods	12
--------------------------------------------------------	----

Other ways mentioned were:

1. Watching movies and meeting foreigners: 1 participant
2. Watching and listening to English programs offered by EBS (Educational Broadcasting System): 5 participants
3. Reading English books including fairy tales, newspaper, magazine: 3 participants
4. Speaking with native-speakers: 1 participant
5. Practicing speaking by myself imagining a certain situation in which I am talking to native-speaker: 1 participant
5. Pronunciation-drill watching mirror: 1 participant
6. Studying by him/herself: 1 participant
7. Studying with his/her own children: 1 participant
8. Taking part in teacher-training program: 1 participant

Therefore, most of the teachers had been studying to improve their own English proficiency by using audio and video tapes, watching English programs, or attending private institute.

6. How often do you speak with native speakers?

Table 4: How Often Do You Speak With Native Speakers?

How often do you speak with native-speakers?	No. of participants
a) Very rarely	26
b) About once in a month	5
c) About once in a week	5
d) Almost everyday	4

Question 6 shows that more than half of the teachers don't have chances to speak with English native speakers, which is considered one of the best ways to raise their communicative skills. Considering the number of teachers who have spoken with native speakers more than once in a week is nine, they could be attending private institutes in which they can take English classes led by native speaker instructors. (See Question 5.)

7. How do you feel when you speak with native-speakers?

Table 5: How Do You Feel When You Speak with Native Speakers?

How do you feel when you speak with native speakers?	No. of participants
a) I can speak comfortably.	3
b) I am comfortable to some degree.	9
c) Usually, I don't feel comfortable.	11
d) I have difficulties speaking with native speakers.	17

Almost one third of the teachers who answered the questionnaire said that they didn't feel comfortable speaking with native speakers.

8. **What do you think makes you uncomfortable if you don't feel comfortable speaking with native speakers?**

Table 6: What Makes you Feel Uncomfortable?

What do you think makes you uncomfortable if you don't feel comfortable speaking with native speakers?	No. of participants
a) Few chances to speak with native-speakers	5
b) Poor speaking skills	13
c) Poor listening skills	16
d) Other factors	1 (lack of vocabulary)
No response	8

In addition, one teacher said that she doesn't feel too uncomfortable because she thinks that the purpose of language is to communicate, and communication can be achieved even with a single word. But more than half the teachers who answered the question mentioned poor listening ability as the main obstacle in speaking comfortably with native speakers.

9. **Which field do you think you should improve the most? Please write down them in order.**

Table 7: Which Field Do You Think You Should Improve the Most?

Which field do you think you should improve the most?	No. of participants
L-S-R-W*	18
L-S-W-R	3
S-L-R-W	3
S-L-W-R	2

Only L	8
L-S	1
Only S	1
R-L-S-W	1
Only W	1

* L stands for Listening skills, S Speaking, R Reading, and W Writing skills.

Except for only three teachers, the other 37 participants pointed out that they would like to improve listening skills the most before the speaking, reading, and writing skills. It shows well that they, as English teachers, want to improve communicative skills rather than equip themselves with reading and grammar skills. Their answers sound like those that they gave to Question 4 of part IV in which they said that they would like to focus on listening skills when they are teaching their students. Considering that the primary reason why English education should be introduced into elementary schools is to raise communicative skills after the failure of current English education centering on grammar-translation skills, it is good that the teachers deemed the importance of listening skills as the first step in raising communicative skills.

VI. Suggestions to improve the program

- 1. How long do you think it is appropriate for a teacher-training program to be conducted abroad?**

Table 8: The Desired Period of a Teacher-Training Program Held Abroad

The desired period	No. of participants
a) Less than one month	2
b) A month	4
c) Between one month and three months	16

d) More than three months	16
No response	2

The teachers who wished for a period longer than one month were 32 out of 38. So, they might feel a one-month long program was too short for a teacher-training program conducted abroad.

2. Which do you think is helpful in refining teaching skills and/or language skills?

Table 9: Helpful Parts in Refining Teaching/Language Skills

Helpful parts in refining teaching/language skills	No. of participants
Pronunciation drills especially by the HAMMER technique* and/or TPR* in the workshop sessions.	11
Practicing using and making teaching materials in workshop sessions.	7
Jazz-chants	6
Cross-culture sessions were helpful to understand American culture.	1
Workshop sessions and CCC* sessions were helpful.	4
Every teaching method they learned in the workshop sessions.	7
The opportunities including the ice-cream social meeting to speak with native speakers or foreigners especially on a person-to-person basis were very helpful, and wanted more chances to speak with English-speaking people.	9
Every activity was useful.	4

* CCC stands for the Cross-Cultural Communication Sessions.

* The HAMMER technique was developed by one of the teacher-training workshop session leaders as a means of improving accent and pronunciation. H stands for *Hold and swing the important vowels in the important words*; A *All consonant are whispered, and all unimportant vowel sounds are reduced*; M *Mouth wide open, drop tongue and jaw*; M *Move sound to the front of the mouth*; E *Elide (blend the sounds)*; R *Rhythm, Intonation and Stress*.

* TPR stands for total physical response.

3. What do you think should be improved and supplemented to make the program better? Your suggestion will be highly appreciated.

Table 10: Suggestions to Make the Program Better

Suggestions	No. of participants
The schedule was so tight that they didn't have enough time to review what they learned and to have free time.	11
Wished to have longer than at least one-month period workshop.	1
Complained that some participants made so many personal questions that the other participants were forced to just listen to him/her without being given the opportunities to speak out in the sessions. There should be discussion time among the participants to adjust that kind of uneven time-spending among the participants during the workshops and CCCS.	1
The special lectures presented in English were hard to understand due to difficult vocabulary.	1
Wished to have other people in the classes to make the class population diverse.	1
Wanted to stay with English-speaking people rather than at dormitory.	2
Wished to spend more time on practicing pronouncing and listening to, and speaking with the instructors rather than on singing songs or drawing pictures.	1
Wished to practice speaking with the other participants.	2
Wanted to group themselves according to their English proficiency.	2
Wished that they could have a teacher-training program focusing on raising teachers' language skills rather than on refining teaching skills.	4
The schedule was so tight that s/he would like to choose only the parts that s/he really needed.	1
Wanted various programs depending on a teacher's specific needs.	1
They should get the texts for the workshop sessions and CCCS prior to coming to the workshop in order for them to preview them.	1
Wanted native speakers for the ice-cream social meetings rather than just foreigners since it was hard to understand foreigners' pronunciation.	1
Wanted special training for listening skills.	1
Wished to enlarge vocabulary power and practice reading and writing a lot.	1
Wished to have meeting time for all the participants to share information and have discussion including exercise like volleyball games.	2

There were so many classes that they wanted to reduce the number of classes.	1
Wished to make each day's first class a conversation class as warm-up activity for the day.	1
Wanted as many opportunities as possible to speak with native-speakers.	2
Wished to reduce the classes and increase cultural activities including tours and traveling.	1
Wanted concrete guide on the contents of the classes.	1
Wished to have as many Korean meals as possible.	3

As mentioned in Question 3 of part VI, there were various opinions and suggestions. But roughly two suggestions could be regarded as made by the majority of the participants: 1. They wanted to have a less tight schedule. 2. They wanted more opportunities to speak with native-speakers. If we consider that it would be hard to extend the workshop period, the two suggestions sound incompatible.

At least eleven teachers out of forty mentioned that the schedule was too tight to have free time to review what they learned and observed. It was true that they had a very tight schedule: their schedule ran from 8:00 a.m. to sometimes even later than 10:00 p.m. almost everyday. It was literally an intensive program. In fact, there were some teachers who asked me if the program was originally developed to be three months long. In addition, the teachers might have been overtired since they suffered from the thirteen hour time difference between Korean and Michigan, especially for the first two weeks.

However, even though most of teachers complained about the tight schedule, they still wanted to have more activities, especially those related to cultural activities, including traveling. Actually, the evening activities were not compulsory. We staff members used to tell them that they didn't have to go to evening activities if they were feeling so tired that

they needed to take a rest and they thought it would affect the following day's classes and activities. But, the teachers were so eager to take part in every activity that they seemed unwilling to lose any single chance to observe American culture.

As some teachers suggested, it would be better to more than least one month for a teacher-training program conducted abroad in order for them not to have that tight schedule. As seen in Question 1 of part VI, the majority of the teachers (32 out of 38 respondents) suggested that the period of a teacher-training program held in a foreign country should be longer than at least one month. But, since a large number of teachers must and can only use summer break, which usually begins around July 20 and ends at the end of August, it is hard to make the workshop period longer. How the teachers could secure a longer period for a teacher-training program is one of their main concerns.

Next, the teachers pointed out that they wanted as many opportunities as possible to speak with native speakers. This wish should be interpreted not as a fact that the program did not offer many chances to speak with native-speakers, but as one that the teachers were eager to improve their language skills rapidly. As they pointed out, the program consisted of various activities in which they could speak with native speakers. But, they generally regarded only person-to-person conversations with native speakers as real opportunities to speak English because a person-to-person situation ensured the exchange of dialogue. Also, it greatly depended on each teacher's personality: some dared to initiate conversation with native speakers regardless of their being strangers, while others were too shy to begin conversation with native speakers who were not the teaching staff in class or in designed meetings.

The questionnaire shows that the teachers wanted to refine their language skills so much that they suggested staying with an American family instead of at a dormitory to secure time and chances to speak with native speakers as much as possible. They, especially two of the forty, even suggested that they speak with other participants only in English during the workshop period in order to improve their language skills rapidly. Also, two participants wanted as many opportunities as possible to speak with native speakers. They seemed to acknowledge that the best way to improve language skills would be speaking with native speakers, but still felt the lack of opportunities to speak with native speakers.

Considering that most participants came to the United States for the first time, they might have wished they could have spoken with native speakers all the time during the program period. But, partly because the population consisted of all Korean participants among whom it sounded artificial if they were asked to speak only in English, and partly due to the fact that their English proficiency did not make them ready to talk to one another only in English, speaking English continuously was not possible. But this suggestion should be considered for the next program. If the program could offer an atmosphere in which participants were speaking with one another without having them feel it does not sound too artificial, the participants would think they are enjoying the advantages of a teacher-training program conducted in the United States to the fullest.

Interview: 7 participants¹⁵

1. How do you feel about classes – morning classes and afternoon classes? (Such as *It is hard or easy to understand, or it is interesting or boring.*)

Table 11: How do you feel about the classes?

How do you feel about the classes?	No. of participants
MC* are effective to learn developing materials and teaching methods such as games, jazz-chants, role-play, classroom activities and pronunciation. MC gave me confidence as an EFL teacher.	7
The methods would be hard to apply in English class in Korea partly because they need a lot of materials.	2
15 members per session is too big to give each participant to speak out. Suggested that the number should reduce.	1
AC* has good contents but lacks organization and preparation.	2
AC is helpful to learn idiomatic expressions.	2
AC seems insufficient for learning survival English. Want to learn more about how children interact with their parents, how to write notes, etc. Pre- and post-study for AC are not enough.	1

* MC stands for morning classes that are teacher-training workshop sessions.

* AC stands for afternoon classes that are cross-culture communication sessions.

All the seven participants said that morning classes (teacher-training workshop sessions) were good, effective and helpful in learning teaching methods such as games, jazz-chants, classroom activities, and how to teach pronunciation. One participant said that the morning classes gave her confidence as an EFL teacher. One participant said that he learned a lot of teaching methods but wondered whether the teaching methods would be applicable in his own class in Korea. He also pointed out that the class size of 15 members is too big to give every participant opportunities to speak out. In other words, all of them seemed satisfied with the teacher-training workshop sessions, but were still

¹⁵ See Appendix: G: Interview Questions for the Participants, and Appendix H: Translation of the Answers to the Questions for the Participants.

worried if the teaching methods and skills were workable in a Korean situation in which they would not get enough support.

2. **Do you think the educational materials and the teaching skills that the teaching staff has presented are beneficial to improving your teaching skills and also your own English proficiency?**

Four participants said that the teacher-training workshop sessions (TTW) were good for acquiring and refining necessary teaching methods and skills. They were also satisfied with the leaders' organized operation of the sessions. But, in the case of cross-culture communication sessions (CCCS), they wished that there were more materials, systematic operation, and practice.

3. **What kinds of classroom activities do you like more?**

They showed great satisfaction with the TTW because there were a lot of physical activities and good communication. But they were less content with CCCS, partly because they thought it was less organized, and partly because there were too many members in a session, and as a result, everyone could not have enough opportunity to speak out and get feedback from the session leaders.

4. **What do you think of cultural activities such as field trips, traveling, picnic, concerts and festivals? Do you think that they are helpful to raise your understanding American culture and life?**

They wished there were more opportunities to make contact with American people and see various aspects of culture, including those of the lower classes. One participant suggested that there should be a translator present when they listened to an American guide. While one participant said that the ice-cream social meeting was helpful, another complained that there was not enough communication in the meetings.

5. What are your opinions and suggestions for improving this kind of program?

They wanted more opportunities to speak with native speakers and wanted more corrections from them. They wished they could choose classes according to their preferences and English proficiency level. They also wished for a longer period for the workshop: three months would be good.

While the participants showed general satisfaction with the workshop, they still wanted more time and opportunity to improve English proficiency along with teaching skills. Considering that a tight schedule must be kept; it is not easy to see how the program could add more activities or classes in only a month. Whether the administrators can secure a longer period of workshop will be a key point in solving these problems.

The results of the interview were not different from those of the questionnaire. That they wanted more opportunities and activities through which they were able to contact American people and culture, and wished a longer period for the workshop was exactly same with those of the other participants who filled out the questionnaire. But, the seven participants interviewed more strongly expressed their wishes that the cross-cultural communication sessions should be more organized with proper materials supported while they were greatly satisfied with the teacher-training workshops.

Observation on how the participants responded to each session, lecture and cultural activity¹⁶

The participants, in general, were so eager that they actively took part in every class and cultural activity. Considering that they were not supposed to have studied or

¹⁶ For detailed description, see Appendix I: Observation.

taught English as elementary school teachers, it should not be expected that they have a good command of English. As most of them didn't have a lot of trouble understanding classes, they should be able to effectively lead English classes if they were given enough materials and proper training.

At each field trip and cultural activity, they showed great enthusiasm to observe and experience American culture. It was good for them as English teachers to be able to convey correct and concrete information about American culture to their young students.

Interview: Evaluation/feedback from the teaching staff¹⁷

I interviewed two of the teaching staff to see what they thought of the participants' response to the sessions and materials.

1. What do you think of the participant's response to your teaching?

The two teaching staff thought that all the participants were very enthusiastic and interested in the sessions throughout the workshop period. But, they seemed tired at the end of the workshop so that there were some participants who couldn't come to the sessions.

2. What do you think their strengths and weaknesses are, especially in terms of the fact that they are English teachers?

For the strengths, the two teaching staff pointed out that the participants were creative and interested in teaching English. In particular, one teaching staff said that the participants were already skilled elementary school teachers so that they knew how to deal

¹⁷ I interviewed two of the teaching staff: One is in charge of the workshop sessions, the other of the supporting class of the workshop sessions and Survival English session, which is one of the cross-cultural

with children, and saw that their confidence as EFL teachers increased as the workshop progressed. For their weaknesses, the two staff worried that the participants' English proficiency was low and recommended them to practice for improving their own language skills.

3. **Do you think the educational materials with which they were being taught were proper for their English proficiency?**

The two teaching staff said that the materials were proper.

4. **Do you feel that they are responding to your teaching differently according to their ages, gender, English proficiency, or even personality?**

Both teaching staff didn't notice big difference possibly caused by the participants' age, gender, or English proficiency. But one teaching staff felt that older participants rather than younger ones seemed more enthusiastic. The other teaching staff said that it depended on their personalities. One teaching staff noticed that there were some participants who were misplaced.

5. **What kinds of classroom activities do you think attract the participants' attention more?**

The two teaching staff recognized that most of the participants were more interested in the classroom activities such as songs, games, jazz-chants and role-play. But, the participants seemed less interested in discussion and making materials.

6. **For some participants whose English is not good enough to understand your teaching, do you think that this workshop is still effective?**

o

n

(

e

c

w

se

/

the

the

beco

Both teaching staff agreed that the participants were able to understand what they dealt with in the classes. But, it is interesting that one teaching staff thought that the participants didn't seem interested in American culture since all the participants said that they wanted to appreciate American culture and life.

7. What are your opinions and suggestions for improving their teaching skills?

One teaching staff suggested that the participants give and take their feedback on another's teaching methods, skills and materials. Videotaping can be a good way to analyze their own teaching. The other teaching staff recommended to cut the classes, especially the cross-cultural communication sessions in half in order to give the participants free time for rest and their own use.

As general comments, the workshop leader said that having the supporting class¹⁸ of the workshop sessions in the morning was extremely useful. Since more time was needed to give demonstrations, they had to double the class-time or take supporting class. Concerning the class size consisting of 15 participants, it was good enough to be enthusiastic. Also the participants could feel more confident and motivated hearing the others talk.

Besides interviewing two teaching staff, I discussed with one more teaching staff who was in charge of the American Culture session how the participants responded to her session depending on their proficiency level. She said that the higher their proficiency

¹⁸ There was a supporting class for the workshop sessions which were held in the morning. Since the workshop had to deal with various activities during 75 minutes, the supporting class was set up to help the participants practice activities and for making materials that they should have tried but they couldn't because of not enough time during the workshop sessions.

level was, the more questions the participants made. However, even though the participants of *relatively low* proficiency level seemed to have difficulties understanding lectures, they still kept active in the session.

Results of Follow-up Survey¹⁹

Teaching experience:

Table 12: Follow-up Survey: Teaching Experience

Teaching experience	No. of participants
Less than 2 years	3
Between 2 years and 5 years	9
Between 5 years and 10 years	3
Between 10 years and 15 years	4
Between 15 years and 20 years	1
More than 20 years	2

- I. Are there any changes in your teaching methods after you took part in the workshop? If there is any, please write them down with as much detail as possible.

Table 13: Changes after the Workshop

Changes after the workshop	No. of participants
Have become more confident in teaching English.	13
Are able to lead fun English class, using activities such as games,	10

16. The follow-up survey was mailed to each participant in February, 1996, as about six months had passed after the workshop in order to mainly see how much the participants took advantage of the knowledge and skills they earned at the workshop, and how they evaluated the workshop in general. Since they spent one semester with their students, they might have a much clearer idea of whether or not the workshop was useful in their teaching, and make suggestions to improve the workshop if they felt something inefficient among the sessions and activities of the workshop. Among the 45 participants, I mailed the surveys to 42 teachers since the other three participants were school inspectors who are not actually teaching. Out of 42 teachers, 22 teachers responded to and mailed back the follow-up survey.

jazz chants, role-plays, and songs.	
Teaching skills were improved.	1
Teaching style has changed from listening to tape and watching videotape, to using active methods like TPR, songs and motions	2
Have become abler/more confident to prepare the class, including developing educational materials.	8
Have spent more time in communicating with students	1
Got to acknowledge the importance of English education at elementary school	1
Have used spoken English more than written English.	1
Have used classroom English more frequently when they give instructions.	4
Have set up more detailed goals of lessons.	1
Have studied English harder than ever to acquire good language skills to be a good English teacher.	2

In addition, one teacher mentioned that he used TPR because he wanted to have the students recognize English rather than just speak out following what teacher reads out.

- II. If you don't think there is change in your teaching methods after you took part in the workshop, why do you think so? Could you write down your reasons with as many details as possible?**

Table 14: Factors that Prevent them from Changing Teaching Methods/Style

Factors prevent them from changing teaching methods/style?	No. of participants
No response	15
Lack of speaking skills.	1
Lack of audio and visual materials.	1
Lack of native-speaker instructor.	1
Curriculum does not yet allow English to be a core curriculum so that they can have only one English class-hour in a week.	1
Lack of confidence in the methods that s/he learned in the workshop.	1
Lack of incentives to take part in in-service program and try new methods.	1
Lack of proper materials.	1

That fifteen out of twenty-two participants didn't answer the question could be interpreted as the fact that they have experienced changes in their teaching methods.

III. Are the teaching methods you practiced at MSU applicable to your own teaching?

1. Are they easily applicable? Then, what kind of activities are more applicable?

Table 15: Teaching Methods which are More Applicable

Teaching methods which are more applicable	No. of participants
TPR	9
Jazz-chants	6
Paper-materials like book-making, games, songs, pictures and other collaborative activities.	13
Drawing, coloring	1
Role-plays	1
Person-to-person conversation with structure patterns.	1
Flash-card, dice and/or game board.	13
Hammer-theory when teaching pronunciation.	1

2. Are they difficult to apply to your own class? What kind of activities are less applicable?

Table 16: Teaching Methods/Activities which are Less Applicable

Teaching methods/activities which are less applicable	No. of participants
Jazz-chants	4
Role-play	1
Hammer rules	1
Phonic system of alphabet.	1
Need methods and materials suitable for non-native speaker instructors.	1
Difficult to apply some methods due to the lack of supporting materials.	1
Motions, pronunciation	1
Cannot remember some methods that they didn't practice in the workshop.	1
Need teaching methods for the children who don't know English at all.	1
Difficult to adjust the content of the activities suitable to our situation.	1

In addition, two respondents mentioned the big class size as a factor preventing them from applying the methods they learned in the workshop. One complained that English teachers were overburdened because they should prepare everything including making materials. One said that it was hard to apply various teaching methods with only one or two hours of English class per week.

IV. If they are not applicable, what do you think makes them not applicable?

Table 17: What Makes them Not Applicable?

Factors preventing them from being applicable	No. of participants
Lack of listening & speaking skills.	2
Lack of materials suitable for Korean situation.	1
Difficulty understanding the content of the workshop sessions due to lack of LC*	
Need phonetic table by which the young students can easily understand the pronunciation and alphabet.	1
Wished that they could have learned how to pronounce correctly rather than how to make materials.	1
Difficulty in remembering some methods that s/he learned at the workshop sessions.	1
Lack of musical and rhythmical sense.	1
Wished they could have had more opportunities to correct pronunciation.	1
Lack of various materials.	1
Difficulty in preparing the materials in terms of money and time.	1
The large-sized class.	2
Inflexible administrative system or parents who are grade-oriented.	1
Difficulty developing appropriate lessons due to the uneven levels of students' English proficiency and different ages.	2
Only one or two English classes in a week, which is too small to apply various methods.	2
Wished that they had learned TPR in more details.	1
Lack of drill patterns.	1
Not enough teaching experience or previous knowledge in terms such as TPR.	1

No good command of English because they might have difficulty in making good lessons.	1
No response	7

* LC stands for listening comprehension.

V. Do you think there should be follow-up training to intensify and/or support the training you received?

Table 18: Follow-up Training/Workshop

Follow-up training/workshop	No. of participants
1) I don't think that I need a follow-up training program.	2
2) I think that I need a follow-up training program.	17

If your answer is 2, then what kind of follow-up program do you want?

Table 19: Types of Follow-up Program

Types of follow-up program	NO. of participants
a) I'd like to go to take part in a workshop held in the United States again.	12
b) I'd like to go to take part in an intensive camp held in Korea during summer or winter break.	7
c) I'd like to go to take part in a training program regularly held on weekends in Korea.	4
d) Besides above-mentioned kinds of programs, what sort of follow-up program do you want? Please note them with as many details as possible.	3

d. Besides the above-mentioned kinds of programs, what sort of follow-up program do you want? Please note them with as many details as possible.

One teacher voiced his opinion that a one-month long period for a workshop is too short. He suggested that an at least six-month-long intensive program would be desirable. He also wished that he could have been trained to adjust to real American life as well as acquiring new teaching methods. One other teacher also expressed his feeling that a one-month-long teacher-training program is too short. He also said that it was due to the participants' lack of proficiency if they felt unsatisfied. The other teacher wished that there

had been detailed direction for how to use methods and materials. He also suggested that there should be incentives for the teachers who took part in the workshop and expressed the opinion that the workshop should directly focus on improving teaching methods as well as giving individual error-correction for pronunciation.

Question of Part V shows that almost every teacher who took part in the workshop wanted a follow-up workshop. Even the two teachers (16, 19) who marked the # 1 alternative chose the alternative (a), which could be interpreted that they would like to participate in a workshop held in the United States regardless of whether it is a follow-up workshop or separate one. While twelve teachers wanted to attend a follow-up workshop held in the United States, eight teachers chose a follow-up workshop which would be held in Korea using summer/winter breaks or weekends.

Looking at the survey results that there were many teachers who wished that the workshop could be longer so that they could be given more time to review what they learned and observed, it could be second best to have a follow-up workshop to review even after the workshops and discuss with one another what methods are working well, and which activities need improving. If it costs a lot in terms of time and money to come to the United States to take part in another workshop, then it is highly recommendable to participate in a follow-up workshop held in Korea. Therefore, to set-up an effective follow-up workshop, it is necessary to continuously develop and refine teaching methods. Also, there should be discussion about what a follow-up workshop looks like. Actually, one of the participants said that basically, he did not expect much effect from a workshop held in the short length span of one month. Instead, he has taken part in a meeting for

English teachers in the school district or workshop led by native speakers regularly, implying that they can share better information about teaching methods and materials by meeting steadily.

VII. For Cross-Cultural Communication Sessions, do you think it was helpful in teaching your own class? If yes, what makes you think so? What are your suggestions to improve the sessions?

Table 20: Suggestions for improving the Cross-Cultural Communication Sessions?

For the Cross-Cultural Communication sessions	No. of participants
More detailed explanation on cultural differences between Korea and USA.	2
More chances to speak with English-speaking people on a person-to-person basis.	1
More topics covering various areas of culture.	1
More chances and time to speak out.	1
Converting the session time to the one to see real American life.	2
Changing class members (It was boring to speak with same members all the time of the sessions.)	1
More visual aids such as VCR to learn through watching concrete scenes.	1
More time for the sessions.	2

Fifteen out of twenty-two participants said that the Cross-Cultural Communication sessions were (highly) helpful understanding American culture saying as follows:

1. It was good to know cultural differences/similarities between Korean and USA: 5 participants
2. It was good or highly helpful to understand the American culture since language is culture: 11 participants.
3. It was helpful in understanding videotapes produced in the USA that they have been watching in Korea: 1 participant.
4. He got to acknowledge that language is a tool to express human desire deep inside the mind: 1 participant.
5. It was helpful to understand idiomatic expression, habit, etc.: 1 participant.

6. It was a good opportunity to learn to trust each other: 1 participant.

But, one participant complained that there were some conflicts between session leaders' explanation. Another participant said that the sessions had almost nothing to do with improving teaching skills and language skills even though they admitted that it was needed to understand American culture.

The respondents suggested improvements: 1) To offer more, detailed information concerning American culture. 2) To provide them with more opportunities to ask questions and get answers as well as discuss the differences and similarities between Korean and American cultures. 3) To give them chances to see other participants' opinions and ideas as much as possible by changing members.

VII. Among the cultural activities, what do you think are the most useful ones related to your teaching? What are your suggestions for making better cultural activities?

Table 21: Suggestions for Cultural Activities

For the cultural activities	No. of participants
Every cultural activity was useful (to see American culture firsthand.)	4
Homestay program	7
Visiting museums.	2
Visiting farm.	1
Festivals.	1
Visiting elementary schools	1
Ice-cream social meetings.	5
Suggested the ice-cream social meetings be improved into the meetings that could give them the chances to go to places related to the topics of dialogue.	1
Wanted to have native-speakers with whom they could speak and listen to their explanation why they had field trips or travels.	1
Wished to have homestay program and the ice-cream social	1

meetings complementing each other.	
Special lectures	1
Performances such as concerts and theater	4
Wanted more opportunities to go to museums, libraries, and exhibitions.	1
Chicago trip and Niagara Falls trip	2
Wished to have more chances to visit American homes and schools.	1

While the participants positively evaluated the cultural activities including field trips and travels, they wanted to have more cultural activities because they seemed to think that they should see American culture and life firsthand.

Suggestions: Besides the above-mentioned questions, could you please write down anything else you would like to implement in order to make a better program?

Table 22: Suggestions to Make Better Program

Suggestions	No. of participants
The schedule was too tight and wished to have longer period of workshop.	5
Suggested to have more field trips and traveling.	1
Wanted more detailed training on pronunciation with error-correction.	1
Wished to stay with native-speakers to improve listening and speaking skills.	1
Wanted more time for cultural activities.	2
Suggested to reduce the number of participants.	2
There should be follow-up workshop.	1
Wished to have more chances to speak with native-speakers on person-to-person basis.	2
It would be better if they had gotten the texts for the workshop in advance and preview them.	1
Wished to have more free time for individual activities.	1
Wanted closer observation on what American elementary school looks like in terms of class management, educational materials, etc.	2
Suggested the meeting between the participants and their host-families should be arranged by individual contact such as calling each other rather than being matched by staff at the same place at	1

the same time.	
Wished to stay at an American home for the workshop period.	2
Wanted longer homestay program.	1
Wished to have been matched with a native-speaker or a student who can speak English fluently to get help or explanation when they had difficulties in English.	1
Wished to have more time to improve their own language skills.	1
Suggested to use only English except for the cases in which they needed information urgently.	1

In addition, three participants among the sixteen who gave suggestions to improve the workshop gave good evaluations, saying that, overall, the workshop was great and highly recommendable. Also, one other participant said that the staff was kind and well prepared to conduct the workshop.

Chapter 4

SUMMARY AND SUGGESTIONS

Summary

The workshop in a sense was a cooperative effort of university, community, and school. MSU offered classrooms, dormitory, library, and other necessary facilities such as intramural sports centers, and the special lectures given by its faculty. The community helped the participants see and understand what American life and culture looks like by providing volunteers for the homestay program and the ice-cream social meetings. The school (the Office of Education in Cholla buk-do, Korea) offered financial support so that the participants were able to take part in the workshop without feeling an economic burden. This kind of cooperation is essential in helping schools improve the quality of instruction and ultimately the quality of education.

In the process of organizing the workshop, there was a criticism that the Office of Education in Cholla buk-do spent too much money for training just 45 teachers for only one month. Those who were against a teacher-training program held overseas pointed out that, with such a short period as one month, it is very hard to improve the teachers' language skills. They instead claimed that the Office of Education should invite native

speaker instructors to Korea to enable more teachers to take the workshops about teaching methods, which would be a much more economical way to hold a teacher-training workshop.

However, as the teachers said in response to the questionnaire, a workshop held in the United States gave participants chances to see and experience American culture and life firsthand, which made them more motivated to study and teach English. Another positive effect of the workshop was that it required that the teachers of the school district study English hard to pass the screening tests to take part in the workshop. The 1996 participants said that they had been studying English very hard for one year either by attending a private institute or by receiving tutoring. Without the hope that they could take part in a teacher-training workshop held overseas, they would not have been so motivated to study so hard. So, a teacher-training workshop held in the USA itself can be a good incentive for the teachers to be English teachers.

Changes from 1995 IEW to 1996 IEW

Based on the experience of the workshop team and suggestions made by the participants of the workshop in 1995, '96 *International Education Workshop for Korean Elementary School English Teachers* had a better format and content. Below were the changes brought to each section of the 1996 IEW:

Teacher-training workshop sessions:

As some participants pointed out in the follow-up survey, they needed to have more time to practice teaching methods instead of being lectured by the session leaders. Otherwise, they thought they would forget how to use the methods when teaching their

students after the workshop. So, for '96 IEW, the teacher-training workshop sessions have been given 100 minutes with sixteen or seventeen participants in a session, while before they lasted 75 minutes with fifteen participants in attendance.

To secure 25 more minutes for the sessions, the supporting class was eliminated since most participants didn't know why they should have the class, anyway. It would be better instead if the workshop session leaders directly show and have the participants practice the methods at the moments when they are actually learning them in the workshop sessions.

Cross-Cultural Communication Sessions:

The participants said that the sessions were useful in understanding American culture and ways of American people's thinking. But, at the same time, they wished they could have had more detailed explanations covering a broader range of topics concerning American culture and life. Also, due to the large size of each session for a 50-minute class period, the participants felt that they did not have enough time to speak out and that the leader did not spend enough time to give thorough feedback about the participants' questions and opinions.

The '96 IEW consisted of four sessions: American Culture I, American Culture II, Survival English, and Cross-Culture Communication. Thus, they were able to deal with more topics and give more detailed explanations about American culture. Also, the class size was reduced from the fifteen of 1995 to the eight or nine within the same class period of 50 minutes.

Computer class:

The computer class was introduced in the '96 IEW to give participants the knowledge needed both to use computer themselves and to teach their students how to use computer, especially for e-mail correspondence with American children. If the teachers and their students can communicate with American teachers and students via e-mail, English education will have new aspects in an EFL setting such as Korea where they don't have everyday opportunities to use English. The language they will get from the e-mail can be one of the best authentic texts. Even though we consider e-mail to be written English, it will greatly help to raise the sense of what spoken English sounds like in terms of vocabulary and grammar.

Due to the age factor²⁰ and the general demand that Korean students learn how to use computers, the teachers also need to get used to computers in order to take advantage of one the more effective educational devices in teaching English. In particular, teachers and children's interest in e-mail and the Internet has rapidly increased in Korea since March 1996, and accordingly, the Global Youth Network (GYN)²¹ and Chosun Daily have launched the *Internet for Younger Generation (Kidnet)* project. As a model case,

²⁰ Now that the students range from 9 to 12 or 13 years old, they are apt to learn new skills including those for computer with fewer difficulties. Computers can be one more good source for their English learning if they are given opportunities to communicate with American children through e-mail.

²¹ The Global Youth Network (GYN) has been formed by MSU endowed Prof. Gill-Chin Lim, former dean of International Studies & Programs at MSU. He has also set up and supported the workshop. During and after the workshop, he acknowledged that it would greatly help if Korean children learned how to use e-mail and the Internet in preparation for their future in the era of Globalization. So, he along with other supporters created GYN, whose primary aim has been to provide Korean children, especially those who are living in rural areas, with both hard- and software for e-mail correspondence and using the Internet. The GYN movement is one of the projects of Programs on Humanistic Globalization (POHG).

GYN connected Chian Elementary School²² with Murphy Elementary School; they have been communicating with each other by e-mail roughly once a week since March, 1996. For the computer class, three Korean instructors taught the participants. The class was held four times during the workshop period in the evenings from 6:00pm to 9:00pm. For the first 30 or 40 minutes, one instructor gave an introduction and an explanation of the day's lesson to all of the participants in one lecture room. Then the participants were divided into two groups and went to two computer labs to practice under the guidance of three instructors.

Cultural activities:

For participants, cultural activities are both an incentive to and a benefit of taking part in a teacher-training workshop held in the United States since in fact a teacher-training program held in Korea can also introduce them to new teaching methods and skills, and chances to improve their English proficiency. But, to see firsthand what American culture is can only be satisfied by participating in a program held in the USA. So, it cannot be overemphasized that the workshop should offer as many various cultural activities as possible to have the participants observe diverse aspects of American culture.

Because the participants expressed great satisfaction with every cultural activity they had, '96 IEW offered with the cultural activities that the participants had appreciated

²² A teacher from Chian Elementary School was one of the participants. As an initial step to promote the *Internet for Younger Generation*, GYN supported the teacher and her students by providing computer hardware and volunteering to help her communicate with a teacher and her students at Murphy Elementary School in Michigan.

in 1995, with some activities added and improved.²³ At the same time, for those who would want to spend time for private purposes, evening activities were managed with flexibility. In addition, the workshop needed more volunteer native speakers to create an atmosphere in which the participants would be given more chances to listen to and speak with native speakers. For example, for the campus tour and the library tour, three and six native-speaker of English volunteers respectively joined the participants and gave them explanations. For both the welcome and farewell dinners, we carefully arranged the tables so that at least one English native speaker was available to talk to the participants. Besides the volunteers, the teaching staff was encouraged to join the participants in various field trips and travels.

Ice-cream social meeting:

Since the participants highly appreciated these meetings, we kept them going and encouraged the volunteers to take the participants to places where the participants can find a theme related to the topics of conversation. Also, we have urged in the information letter that the participants bring something that they could use to introduce Korea and her culture to the volunteers.

Conclusion:

The workshop itself plays a role in encouraging the teachers to make good efforts to improve their own English proficiency. Since they have to pass a listening comprehension test and an oral interview to be selected, the teachers who are interested in

the workshop may have prepared for one year, which is one of the most effective backwashes that the workshop can exert.

The '96 IEW was improved by the suggestions and opinions from the participants during and after the workshop, and through the experience that I got in working with the first workshop. But, like 1995's, the schedule for '96 IEW was very tight so that we had them choose activities accordingly while urging them not to give up any single activity.

In particular, the number of participating teachers increased from 45 in 1995 to 65 for the 1996 IEW, and also 71 for the 1997 IEW. Because the workshop was evaluated as a good case of bringing globalization to the site of education, the Ministry of Education in Korea supported 20 out of 65 participants in 1996, and 35 out of 71 participants in 1997 to take part in the workshop.

Suggestions for more changes

If the workshop team were able to handle all the issues such as recruiting enough number of host families and arranging transportation, it should be considered to have the participants stay in American homes for the workshop period rather than having them stay in a dorm. Staying in American home would guarantee more opportunities for the participants to speak with native speakers of English and to observe American culture more closely.

In order to secure an atmosphere in which the participants are encouraged to communicate only in English, there should be enough staff who are either American or

²³ Among the cultural activities, the participants counted the Homestay program as the best. But, since they suggested that they have longer Homestays, we arranged a weekend in which they were invited

Korean, and able to lead the participants to speak out English and check if every participant really speaks in English. Also, at the end of the workshop, there should be some programs at which the participants can present what they learned in the workshop in such forms as mock-conference, short-play, or practicing lesson plans.

In the case of visiting American schools, rather than just taking a look at the classrooms and other facilities, it would be better if the participants are allowed to stay in classrooms longer enough to observe what is really going on in the classrooms, and consult teaching methods and materials.

After the workshop, a follow-up workshop should be given to back up the participants' teaching with the methods and skills learned at the workshop, even if the workshop must take place in Korea near their schools if it is too hard to set up a follow-up workshop in the United States. When the participants are confident enough to teach without being concerned about methods and skills, they could become teacher-trainers, passing on what they acquired in the workshop to those who didn't come to the workshop and are still in need of methods and skills. Therefore, the teachers who have once taken part in the workshop should have appropriate support and continue to refine teaching skills not simply for improving their own skills, but also for spreading their skills to their colleagues.

Suggestions for further studies:

In order to see what is going on in the participants' class since they took part in the workshop, and what kinds of change the workshop actually brings to their teaching,

for two nights and three days from Friday to Sunday instead of only a Sunday program.

observation of their classes should be conducted. The students' response to the ways in which the teachers lead the English classes and use materials to support the teaching methods should also be collected and analyzed. If there have been evaluations or tests of the students' English proficiency since the teachers applied the new methods and materials that they earned in the workshop, they may be compared to those before the workshop.

One of the flaws of this thesis was that I couldn't prove how much progress in teaching skills and language skills the participants actually achieved through taking part in the workshop since there was no pre-test or post-test to diagnose the degree and difference in the skills. I relied on what the teachers said about the differences between before and after the workshop through the questionnaire and follow-up survey to see how the workshop had affected the teachers' teaching and language skills. Therefore, in order for this kind of research to prove whether there are any changes and progress in the participants' teaching and language skills, there should be some device to prove the changes.

LIST OF REFERENCES

REFERENCES

- Alfred, Irlanda. 1994. "ESL in the Mainstream: Challenges and Possibilities," paper presented at the 28th Annual Meeting of the Teachers of English to Speakers of Other Languages. Baltimore, MD. March. PP.8-12.
- Aran, Shai. 1993. "The Young Learner," *English Teachers Journal*, Vol.47, May. PP.46-50.
- Bax, Stephen. 1995. "Principles for Evaluating Teacher Development Activities," *English Teachers Journal*, Vol.49, No.3, July. PP.262-271.
- Britten, Donard. 1988. "Three Stages in Teacher Training," *English Teachers Journal*, Vol.42, No.1, January. PP.3-8.
- Burnaby, Barbara & Sun, Yilin. 1989. "Chinese Teachers' Views of Western Language Teaching: Context Informs Paradigms," *TESOL Quarterly*, Vol. 23. NO.2, June. PP. 218-238.
- Burns, Paul C. and Schell, Leo M. eds. 1969. *Elementary School Language Arts: Selected Readings*. Chicago: Rand McNally & Company.
- Edge, Julian. 1988. "Applying Linguistic in English Language Teacher Yraining for Speakers of Other Languages," *English Teachers Journal*, Vol.42, No.1, January. PP.9-13.
- Fanslow, John and Candlin, Chris. 1988. "Talking Shop: The First TESOL-IATEFL Summer Institute," *English Teachers Journal*, Vol.42, No.3, July. PP.202-207.
- Farmy, Jane Jackson. 1992. "Planning a TEFL Education Program: Politics, Perspectives and Promise," Eugenics Sadtono ed., *Language Teacher Education in a Fast-Changing World*, Anthology Series 29.
- Fisiak, Jacek. 1992. "English Language Teacher Training in Poland: Past Legacy and Present Challenge," *English: A World Language*, Vol.2, No.1, May. PP.6-14.
- Forth, Ian. 1991. "Foreign Language and Grammatical Analysis in Teacher Training," *System*, Vol.19, No.1-2. PP.39-44.

- Freeman, Donald. 1995. "Asking 'good' Questions: Perspectives from Qualitative Research on Practice, Knowledge, and Understanding in Teacher Education," *TESOL Quarterly*, Vol.29, No.3, August. PP.581-585.
- Hayes, David. 1995. "In-service Teacher Development: Some Basic Principles," *English Teachers Journal*, Vol.49, No.3, Jult. PP.252-261.
- Heining-Boynton, A. 1990. 'Using FLES history to plan for the present and future'" *Foreign Language Annals*, 23, 503-509.
- Jochums, Brenda L. and Todriguez, Juan C. 1994. "Grandfathered ESL Teacher Development: Assessment of Change and Lessons Learned," *Journal of Educational Issues of Language Minority Students*, Vol.13, Spring. PP.107-119.
- Kalenkin-Fishman, Dvora. 1992. "A Triangle, a Parallelogram, and/or a Circle?" *English Teachers Journal*, Vol.46, May. PP.63-66.
- Lipton, G.C. 1992. *Practical handbook for elementary language programs* (2nd ed.), Lincolnwood, IL: National Textbook.
- Mariani, L. 1979. Some Guidelines for Teachers Training Programs. In Susan Holden (Ed.) *Teacher Training*. England: Modern English Publications, c1979.
- Parish, Charles and Brown, Raymond W. 1988. "Teacher Training for Sri Lanka," *English Teachers Journal*, Vol.42, No.1, January. PP.21-27.
- Perez, Arna S. 1988. *Language and EFL Teacher Preparation in Non-English-Speaking Environments*.
- Peter F. Oliva. 1969. *The Teacher of Foreign Languages*. New Jersey: Prentice-Hall, Inc., Englewood Cliffs.
- Rosenbusch, Marcia H. 1995 "Guidelines for Starting an Elementary School Foreign Language Program, *ERIC Digest*.
- Rubby, Rani. 1989. "Maximizing Intrinsic Relevance in Teacher Education in ELT," *RELJ Journal: A Journal of Language Teaching and Research in Southeast Asia*. Vol.20, No.2, December. PP.10-22.
- Schnell, Jim. 1990. *International Communication Education in the People's Republic of China*.
- Terdal, Marjorie and Brown, Kimberley. 1992. "Framework for Culture in ESL Teacher Education," paper presented at the 26th Annual Meeting of the Teacher of English

to Speakers of other Languages. Vancouver, British Columbia, Canada. March. PP.3-7.

Ur, Penny. 1992. "Teacher Learning," *English Teachers Journal*, Vol.46, No.1, January. PP.56-61.

Waters, Alan. 1990. "Getting the Best Out of 'the Language Learning Experience'," *English Teachers Journal*, Vol.44, No.4, October. PP.305-315.

Whitson, Gayle and Bodycott, Peter. 1992. "Using Feedback and Reflection as Tools in Bridging the Theory-Practice Link in Language Teacher Training at the Primary Level," Eugenic Sadtono, *Language Teacher Education in a Fast-Changing World*, Anthology Series 29.

Wright, Tony. 1993. "Language Awareness: A Missing Link in Language Teacher Education," *English Teachers Journal*, Vol.47, No.4, October. PP.292-304.

Korean Sources

1. *Chonbuk Education*, published by the Cholla buk-do Provincial Office of Education, 1995.
2. *Public Hearings on Setting Up English As a Core-Curriculum at Elementary School*, held by the Institute of Korean Education Development and Sogang University, sponsored by the Ministry of Education in Korea, June 9, 1995.
3. *Studies on the Evaluation System of Foreign Language Education in Pursuit of the Essence of Education(I): Searching for the Role of Foreign Language Education and Its Evaluation*, published by the Institute of Korea Education Development, December 1990.
4. *Studies on Improving Elementary Schools' Curricula for Setting Up English As a Core-Curriculum*, published by the Institute of Korea Education Development, August, 1995.
5. *A Foundation of Globalization: Report on the Elementary School English Teachers' Overseas Training*, published by the Office of Education in Cholla buk-do, Korea, September, 1995.

APPENDICES

APPENDIX A

APPENDIX A

AGREEMENT

This agreement is between the Visiting International Professional Program of International Studies and Programs at Michigan State University and the Office of Education in Cholla buk-do Province in Korea.

The Office of Education in Cholla buk-do Province is an organization which promotes the quality of education that the students have received attending schools in the Cholla buk-do Province, and also help the teachers enrich their professional knowledge.

The Visiting International Professional Program is based on an idea of combining global affairs, cultural understanding and specialization in professional knowledge. The program offers a highly effective opportunity for international professionals to refine their knowledge and broaden their cultural and global perspectives.

The purpose of this agreement is to define the educational and administrative responsibilities for the period from July 19, 1995 to August 17, 1995 between both parties in achieving a common understanding.

The two parties agree on the following:

The Visiting International Professional Program of International Studies and Programs at Michigan State University will provide:

1. Accommodations, three meals per day during the workshop, and transportation during the period between July 19, 1995 and August 17, 1995.
2. Pick-up at the Detroit International Airport in Detroit on July 19 and drop-off at the same airport on August 17.
3. Teacher-training workshops and cross-culture communication sessions regarding necessary and essential aspects of how to teach 4th graders such as developing educational materials and classroom activities, and also how to improve listening and speaking skills in terms of acquiring communicative abilities.
4. Field trips and cultural activities which would include visiting to elementary schools, museums and other local sites of interest.
5. An opportunity to see firsthand what American family life looks like.

Agreement

6/15/1995

Page 2

6. Opportunities to exchange culture understanding with American students and other foreigners.
7. Certificates upon completion of the workshop.
8. Appropriate welcome and farewell dinners as well as other social functions.
9. Staff and personnel from the Visiting International Professional Programs and the Department of Teacher Education, the fields of Second Language Acquisition, and TESOL (Teaching English to the Speakers of Other Languages.)

The Office of Education in Cholla buk-do Province in Korea will be responsible for:

1. Health and hospital insurance coverage.
2. Informing Michigan State University of the number of participants, their gender, and brief sketches of educational background of participants.
3. Making payment of \$120,800 for all the participants to Michigan State University. (In the payment of \$120,800, \$10,000 of which is refundable.)
4. Informing their participants that the arrival will be July 19 and departure on August 17 at Detroit airport.

No amendments or modifications to this agreement shall be effective unless they are in writing and signed by both parties.

The signature below agree to the agreement as stipulated in the aforementioned provisos:

Gill-Chin Lim
Dean, International Studies & Programs

Michael F. Miller
Director, VIPP

Seung Rai Lim
Governor
Office of Education of Cholla buk-do
Republic of Korea

APPENDIX B

APPENDIX B

PROGRAM STATEMENT

INTERNATIONAL EDUCATION WORKSHOP FOR KOREAN ELEMENTARY SCHOOL ENGLISH TEACHERS

JULY 19 TO AUG. 17, 1995

PURPOSE

The International Education Workshop for Korean Elementary School English Teachers will be offered by the Visiting International Professional Program at Michigan State University. The workshop is based on the philosophy that education is the key to our future. In the era of globalization, we are urgently asked to prepare Korean children for their future. These children will live in an era of unlimited competency, and their preparedness is dependent upon the quality of education they receive.

The first step in achieving this goal is to equip teachers with the necessary knowledge and perspective. In particular, the Korean Ministry of Education announced that they would introduce English education into public elementary school beginning in 1997. The participants of this workshop are Korean elementary school teachers who will be in charge of English education for fourth graders beginning in the 1997-1998 academic year.

CONTENT

The workshop consists of seminars centering on professional training and cross-cultural communication. By taking part in the seminars led by experts and specialists in Second Language Acquisition, TESOL (Teaching English to the Speakers of Other Languages), and Teacher Education, the participants will enhance their professional knowledge as English as a Foreign Language Teachers. Also, this workshop offers the discussion hours for cross-culture communication in which the participants can enhance their English.

CULTURAL EXPERIENCE

The workshop will provide the participants with many opportunities to experience American life through a variety of cultural and professional activities including field trips and lectures. By exposing the participants to American culture as much as possible, the workshop will help them understand and appreciate the similarities and differences between cultures.

APPENDIX C

APPENDIX C

INTERNATIONAL EDUCATION WORKSHOP FOR KOREAN ELEMENTARY SCHOOL ENGLISH TEACHERS

**MICHIGAN STATE UNIVERSITY
JULY 19, 1995 – AUGUST 17, 1995**

DETAILED ITINEARY

Introductory Notes:

- Please be on time for all classes, trips, and lectures.
- For cultural activities, always meet the staff members outside the main entrance to Owen Hall and always stay together as a group.
- Cultural activities are planned to enrich your understanding of American culture; while we encourage you to attend these events as much as possible, attendance is not mandatory.
- We will keep you updated concerning schedule revisions or changes.
- In case of rain, activities scheduled for outside will either be canceled or moved inside if possible.
- Our guest lectures will be held in a few classrooms across campus: N22 BCC or 282 Engineering Building. N22 BCC refers to the north section of the Business College Complex. The Engineering Building is located just south of the International Center.

Wednesday, July 19:

10:10am:	Arrival at Detroit airport (Asiana Airline flight # 242)
1:30-3:00pm:	Korean-style lunch at Hong Kong restaurant in East Lansing
3:15-4:30pm:	Check in at Owen Hall
5:30pm:	Bus pick-up in front of Owen Hall for Welcome Dinner
6:00-9:30pm:	Welcome dinner at University Club

Thursday, July 20:

7:00-9:00am:	Breakfast (Owen Hall Cafeteria)
9:45am:	Meet in front of Owen Hall to walk to orientation

- 10:00am-12:00pm: Workshop orientation (Room N22 of the Business College Complex, which is located directly to the west of the Owen Hall)
- 12:00pm-1:00pm: Lunch (Owen Hall Cafeteria)
- 1:30pm: Meet in front of Owen Hall for a campus tour
- 1:30-4:00pm: Campus Tour
- 5:00-7:00pm: Dinner (Owen Hall Cafeteria)
- 7:30pm: Meet in front of Owen Hall to walk to the Wharton Center
- 8:00-9:00pm: MSU Choral Union Concert (at the Wharton Center, which is located directly south of Owen Hall)

Friday, July 21:

- 7:00-9:00am: Breakfast (Owen Hall Cafeteria)
- 9:00am-12:00pm: Optional shopping trip to Meijer (Meijer is a large grocery and department store. This trip is intended for those of you who need to buy some items you may have forgotten. Two trips are scheduled: the first will leave at 9:00am and return at 10:15am; the second will leave at 10:30am and return at 12:00pm. On each trip we can take six people. If you are interested in going, please meet in front of Owen Hall at 9:00am or 10:30am. We can schedule additional trips if necessary).
- 12:00pm-1:00pm: Lunch (Owen Hall Cafeteria)
- 1:30pm: Meet in front of Owen Hall to walk to MSU Library for a tour
- 2:00-3:30pm: MSU Library tour, led by Mr. Talbot Huey, MSU Librarian and Coordinator of International Collections
- 5:00-7:00pm: Dinner (Owen Hall Cafeteria)
- 7:15pm: Meet in front of Owen Hall to walk to Summer Circle Theatre Festival (an outdoor theatre festival sponsored by the MSU Theatre Department)
- 8:00-10:00pm: Summer Circle Theatre Festival's presentation of Arthur Kopit's play entitled "Indians"

Saturday, July 22:

- 8:00-8:30am: Breakfast (Owen Hall Cafeteria)
- 8:30am: Bus pick up in front of Owen Hall for a trip to the Henry Ford Museum in Dearborn, Michigan
- 10:00am-4:30pm: Henry Ford Museum (This museum is one of the best in the state of Michigan. Your visit here will give you a better understanding of the history of American industrialism and creativity. We will not be led on a formal tour of the facilities; you will, however, be given a map and be allowed to explore the museum on your own. There will be several staff members available to answer your questions. Lunch will be provided through a voucher system.

Everyone will be given a \$10.00 voucher to be used at one of the concession areas in the museum. When you purchase your lunch, present your voucher to the clerk. Please note that you may spend less than 10.00, but not more.)

- 4:30pm: Meet at the front entrance to the Henry Ford Museum to return to MSU
- 6:00-7:00pm: Dinner (Owen Hall Cafeteria)
- 7:15pm: Meet in front of Owen Hall to walk to the Summer Circle Theatre Festival
- 8:00-10:00pm: Summer Circle Theatre Festival's presentation of Arthur Miller's play entitled "A View from the Bridge"

Sunday, July 23:

NO ACTIVITIES SCHEDULED

Monday, July 24:

- 7:00-8:00am: Breakfast (Owen Hall Cafeteria)
- 8:00am-12:15pm: Workshop sessions: See Attached Schedule
- 12:15pm-1:00pm: Lunch (Owen Hall Cafeteria)
- 1:30-4:30pm: Cross-culture sessions: See Attached Schedule
- 5:00-6:30pm: Dinner (Owen Hall Cafeteria)
- 7:00-8:30pm: Guest Lecture by Dr. Pat Cianciolo, Professor of Teacher Education, Michigan State University: "The Power and Value of Literature in Influencing Language Development" (Room N22 BCC)

Tuesday, July 25:

- 7:00-8:00am: Breakfast (Owen Hall Cafeteria)
- 8:00am-12:15pm: Workshop sessions
- 12:15pm-1:00pm: Lunch (Owen Hall Cafeteria)
- 1:00pm: Bus pick-up for Capital Tour and Michigan Historical Museum Visit
- 1:30-4:00pm: Capital Tour and Michigan Historical Museum Visit (We will first attend the newly renovated Capitol Building of the State of Michigan and receive an hour-long tour of the facilities. After the tour we will walk over to the Michigan Museum. This visit will allow you to understand a little bit more about the people and history of this state. There will be not a formal tour at the museum; you are free to look around as you wish).
- 4:00pm: Meet at the front entrance of the museum to return to MSU
- 5:00-7:00pm: Dinner (Owen Hall Cafeteria)
- 7:15pm: Meet in the Owen lobby area
- 7:30-9:30pm: Social Hour with education-related people from the MSU or greater Lansing area (For this event we will divide you into groups of 4 or 5; each group will then be introduced to

a person who will be responsible for discussing education-related issues with them over the next four weeks. Groups may stay in Owen Hall or walk to a café or an ice cream shop for this event. Take a few dollars with you to buy ice cream or coffee).

Wednesday, July 26:

7:00-9:00am:	Breakfast (Owen Hall Cafeteria)
9:30-11:00am:	Guest Lecture by Ms. Nancy Mark, Assistant Director of MSU's Internationalizing Student Life Office: "Cross-Cultural Communication" (Room 282 Engineering Building—it will take about twenty minutes to walk there from Owen Hall.)
11:15am-12:00pm:	Guest Lecture by Dr. Hee Yun Hwang, Visiting Scholar at Michigan State University and Professor of Urban Engineering at Chungbuk National University; "What are the Objectives of a Primary Education?" (Room 282 Engineering Building)
12:00-1:00pm:	Lunch (Owen Hall Cafeteria)
1:30-4:30pm:	Cross-culture sessions
5:00-7:00pm:	Dinner (Owen Hall Cafeteria)

Thursday, July 27:

7:00-8:00am:	Breakfast (Owen Hall Cafeteria)
8:00am-12:15pm:	Workshop sessions
12:15pm-1:00pm:	Lunch (Owen Hall Cafeteria)
1:30-4:30pm:	Cross-culture sessions
5:00-7:00pm:	Dinner (Owen Hall Cafeteria)
7:30pm:	Meet in front of Owen Hall to walk to the Wharton Center
8:00-10:00pm:	Verdehr Trio Concert at the Wharton Center, featuring works by Corelli, Mozart, Smetana, and Arutiunian

Friday, July 28:

7:00-8:00am:	Breakfast (Owen Hall Cafeteria)
8:00am-12:15pm:	Workshop sessions
12:15pm-1:00pm:	Lunch (Owen Hall Cafeteria)
1:30-4:30pm:	Cross-culture sessions
5:00pm:	Bus pick-up in front of Owen Hall for picnic at Patriache park
9:00pm:	Meet at shelter area to return to MSU

Saturday, July 29:

8:00-8:45am:	Breakfast (Owen Hall Cafeteria)
8:45am:	Bus pick-up in front of Owen Hall for Frankenmuth trip
10:30am:	Arrival in Frankenmuth, a traditional Bavarian village in the eastern part of Michigan
10:30-11:30am:	Guided tour of Frankenmuth

11:30am-1:00pm:	Traditional lunch at the Bavarian Inn restaurant
1:00-2:45pm:	Free time to walk around the town and shop
2:45pm:	Meet at the Visitors Center
3:00-4:30pm:	Visit to Bronners, the largest Christmas store in the United States
4:30pm:	Meet in front of Bronners to return to MSU
5:00-7:00pm:	Dinner (Owen Hall Cafeteria)

Sunday, July 30:

8:00-10:00am:	Breakfast (Owen Hall Cafeteria)
11:00am-1:00pm:	Lunch (Owen Hall Cafeteria)
7:00pm:	Bus pick-up in front of Owen Hall for Open House at Dean Lim's home
7:30-10:30pm:	Open House at Dean Lim's home (An open house is an American social event at which a host invites many people to come to his or her home to eat and drink).

Monday, July 31:

7:00-8:00am:	Breakfast (Owen Hall Cafeteria)
8:00am-12:15pm:	Workshop sessions
12:15pm-1:00pm:	Lunch (Owen Hall Cafeteria)
1:30-4:30pm:	Cross-culture sessions
5:00-6:30pm:	Dinner (Owen Hall Cafeteria)
7:00-8:30pm:	Guest Lecture by Dr. Kisuck Chung, Member of the State of Michigan Board of Education: "The Educational System in the State of Michigan" (Room N22 BCC)

Tuesday, August 1:

7:00-8:00am:	Breakfast (Owen Hall Cafeteria)
8:00am-12:15pm:	Workshop sessions
12:15pm-1:00pm:	Lunch (Owen Hall Cafeteria)
1:00pm:	Bus pick-up for trip to an American dairy farm
2:00-4:30pm:	Tour of American dairy farm facilities, led by Mr. Dave Elizinga
5:30-7:00pm:	Dinner (Owen Hall Cafeteria)
7:15pm:	Meet in the Owen Hall lobby
7:30-9:30pm:	Social Hour with education-related people (See July 25)

Wednesday, August 2:

7:00-9:00am:	Breakfast (Owen Hall Cafeteria)
9:30-11:00am:	Guest Lecture by Dr. Haeja Kim Chung, Assistant Professor in the Department of American Thought and Language, Michigan State University: "Teaching English as a Second Language: Realistic Approaches" (Room 282 Engineering Building)
11:00am-1:00pm:	Lunch (Owen Hall Cafeteria)
1:30-4:30pm:	Cross-culture sessions

5:00-7:00pm: Dinner (Owen Hall Cafeteria)
 7:00-9:00pm: Special lecture: Ms. Son-Hee Mercer, teacher working for Grand River Elementary School in Lansing: 118 Eppley Center, "What's going on in a class at Grand River School" with educational materials presented

Thursday, August 3:

7:00-8:00am: Breakfast (Owen Hall Cafeteria)
 8:00am-12:15pm: Workshop sessions
 12:15-1:00pm: Lunch (Owen Hall Cafeteria)
 1:30-4:30pm: Cross-Culture Communication Sessions
 5:00-7:00pm: Dinner (Owen Hall Cafeteria)

Friday, August 4:

7:00-8:00am: Breakfast (Owen Hall Cafeteria)
 8:00am-12:15pm: Workshop sessions
 12:15-1:00pm: Lunch (Owen Hall Cafeteria)
 1:30-4:30pm: Cross-Culture Communication Sessions
 5:00-6:30pm: Dinner (Owen Hall Cafeteria)
 6:30pm: Meet in front of Owen Hall to walk to the Michigan Festival Concert (The Michigan Festival is a week-long outdoor event held on the west side of campus. During the day you can attend exhibits relating to Michigan history and art; at night the festival features various singers and musical groups in outdoor concerts. You will be given a small Michigan Festival button—this is your ticket to get into the festival exhibits and concerts—that must be worn to all Michigan Festival events. Please do not lose your button).
 8:00-10:00pm: Michigan Festival Concert: Earth, Wind, and Fire (a popular group during the 1970s)

Saturday, Aug. 5:

7:00-8:30am: Breakfast (Owen Hall Cafeteria)
 8:30pm: Bus pick-up in front of Owen Hall for trip to the state part in Holland, Michigan (The state park in Holland is a beach; please take your bathing suits, towels, and sunscreen).
 10:30am: Arrival in Holland
 10:30am-12:00pm: Free time to swim or walk along the beach
 12:00-1:30pm: Lunch will be served at the park's picnic area
 1:30-3:30pm: Free time
 3:30pm: Meet in the main parking lot to return to MSU
 5:30-7:00pm: Dinner (Owen Hall Cafeteria)

Sunday, August 6:

8:00-10:00am: Breakfast (Owen Hall Cafeteria)

10:00am: Meet in front of Owen Hall for homestay visit pick up
 10:00am-8:00pm: Homestay Visits (You will be picked up by an American family and taken to their home for the day; you will be able to see how an American family lives and what an American home looks like. They will return you to Owen Hall during the early evening. You may want to bring a small gift for you host family. The list of participants and host families will be distributed soon.)

Monday, August 7:

7:00-8:00am: Breakfast at Owen Hall Cafeteria
 8:00am-12:15pm: Workshop Sessions
 12:15pm-1:00pm: Lunch (Owen Hall Cafeteria)
 1:30-4:30pm: Cross-Culture Sessions
 5:00-6:30pm: Dinner (Owen Hall Cafeteria)
 7:00-8:30pm: Guest Lecture by Ms. Sandy Hagman, English as a Second Language Instructor and Consultant: "The New Role of Korean Teachers: English as an International Language" (room N22 BCC)

Tuesday, August 8:

7:00-8:00am: Breakfast at Owen Hall Cafeteria
 8:00am-12:15pm: Workshop Sessions
 12:15pm-1:00pm: Lunch (Owen Hall Cafeteria)
 1:15pm: Bus pick-up in front of Owen Hall for trip to Nokomis Learning Center
 1:45-3:30pm: Nokomis Learning Center visit (This facility is designed to teach people about the Native American heritage not only of the state of Michigan, but of the United States as well.)
 5:00-7:00pm: Dinner (Owen Hall Cafeteria)
 7:15pm: Meet in the Owen Hall lobby
 7:00-9:00pm: Social Hour with education-related people (see July 25)

Wednesday, August 9:

7:00-8:00am: Breakfast (Owen Hall Cafeteria)
 8:30-10:00am: Guest Lecture: Dr. Charlene Polio, Director of the TESOL Program and Assistant Professor of English, Michigan State University: "The Pros & Cons of L1 use in an L2 class" (Room 282 Engineering Building)
 10:15am: Bus pick-up in front of Owen Hall to visit Murphy Elementary School
 10:30am-12:00pm: Murphy Elementary School Visit (We will be led on a tour of the facilities by the principal, who will give us some information on his school and will answer any questions you might have).
 12:30-1:00pm: Lunch (Owen Hall Cafeteria)

1:30-4:30pm: Cross-Culture Sessions
 5:00-6:30pm: Dinner (Owen Hall Cafeteria)
 6:30pm: Meet in front of Owen Hall to walk to the Michigan
 Festival concert (Please remember to wear your buttons.)
 8:00-10:00pm: Michigan Festival Concert: Johnny Cash (a legendary
 American country music singer)

Thursday, August 10:

7:00-8:00am: Breakfast at Owen Hall Cafeteria
 8:00am-12:15pm: Workshop Sessions
 12:15pm-1:00pm: Lunch (Owen Hall Cafeteria)
 1:30-4:30pm: Cross-Culture Sessions
 5:00-6:30pm: Dinner (Owen Hall Cafeteria)
 6:30pm: Meet in front of Owen Hall to walk to the Michigan
 Festival concert (Please remember to wear your buttons.)
 8:00-10:00pm: Michigan Festival: Greater Lansing Symphony Orchestra
 (They will be performing jazz music.)

Friday, August 11:

7:00-9:00am: Breakfast (Owen Hall Cafeteria)
 9:30-11:00am: Guest Lecture by Dr. Gill-Chin Lim, Dean of International
 Studies and Programs, Michigan State University;
 "Humanistic Globalization" (Room 201 International
 Center)
 11:00am-12:00pm: Guest lecture: Ms. Son-Hee Mercer, teacher working for
 Grand River Elementary School in Lansing: "What's going
 on in a class at Grand River School" with educational
 materials presented. (Room 201 International Center)
 12:20-1:00pm: Lunch (Owen Hall Cafeteria)
 1:00-4:30pm: Cross-culture sessions
 5:00-6:30pm: Dinner (Owen Hall Cafeteria)
 6:30pm: Meet in front of Owen Hall to walk to the Michigan
 Festival concert (Please remember to wear your buttons).
 8:00-10:00pm: Michigan Festival: Aretha Franklin (a terrific Motown and
 soul singer)

Saturday, August 12:

8:00-10:00am: Breakfast (Owen Hall Cafeteria)
 11:00am-1:00pm: Lunch (Owen Hall Cafeteria)
 5:00-7:00pm: Dinner (Owen Hall Cafeteria)
 ALL DAY: Various activities celebrating Korean Independence (More
 information on this event will be distributed soon).

Sunday, August 13:

8:00-8:30am: Breakfast (Owen Hall Cafeteria)
 8:30am: Bus pick-up for trip to Niagara Falls

2:00pm: Arrival at White Oaks Inn, Niagara-on-the Lake, Ontario
(We will eat lunch during the trip.)
2:00-2:30pm: Welcome Reception
2:30-6:30pm: Tour of Niagara Falls
7:00-8:30pm: Dinner at White Oaks Inn

Monday, August 14:

8:00-9:00am: Breakfast at the hotel in the Royal Oak Lounge
9:30am-12:00pm: Free time in the Niagara-on-the Lake city
12:00pm: Bus pick-up to return to MSU
7:00pm: Arrival at MSU

Tuesday, August 15:

7:00-8:00am: Breakfast (Owen Hall Cafeteria)
8:00am-12:15pm: Workshop Sessions
12:15pm-1:00pm: Lunch (Owen Hall Cafeteria)
5:00-7:00pm: Dinner (Owen Hall Cafeteria)
7:15: Meet in the Owen Hall lobby
7:30-9:30pm: Social Hour with education-related people (See July 25)

Wednesday, August 16:

7:00-8:00am: Breakfast (Owen Hall Cafeteria)
8:00am-12:15pm: Workshop Sessions
12:15pm-1:00pm: Lunch (Owen Hall Cafeteria)
1:30-2:30pm: Cross-Culture Sessions: Farewell Party
3:00pm: Bus pick-up for trip to Bennett Woods Elementary School
3:30-5:00pm: Tour of Bennett Woods Elementary School (this year
Bennett Woods Elementary School is beginning a year-
round school year. The principal will take us on tour of the
school and will explain a little bit about the transition to a
year-round school year.)
5:30pm: Bus pick-up in front of Owen Hall for Farewell Dinner
6:00-9:30pm: Farewell Dinner at the University Club

Thursday, Aug. 17:

7:00-8:00am: Breakfast at Owen Hall Cafeteria
11:00am-12:00pm: Lunch (Owen Hall Cafeteria)
12:00pm: Bus pick-up for departure at Detroit Airport
3:40pm: Departure from Detroit Airport (Asiana Airline flight #
241)

APPENDIX D

APPENDIX D

INTERNATIONAL EDUCATION WORKSHOP TEACHER TRAINING WORKSHOP SESSIONS INFORMATION AND SCHEDULE

Introduction:

The teacher training workshops will be held on Mondays, Tuesdays, Thursdays, and Fridays from 8:00am-12:15pm and will be led by Ms. A, Ms. B, and Ms. C.¹ These sessions will center on assisting you in developing materials which you can use when you return to Korea. The Instructors will focus on various instructional techniques and philosophies. These sessions will be workshops, which means that you will often be working together in small groups to share ideas and develop materials together. We have divided this training workshop time into three sessions: the first will begin at 8:00am and end at 9:15am; the second will begin at 9:30am and end at 10:45am; and the third will begin at 11:00am and end at 12:15pm. The classes will meet mainly in the two sessions of the business building: Eppley and the North Business College Complex. We have also divided you into three groups; A, B and C (see that attached sheet for group assignments). Below is the daily schedule for the workshop sessions.

Schedule:

GROUP A

8:00am-9:15am:	Room 105 Eppley Center
9:30am-10:45am:	Room N124 BCC
11:00am-12:15pm:	Room 104 Eppley Center (please note that this class will meet in Room 105 Eppley on July 24 and in Room 119 Eppley on July 25).

GROUP B

8:00am-9:15am:	Room 104 Eppley Center (please note that this class will meet in Room 105 Eppley on July 24 and in Room 119 Eppley on July 25).
9:30am-10:45am:	Room 105 Eppley Center
11:00am-12:15pm:	Room N124 BCC

GROUP C

8:00am-9:15am:	Room N124 BCC
9:30am-10:45am:	Room 104 Eppley Center (please note that this class will meet in Room 105 Eppley on July 24 and in

¹ To secure the instructors' anonymity, I didn't put down their names.

Room 119 Eppley on July 25).
11:00am-12:15pm: Room 105 Eppley Center

**INTERNATIONAL EDUCATION WORKSHOP
TEACHER TRAINING SESSIONS
8:00AM-12:15PM
GROUP ASSIGNMENTS**

GROUP A:

There were fifteen different participants.²

GROUP B:

There were fifteen different participants.

GROUP C:

There were fifteen different participants.

² In order to keep the participants anonymous, I deleted the participants' names.

**INTERNATIONAL EDUCATION WORKSHOP
CROSS-CULTURAL TRAINING SESSIONS
INFORMATION AND SCHEDULE**

Introduction:

The cross-cultural training sessions will be held on Mondays, Wednesdays, Thursdays, and Fridays from 1:30pm-4:30pm and will be led by Mr. A, Ms. B, and Ms. C³. These sessions will focus on three cultural issues: Ms. C will be teaching a course on Survival English, focusing on basic situations and experiences in which you may find yourself in the United States; Mr. A will be teaching a class on cross-cultural communication, which deals with how to talk comfortably with American people; and Ms. B will be teaching a class focusing on some of the basic aspects of American life, including religion, music, food, and family. We have divided this cross-cultural sessions time into three sessions: the first will begin at 1:30pm and end at 2:20pm; the second will begin at 2:30pm and end at 3:20pm; and the third will begin at 3:30pm and end at 4:20pm. These classes will meet in the two sections of the business building: the Eppley Center and the North Business College Complex. We have divided you into three groups for these sessions: I, II, and III (see attached sheet for group assignments). Below is the daily schedule for the cross-cultural sessions.

Schedule:

GROUP I

1:30-2:20pm	Room 105 Eppley Center
2:30-3:20pm	Room 104 Eppley Center (please note that this class will meet in Room 116 Eppley on July 24 and July 26).
3:30-4:20pm	Room N124 Business College Complex

GROUP II

1:30-2:20pm	Room N124 Business College Complex
2:30-3:20pm	Room 105 Eppley Center
3:30-4:20pm	Room 104 Eppley Center (please note that this class will meet in Room 116 Eppley on July 24 and July 26).

GROUP III

1:30-2:20pm	Room 104 Eppley Center (please note that this class will meet in Room 116 Eppley on July 24 and July 26).
-------------	--------------------------------------------------------------------------------------------------------------------

³ To secure the instructors' anonymity, I didn't put down their names here.

2:30-3:20pm
3:30-4:20pm

Room N124 Business College Complex
Room 105 Eppley Center

**INTERNATIONAL EDUCATION WORKSHOP
CROSS-CULTURAL SESSIONS
1:30PM-4:30PM
GROUP ASSIGNMENTS**

GROUP I:

There were fifteen different participants.⁴

GROUP II:

There were fifteen different participants.

GROUP III

There were fifteen different participants.

⁴ To secure the participants' anonymity, I didn't put down their names here.

APPENDIX E

APPENDIX E

QUESTIONNAIRE

INTERNATIONAL EDUCATION WORKSHOP FOR KOREAN ELEMENTARY SCHOOL TEACHERS

**MICHIGAN STATE UNIVERSITY
JULY 19 – AUGUST 17, 1995**

NEEDS ANALYSIS AND PROGRAM EVALUATION FOR MAKING SUGGESTIONS FOR BETTER TEACHER TRAINING PROGRAMS

- I. Objective of the questionnaire: To get the exact needs and desire of the subjects who are participants of *International Education Workshop for Korean Elementary School Teachers* which has been held at Michigan State University from July 19 to Aug. 17, 1997. Also, the subjects will be asked on how they have felt right after the workshop completes and which part they thought was better in preparing themselves as English teachers.
- II. Subjects; 45 Korean elementary school teachers who would be in charge of English education for their fourth graders beginning in 1997.]
- III. Contents of the questionnaire
 - I. Bio-data
 - II. What makes you take part in the workshop?
 - III. What kinds of hopes and desires do you have in taking part in this workshop?
 - IV. Information on teaching experience
 - V. Language information
 - VI. Suggestions for better program

QUESTIONNAIRE

This questionnaire will be used for making suggestions to build better teacher training program. I would appreciate it if you could fill out the following questions as much as in detail.

I. Bio-data:

1. How old are you? _____
2. Gender: M (), F ()

II. Why are you participating the workshop?

Could you please specify what makes you take part in the workshop?

III. What kind of desire and/or hope do you have in taking part in the workshop?

III. Teaching Experience:

- Have you ever taught English?
a) Yes b) No
- If Yes, how long have you taught? _____

3. When you are teaching English, what do you think is the most important thing? Could you order them?

- a) Educational materials () b) Time spent for English education ()
c) Teacher's teaching skills () d) Teacher's English fluency ()

4. When you are teaching English, which part will you relatively stress more? Could you order them?

- a) Listening () b) Reading ()
c) Listening () d) Writing ()
e) Speaking () f) Grammar ()

IV. Language Information:

1. How long have you been studying English? _____

2. Have you ever taken TOEFL?

- a) Yes b) No

3. If Yes, what was your score?

- a) less than 450 b) 451-500
c) 501-550 d) more than 551

4. If Yes, why did you take TOEFL?

- a) To estimate my English proficiency
b) To study abroad
c) Others (please specify: _____)

5. For your own English study, what do you do?

- a) Attend a private institute b) Use video or audio tape
c) Take private tutoring
d) Use text such as TOEFL exercise book
e) Others (please specify: _____)

6. How often have you talked to native speakers of English?

- a) Rarely b) Once or twice a month
c) Once or twice a week d) Almost every day

7. When are you talking to native speakers of English, how do you feel?

- a) I can speak comfortably.
b) I am comfortable to some degree.
c) Usually, I don't feel comfortable.
d) I have difficulties speaking with native speakers.

8. In the case that you are not feeling comfortable, what do you think makes you so?

- a) Due to few chances to speak with native speakers.
- b) Due to poor speaking skills.
- c) Due to poor listening skills.
- d) Others (please specify _____)

8. Which field do you think you should improve the most? Could you order them?

- | | |
|--------------------|---------------------|
| a) Speaking () | b) Listening () |
| c) Writing () | d) Reading () |

V. Suggestion for better program

1. For a teacher-training program which is especially conducted abroad, how long do you think it is appropriate for it?

- | | |
|---------------------------------------|---------------------------|
| a) Less than one month | b) One month |
| c) Between one month and three months | d) More than three months |

2. What do you think are helpful in refining teaching and/or language skills?

3. What do you think should be improved and supplemented to make the program better? Your suggestion will be highly appreciated.

Thank you.

국교 영어 교사 특별 연수
미시간 주립대학교 국제대학 국제전문인 초청 프로그램
1995년 7월 19일 - 8월 17일

질문서

1. 목적: 참여 선생님들의 연수 프로그램에 참여하게 된 필요와 프로그램에 대한 희망사항들에 대한 정보를 얻고, 보다 개선된 연수 프로그램을 개발하기 위한 것입니다. 질문에 대답해주신다면 고맙겠습니다.
2. 대상: 연수에 참여하신 45분 선생님
3. 내용
 1. 나이 및 성별
 2. 연수에 참여하신 이유
 3. 연수에 대한 기대 및 희망
 4. 영어 교수 경험
 5. 영어 능력
 6. 프로그램에 대한 제언

I. 나이 및 성별

1. 나이: _____ 세
2. 성별: 남 () 여 ()

II. 연수 참여 목적

1. 연수에 참여하신 이유를 상세히 써 주십시오

III. 이번 연수에 참여하시면서 어떤 기대와 희망을 갖고 계십니까?

IV. 영어 교수 경험

1. 영어를 가르쳐 보신 적이 있으십니까?
a) 예 b) 아니오
2. ‘예’인 경우 얼마동안 가르치셨습니까? ____ 년 ____ 개월
3. 영어를 가르칠 때에, 무엇이 가장 필요하다고 생각하십니까?

4. 영어를 가르치실 때에, 어느 부분에 상대적으로 비중을 두시겠습니까?
순서를 적어주십시오.
- | | |
|--------|-------|
| a) 발음 | b) 읽기 |
| c) 듣기 | d) 쓰기 |
| e) 말하기 | f) 문법 |

V. 영어 평가

1. 영어를 얼마동안 공부하셨습니다? _____ 년
2. 토플 시험을 보신 적이 있습니까?
a) 예 b) 아니오
3. ‘예’ 인 경우 몇점을 맞으셨습니까?
a) 450점 이하 b) 451-500점
c) 501-550점 d) 551점 이상
4. ‘예’ 인 경우, 토플 시험을 보신 목적은 무엇이었습니까?
a) 영어 실력을 테스트해보기 위하여
b) 외국 유학을 위하여
c) 그 외에 다른 목적이 있었다면 자세히 써 주십시오.

5. 선생님 자신의 영어 공부를 위해서, 어떤 방식으로 공부하십니까?

- a) 사설 학원에 다닌다. b) 비디오나 오디오를 이용한다.
c) 개인 과외를 받는다. d) 토플 연습문제같은 책을 본다.
e) 그외에 다른 방식으로 공부하신다면 써 주십시오.
-
-
-
-

6. 얼마나 자주 미국인과 대화하십니까?

- a) 거의 기회가 없다. b) 한달에 한 번 정도
c) 일주일에 한 두 번 정도 d) 거의 매일

7. 미국인과 대화하실 때, 어떻게 느끼십니까?

- a) 편안히 얘기할 수 있다. b) 어느 정도까지는 편안함을 느낀다.
c) 보통, 편안하지 않다. d) 대화하는 데 어려움을 느낀다.

8. '편안한 느낌이 들지 않다고 느끼시는 경우' 무엇때문이라고 생각하십니까?

- a) 미국인과의 대화 기회가 적기 때문에
b) 영어 말하기가 부족하기 때문에
c) 영어 듣기가 잘 되지 않아서
d) 그 외에 다른 이유가 있으시면 써 주십시오.

9. 어느 분야를 가장 먼저 보완해야 한다고 느끼십니까? 순서를 적어 주십시오

- a) 말하기 b) 듣기
c) 쓰기 d) 읽기

VI. 프로그램을 위한 제언

1. 외국에서 실시되는 교사 연수 프로그램의 경우, 어느 정도의 기간이 적당하고 생각하십니까?

- a) 한달 이하 b) 한달
c) 한달에서 3개월 사이 d) 3개월 이상

2. 연수 프로그램 중, 어떤 부분이 교수법 연구 및 선생님들 영어 실력 향상에 도움이 된다고 생각하십니까?

3. 연수 프로그램을 향상시키기 위하여, 어떤 점이 보완되어야 한다고
생각하십니까? 선생님의 제언이 보다 개선된 프로그램을 만드는 데
도움이 될 것입니다.

감사합니다.

APPENDIX F

APPENDIX F

TRANSLATION OF THE ANSWERS TO THE QUESTIONNAIRE

AGE	G ¹	II	III	IV	V	VI
1) 44	F	1. I wanted to have a chance to practice speaking English. 2. I wanted to learn teaching methods, how to make materials and use them. 3. I want to know American culture.	1. I want to learn how to develop teaching methods and materials. 2. Want to improve listening and speaking skills a lot. 3. Exchange of cultures.	1. Yes. 2. 1 yr. 3. Teacher's confidence, educational materials and teaching methods. 4. L-S-P-R-W-G ²	1. 5 yrs. 2. B. 5. Attending private institutes, listening to radio, watching video and movies, and meeting foreigners. 6.c. 7. A, 8.a. 9. L-S-R-W	1.d, 2. Using and making teaching materials. 3. It will be perfect if we can have a longer period for the workshop so that we can acquire what we are learning at the workshop.
2) 43	M	In order to contribute to English education in Korea in the preparation of a global age.	1. Understanding American culture. 2. Improving L & S ³ skills.	1. Yes, 2. 1 yr & 4 mo. 3. Native speaker, 4. P-L-S-R-W	1. 10 yrs, 2. B, 5. B, 6. A, 7. B, 8. 9. L-S-R-W	1.c, 2. Pronunciation-part at the workshop.
3) 35	M	I wanted to know the culture and life-style of America and improve my L & S skills.	I hope to improve my L&S skills enough to communicate with native speakers of English.	1.2,4.L-S-P-R-W	1. 8 yrs, 2. b, 5. d, 6. a, 7. c, 8.a, 9. L-S-R-W	1. b, 2. Workshop sessions and cross-culture sessions are helpful. But, I wish I could have enough time to review what we have learned. Due to the tight schedule and the difficulties of adjustments to

¹ G stands for gender.

² L stands for listening, S speaking, P pronunciation, R reading, W writing, G grammar.

³ L & S means listening and speaking.

4) 45	M	1. To improve my L& S skills. 2. To understand American culture. 3. To see the surroundings of America firsthand.	1. Hope to improve L & S skills. 2. Want to understand a lot of aspects of America through dialogue with American people.	1. Yes, 2.5 yrs. 3. 1) Teacher's quality such as teaching skills. 2) Effective educational materials such as VCR. 4. L-S-P-R-G-W	1. 10 yrs. 2. b, 5.a.b., 6. C. 7.c. 8. b,c, 9. L-S-R-W	new environments, I cannot review very well. 3. I have trouble having meals. It would be better if we could use Korean restaurants. 1.d, 2. 1) pronunciation drills, 2) jazz chants, 3) American culture ⁴ 3. I want a program by which I can improve listening skills, and have more opportunities to speak with native speakers.
5) 40	M	1. To improve communicative skills. 2. To see American culture firsthand. 3. To experience traveling in a foreign country.	1. I hope to have as many opportunities as possible to speak with native-speakers to improve L & S skills. 2. Hope to see and experience a lot of aspects of American communities firsthand.	1. Yes, 2. 5 yrs. 3. 1) To secure English class-hour in a week. 2) To keep the students interested in English. 3) To improve the teacher's speaking skills. 4) To have a lot of educational materials. 4) L-S-P-R-W-G	1. 10 yrs, 2. a, 3. c, 4. b, 5. d, 6. a, 7. c, 8. a, 9. L-S-R-W	1. c. 2. 1) When I can have the opportunities to speak with native-speakers on person-to person basis. 2. By taking part in the classes led by native speakers, I became comfortable to communicate with native speakers and/or foreigners. 3. 1) It can have better effects if one native speaker per two participants is assigned to have the participants use only English for a month. 2) The schedule of the program is so tight that I am suffering to follow the itinerary. I wish I could choose only the parts that I think are essential.
6) 48	M	1. To see American culture firsthand and help my students	1. To have opportunities to dialogue with	1. a, 2. 1 yr. & 6 mo, 3. 1) Listening and rhythm, 2)	1. 10 yrs, 2. b, 5. b, 6. a, 7. d, 8.c, 9. L-S-R-W	1. c, 2. The Workshop sessions and supporting classes are helpful.

⁴ American culture is one of the three Cross-Culture Communication Sessions.

		learn English. 2. To be able to feel comfortable in speaking with foreigners and improving listening skills. 3. To observe the teaching methods of American teachers and compare theirs with ours in order to learn good points and apply them to my teaching.	foreigners to improve my L&S skills. 2. To feel comfortable in speaking with foreigners and acquire teaching methods.	Pronunciation. 4, L-S-P-R-W-G		Especially, jazz chants and the teaching methods of pronunciation are good. 3. The class-hour is so tight that I have difficulties following class. I wish I could have more time and opportunities to speak with foreigners.
7) 40	F	Now that I can use and develop educational materials in teaching my students without much difficulty, I want to learn how to enrich the content of lessons and authentic classroom English.	I want to improve L&S skills.	1. a. 2. 10yrs, 3. 1) The teacher's ability to use authentic English including idiomatic expressions. 2) The educational materials and supplies. 4. L-P-S-R-W-G	1. 10, 2.b, 5.b, 6.a, 7. C, 8.c, 9. L-P-S-R-W	1. Not answered. 2. The teaching methods such as songs, games, TPR, jazz- chants. Even though I already knew these methods, I can refine my teaching skills of using the methods. But, AC is not good enough to improve communicative skills. 3. The English proficiency varies from participant to participant. Roughly, there is one group of participants whose teaching methods are good due to long experience and the other whose English proficiency is good, but teaching methods needs improving due to lack of experience. The workshop seems to have been developed for the latter

8) 49	M	1. To see and experience American culture, nature and living style firsthand. 2. To take classes led by native speaker instructors. 2. To improve L&S skills.	1. To improve L&S skills. 2. To acquire new teaching methods for young children. 3. To learn how to correctly pronounce.	1. a. 2. 6 yrs. 3. 1) Correct pronunciation, 2) To develop educational materials and use them. 3) To keep the students interested in English. 4) P-L-S-R-W-G	1. 20 yrs, 2.b, 5. B, d, 6. A, 7. B, 9. L	group. I wish I could have a program in which I can improve my language skills. 1. a, 3. Seems that the itinerary is too tight.
9) 34	F	1. To have conversations with native-speakers. 2. To know how similar and different they are. 3. To take part in globalization. 4. Concern myself in the education in the 21 st century. 5. To acquire English teaching methods. 6. To see what their points of value are.	1. To feel confident in speaking to foreigners. 2. To raise confidence and spend more time and efforts in studying English.	1. a. 2. 3 yrs. 3. 1) Speaking skills. 2) To feel comfortable talking to foreigners. 4. S-L-P-R-W-G	1. 10 yrs, 2.b, 5. 1) Video, 2) Audio-tapes, 3) English textbook, 6. a, 7. c, 8. a, 9. L-S-R-W	1. d, 2. 1) Jazz chants, 2) Picture cards, 3) Pronunciation. 3. 1) To prepare for the workshop prior to taking part in. 2) Wish to have more opportunities to speak with foreigners. 3) Wish to have easy access to foreigners. 4) Want more opportunities to spend time with foreigners.
10) 44	M	1. To learn English better. 2. To see American culture firsthand. 3. To speak with native speakers. 4. To see Americans' living styles.	Want to improve communicative skills by speaking with native speakers and seeing how the Americans live firsthand.	1. a. 2. 2 yrs. 3. 1) Rhythm, 2) Pronunciation, 3) Speaking out actively, 4) Early education, 4. S-L-P-R-W-G	1. 10 yrs, 2.b, 5.a, 6.d, 7.b, 9. L-S-R-W	1. d, 2. 1) The methods of how to correctly pronounce. 2) Using educational materials. 3) TPR, 3. 1) Wish to keep the participants from using native language. 2) Have them buy, find, walk around using English: the field works not for sightseeing, but for participants. 3) Hope to have

11) 49	M	I wanted to improve my own L&S skills. 2. Want to observe the realities of American education and their strengths. 3. To help understand American culture by seeing the cities, countryside, and industrial spots in the USA.	With the improvement of listening skills, I want to be able to be confident in communicative skills, which can lead to improving reading skills and comprehending movies and/or broadcasting.	1.a, 2. 3 yrs, 3. 1) Educational materials which are interesting and fun. 2) To secure enough English class-hours. 4. L-S-P-R-W-G	1. 13 yrs, 2. b, 5. d, Watching TV educational program. 6. b, 7.c, 8.b, 9. L-S-R-W	a longer period of workshop. 1.c, 2. Every activity is useful. 3. Wish to have opportunities to improve listening skills by telling us interesting story or watching TV.
12) 50	M	1. To teach communicative skills more effectively. 2. To acquire teaching methods. 3. To know a foreign culture.	1. Hope to improve L&S skills. 2 To acquire native-like speaking skills. 3. Want to see a good culture.	1.b, 3. 1) Practice listening, 2) Practice speaking, 3) Pronunciation and intonation, 4. L-S-P-R-W-G	1. 10 yrs, 2. b, 5. 1) Listening to EBS ⁵ , 2) Trying to have as many opportunities as possible to speak with native-speakers, 6. A, 7.d, 8.c, 9. L-S-R-W	1. c, 2. 1) TPR 2) The opportunities to speak with native-speakers. 3) Dialogue with instructors. 4) Practicing speaking with the other participants. 3. 1) should divide the participants according to their English proficiency level. 2) Wish to have less tightened schedule to have free time. 3) Need to concentrate on core program. 4) Want to have more free time with team members and more tours.
13) 43	M	1. To improve my own English proficiency. 2. To teach students effectively. 3. To be able to speak out English more	I want to teach with more effective lessons by learning English with myself exposed to American life firsthand. So, I'd like to observe	1.b, 3. It will be helpful to memorize and acquire language skills if motions are used a lot. 4. L-S-R-P-W-G	1. 10 yrs, 2.b, 5. b, 6. a, 7. d, 9. L-S-W-R	1.d, 3. I am feeling pushed by tight schedule. It will be desirable if I can have time to think and study. I thank you for the fact that I can have the time-table.

⁵ EBS stands for Educational Broadcasting System in Korea.

14) 33	F	<p>confidently.</p> <p>I keenly feel the necessity of English is now that English is global language. Since I enjoy teaching students, I am eager to teach them well.</p>	<p>American culture, the way of thinking as well as learning language skills.</p> <p>I want to refine my speaking skills.</p>	<p>1. a, 2. 9yrs and 6mo, 3. 1) Educational materials that are appropriate for the stages of children's development. 2. The opportunities to speak with native speakers. 3. Enough materials. 4. The study to teach correct pronunciation. 4. L-S-P-R-W-G</p>	<p>1. 20 yrs, 2. b, 5. b,d, I have practiced pronunciation and making corrections watching a mirror. 6.a, 7.a, 8. I don't feel uncomfortable in speaking with native-speakers so much because the purpose of language is to communicate and the communication can be achieved even with a word. 9. S-L-R-W</p>	<p>1. d, 2. Cross-culture communication sessions and workshop sessions are the most useful since I can listen and speak a lot with native-speakers. 3. Feeling that I have too many things to do in a day. Wish I could have more free time and can study more.</p>
15) 27	M	<p>At first, I wished to learn how to speak with correct pronunciation. Now, I want to feel comfortable when I meet foreigners (or native-speakers of English.) If I can come to the workshop again, I will study hard and make it an opportunity to acquire perfect English.</p>	<p>Want to have a lot of opportunities to speak with foreigners.</p>	<p>1. b, 4. P-S-L-R-W-G</p>	<p>1. 7 yrs, 2. b, 5. a, 6. D, (one hour per day) 7. b, 8. b, 9. L</p>	<p>1. d, 2. Developing educational materials such as fairy-tale books, picture books and the songs for children. 3. Want to develop educational materials, and curriculum for elementary school.</p>
16) 47	M	<p>1. To improve communicative skills.</p>	<p>Want to improve communicative skills</p>	<p>1. a, 2. 1 yr. 3. 1) Teaching skills, 2)</p>	<p>1. 9 yrs, 2. b, 5. B, 6. c, 7. D, 8. b, 9. L-S-W-R</p>	<p>1. d, 2. ICS in which I can speak with native-speakers</p>

		2. To understand American culture. 3. To Acquire the methods of how to teach English.	and to feel confident in teaching students English.	Educational materials and teacher's guide. 4. L-S-P-W-R-G		and improve listening skills. 3. 1) Should have the classes in which there are foreigners, too. 2) To stay at foreigner's rather than at dormitory. 3) To increase the opportunities and time to speak with foreigners. 4. It will be better to have the class depending on English proficiency level.
17) 41	M	1. For internationalization. 2. I think we have to learn English. I want our children to learn English before it will be too late.	1. I want to improve speaking skills by speaking with native-speakers. 2. Want to improve listening skills up to the level at which I can listen to a speaker of normal speed. 3. Wish there were incentives to study English much harder. To improve L&S skills.	1. a. 2. 2 yrs, 3. 1) To have the children acknowledge of why we should learn English. 2. Should raise their speaking skills, and listening skills in order for them to speak. 4. S	1. 10 yrs, 2. b, 5. a. At a private institute, I had contacted native-speakers for 3 months and want to continue to make efforts to improve speaking skills. 6. a. 7. c. 8. b, 9. L	1. c. 2. The session leaders teaching style is good. They are using simple vocabulary. But, some special lectures are too hard to understand due to difficult vocabulary. 3. The workshop is very good. But, I am tired. Wish to have one or two discussion hours among the participants. They make too many private questions during the sessions.
18) 40	M	I want to improve my English so that I am able to teach my students with confidence.	To improve L&S skills.	1. a. 2. 3 yrs and 3 mo. 3. The confidence of teacher. 4. L	1. 5 yrs, 2b, 5. I study by myself. 6. a, 7. d, 8. c, 9. L-S-R-W	1. c. 2. TPR, 3. 1) I want meeting in which I can meet with foreigners rather than the meeting which consists of only our Korean participants. 2) Staying at a native speaker's.
19) 44	M	1. To see a new culture and study English more. 2. To give my students more knowledge and culture.	1. Since it is the language training, I want to improve my vocabulary, L&S skills. 2. I want to know the curriculum and the lives of American schools.	1. a. 2. 2yrs and 5 mo, 3. 1) The level of teacher's knowledge. 2. Visual and audio aids such as TV and tape-recorder. 3. Native-speaker	1. 6 yrs, 2. b, 5. a, 6. b, 7. d, 8. b, 9. L-S-R-W	1. c. 2. 1) Teaching methods. 2) American culture. 3. 1) To enlarge vocabulary, 2) To practice reading and writing a lot.

20) 40	M	To learn English, teaching methods and know the culture.	To see America and American life firsthand.	instructor. 4. L 1. a, 2. 1 yr and 6 mo, 3. Teaching skills and materials such as video-tape, 4. S	1. 10 yrs, 2. b, 5. B, 6. a, 7. d, 8. b, 9. L-S-R-W	1. c, 2. Every method we are getting at the workshop sessions. 3. Wish to have the study-hour for English conversation.
21) 46	M	1. To improve my teaching skills. 2. To test my speaking skills.	1. To see American culture and life-style firsthand and learn what I think is good enough to accept. 2 To learn classroom English and how to correctly pronounce.	1. a, 2. 10 yrs and 5 mo. 3. Teaching correct intonation and presenting appropriate visual aids. 4. S-P-L-R-W-G	1. 34 yrs, 2. b, 5. I am watching EBS for its conversation program and practicing speaking out. 6. b, 7. a, 9. S-L-W-R	1. c, 2. The workshop and cross-cultural communication sessions. 3. By taking part in the workshop and cross-culture communication sessions actively, I can refine teaching and language skills.
22) 26	F	1. To improve language skills. 2. To have wider experience. 3. To see a foreign culture and have a more positive way of thinking. 3. To lead English class actively.	To practice L&S skills in order to fluently speak with foreigners.	1. a, 2. 1 yr and 6 mo, 3 1) Visual and audio aids, 2) Teacher's good language skills. 4. L-S-R-P-W-G	1. 12 yrs, 2. B, 5. A, b, Reading fairy-tales, 6. c, 7. C, 8. a, 9. S-L-R-W	1. C, 2. TPR, jazz-chants (seems helpful for reading). 3. Need a program to improve teachers' language skills even though I know that the method-oriented program has good effects.
23)	M	Since I was feeling difficulty teaching English, I wanted to know effective ways of teaching and see if the way that I have taught so far was good.	It is good to have a sense of how I should teach.	1. a, 2. 10 yrs, 3. 1) Should secure English-teacher for every school. 2. Curriculum for each grade. 3) To secure language lab. 4) Visual and audio aids. 4. P-L-S-R-W-G	1. 20 yrs, 2. b, 5. a, b, I have studied English with my own children. 6. d, 7. b, 9. L-S-R-W	1. c, 2. Methods of how to teach pronunciation, accent, intonation. 3. Would be better if we could get the texts and pre-study them prior to coming to the workshop.
24) 24	F	To get confident in speaking and have the opportunities to speak with native-	Want to have confidence in speaking and to acquire new teaching	1. a, 2. 5 mo, 3. 1) Confidence, 2) Teacher's correct pronunciation,	1. 1 yr, 2. b, 5. a, 6. a, 7. d, 8. b. Hard to find proper vocabulary in speaking English and feeling not	1. d, 2. The ways of how to teach pronunciation. 3. Should have native-speakers for ICS rather than just

		speakers.	methods.	intonation and good demonstration. 4. L-P-S	confident in listening. 9. L-S	foreigners coming from different culture. It is hard to understand their pronunciation.
25) 49	M	1) To acquire communicative skills. 2) To see American culture	To improve communicative skills.	1. a, 2. 6 mo, 3. 1) Teacher's proficiency. 2) Good teaching materials. 4. L-P-S-R-W-G	2. b, 5. b, 6. b, 7. d, 8. c, 9. L	1. c, 2. Learning how to pronounce. 3) Wish to have less tight schedule. For example, 1) the workshop should begin at 9:00am. 2) Allowed to have free time at the evening to review. 3) A Korean meal per day.
26) 55	M	1. To take care of the participants. 2. To acquire language skills.	1. To acquire basic English. 2. To understand American culture. 3. To have conversation with native speakers.	1. b, 4. L-S-P-R-W-G	1. 9yrs, 2. b, 5. b, Sometimes reading English-books. 6. a, 7. c, 8. c, 9. L	1. c, 2. 1) Listening to native-speakers saying slowly with clear pronunciation. 2) Culture-exchange with foreigners. 3) Opportunities to speak in small group. 3. 1) Wish to have educational materials which contain the sentences consisting of 2 or 3 words. 2) To have Korean meals. 3) How to manage to overcome the jet lag caused by the time difference between Korean and USA. 4) The meeting time for all the participants to meet together to share information and have discussion. 5) More than one opportunity per week to have exercise such as volleyball games.
27) 37	F	1. To improve my own language skills. 2. To learn how to	1. I expect it will be much more effective if I can improve my	1. a, 2. 3 mo, 3. 1) Teacher's language skills. 2) Materials	1. 6 mo, 2. b, 5. b, 6. a, 7. d, 8. b, 9. S-L-R-W	1. d, 2. 1) Learning teaching methods such as lessons with materials. 2. Almost nothing

		teach children English. 3. To see what, and how American teachers teach and apply their methods if I think they are good methods.	own language skills and learn how to develop materials and teach.	which can illicit children's interest. 3. The positive support from the school in terms of administration and financial aids. 4. L-S-P-R-W-G		which helps improve my own language skills. 3. Wish to have a program which aims at improving teachers own language skills.
28) 37	M	1. To acquire correct pronunciation. 2. To see American culture and learn something good in their culture.	I want to improve my L&S skills enough to speak with foreigners.	1. a. 2. 1yr, 3. To teach correct pronunciation. 4. P	1. 1yr, 2. b, 4. b, Listening to tapes, 6. a, 7. d, 8. c, I believe that I can be confident if I am able to listen to some degree. 9. S	1. a. 2. 1) Learned a lot of method that I think are helpful in teaching elementary school children. 2) Was impressed by teaching methods with various materials, TPR, and manipulations that do not burden on children. 3. There are too many classes. They should be reduced.
29) 48	M	1. To improve communicative skills. 2. Especially to learn basic English for everyday conversation. 3. To diagnose how well I am speaking. 4. To see American culture firsthand. 5. To calm down the yearning for America. 6. To get American textbooks and consult them.	1. I want to acquire basic English for conversation. 2. Want to have native-speakers correct the errors as I speak during person-to-person conversation.	1. a. 2. 5 yrs, 3. 1) The ability to use classroom English. 2) Teacher's communicative skills. 3. To teach correct pronunciation. 4. Systematic textbooks and interesting materials for play and games. 4. L-S-P-R-W-G	1. 8 yrs, 2. B, 5. B, 6. a, 7. d, 8. b. Lack of vocabulary. 9. S	1. d. 2. Staying in the USA helps improve listening skills. 2. Expanding horizons by seeing foreign culture. 3. 1) Wish to have the first class of conversation as warm-up activity for that day. 2) Wish to get confident by acquiring basic conversation skills.
30) 47	M	1. To practice speaking through conversation with	1. To have a lot of opportunities to speak. 2. To see	1. a. 2. 5 mo. 3. A, 1) Correct pronunciation and	1. 12 yrs, 2. B, 5. B, 6. a, 7. d, 8. a, 9. L	1. b. 2. 1) To have many opportunities to speak with native-speakers individually.

		native speakers. 2. To understand Americans' lives and cultural aspects.	American lives.	intonation. 2. Teaching basic live English. 4. L-S-P-R-W-G		2) To speak out our thinking in English. 3) Group meetings in which I can speak a lot with native-speakers. 4) To learn new various teaching methods. 5) To use a lot of materials in the workshop. 3. 1) I wish to have a lot of opportunities to speak out in English. 2) I think that the program was well planned and carried out.
31) 46	M	1. To teach students to listen and speak English well by acquiring teaching methods, pronunciation and intonation.	To improve listening and speaking abilities.	1. a, 2. 5 yrs. 3. Teaching methods. 4. P-S-L-R-W-G	1. 7 yrs, 2. B. 5.b, 6.a, 7.d, 8.c, 9. L	1. d, 2. The workshop sessions. 3. The correct guide on the content of classes.
32) 40	M	1. I was interested in English and needed to learn English as a world language. 2. To study new methods.	1. To seek good ways to improve communicative skills.	1. a, 2. 1yr, 3. Pronunciation and intonation of sentence. 4. L	1. 2 yrs, 2b, 5.b, 6.a, 7.d, 9. L-S-R-W	1. b, 2. The workshop sessions. 3. The concrete guide on the content of classes.
33) 27	F	1. Having felt that I needed to speak with native speakers, I got the chance to take part in the workshop.	1. to feel comfortable in speaking with native speakers. 2. To teach my students with good intonation. 3. To introduce American culture to my students.	1. a, 2. 3 mo, 3. 1) Teacher's confidence. 2) Proper visual and audio materials. 4. L-S-P-R-W-G	1. 15 yrs, 2.b, 5.e, 1) Watching EBS and listening to radio program through which I can learn basic English. 6.a, 7.c, 8.b, 9. R-L-S-W	1. d, 2. The workshop sessions and free conversation with native speakers. 3. 1) The schedule was too tight to find time to review and/or preview. 2) I wish to have time to take a rest and make a group-report.
34) 45	M	In these days, we recognize the importance of English education at early age and the	1. To improve L&S skills and understand American culture. 2. To get the effective way of teaching	1. a, 2. 2 yrs, 3. 1) It is a problem that there is no English class-hour for certain. 2) It is the most	1. 15 yrs, 2.a, 3.b, 4.a, 5.b, 6.d, 7.c, 8.c, 9.L	1. c, 2. Every program, especially the cross-cultural communication sessions. 3. Speaking with native-speakers, listening to native-

		globalization of education. But, we don't know how to teach and what to teach very well. So, this chance is good enough to learn teaching methods and see American culture firsthand. I want to set up the criterion on the methods of teaching and globalization.	English.	important thing to improve L&S skills. 4. L-P-S-R-W-G		speakers.
35) 46	M	To improve my English proficiency as a teacher to perform good English education now that the world is getting smaller. Especially, I'd like to improve my language and teaching skills, and understand American culture and life-style.	1. To learn teaching methods and improve language skills. 2. To expand the boundary of understanding American culture. 3. To see American life-styles and their society.	1. a. 2. 1yr, 3. 1) Good teaching methods, 2) Pronunciation. 3) Speaking, 4. P-L-S-R-W-G	1. 25 yrs, 2.b, 5.b, 6.c, 7.c, 9. S-L-R-W	1. b. 2. Direct conversation with native-speakers (issue-discussion-conclusion). 3. I wish to have the workshop in the morning only and go to such place as museum or shopping center with 2 or 3 members and solve the problems that we face for ourselves under the remote control of staff. I want more opportunities to tour famous places.
36) 44	M	1. To improve language skills so as to help teach communicative skills to the students.	After the workshop, I believe that there will be big progress in my L&S skills and I will be confident in teaching students.	1. a. 2. 3yrs, 3. Correct pronunciation. 4. P-S-L-R-W	1. 4 yrs, 2. b, 5. b, Practicing speaking imagining certain circumstances. 6. a, 7. b, 8. c, Since I haven't often contacted native-speakers, and I am not confident in speaking English, I don't feel comfortable. 9. L-S-R-W	1. d. 2. I wish to have as many opportunities as possible to speak with native-speakers. 3. Rather than tight schedule, I would prefer loose one to have free time.
37) 45	M	To prepare English education beginning	1. I want to learn a lot of teaching methods,	1. a. 2. 5 yrs & 6 mo, 4. L-S-P-R-W-G	1. 13 yrs, 2. b, 3. d, 6. a, 7. b, 9. L-S-W-R	1. d. 2. 1) To actively take part in group-works. 2) TPR.

38) 53	M	<p>in 1997 for 3rd graders in elementary schools, I want to acquire L&S skills and teaching methods.</p>	<p>education systems, curriculum. To see American culture. 3. To learn a lot about communicative skills. 4. To get as many materials as possible. 5. To have sisterhood relationship with American schools to exchange at least arts.</p>	<p>1. a. 2. 12 yrs, 3. 1 focused on pronunciation at first. But, I am concretely thinking of how to relax. 4. L-S-P-R-W-G</p>	<p>1. 36 yrs, 2. a, I took TOEFL in 88 Summer Olympic games, but was not informed of the score and hired. I have been preparing the exam to be an interpreter (October). 3. C, 4. b, 5. b, d. Reading newspaper and magazines. 6. a, 7. b, 8. c. Lack of vocabulary. 9. W</p>	<p>1. c, 2. How to teach pronunciation. The workshop was helpful to study pronunciation and there is no killing time. But, if we spend drawing pictures and singing songs a lot, it would be a waste of time and money because I think we should practice listening to native speakers as much as possible. 3. I want more opportunities to listen to native-speakers rather than singing songs, drawing pictures that we can practice in Korea, too. In the case of person-to-person conversation, it is now so helpful to the others if the participants cannot understand or answer correctly for his/her lack of proficiency. Rather, I wish that the class should run in chorus.</p>	<p>3) Using a lot of materials. 3 1) I wish to speak with the other participants during stay here. 2) I wish to have special training for listening.</p>
39) 26	F	To learn live English	1) I expect I can	1. a, 2. 1yr & 6 mo.	1. 6 yrs, 2. b, 5. b, 6. a, 7. d, 8. c,	1. d, 2. The teaching methods	

		by seeing America's culture, the way of thinking, life-styles firsthand.	teach live and concrete English to the students with my firsthand experience. 2) I want to improve English proficiency.	3. 1) The variety of materials for listening and speaking. 2) Correct pronunciation. 4. L-S-P-R-W-G	9. L-S-R-W	I am learning in the workshop sessions will be helpful to the students. 3. 1) The various activities.
40) 42	M	1. To improve my own L&S skills and to see American culture and life firsthand.	1. I hope and desire to see American culture and life firsthand. 2. I wish to understand America.	1. a, 2. 7 yrs, 3. 1) Books along with audio and videotape. 2) Materials. 3) Teacher's teaching skills and eagerness to teach. 4. L-P-S-R-W-G	1. 20 yrs, 2. b, 5. b, Taking part in the training program held by municipal office. 6. B, 7. d, 8. c, 9. L-S-R-W	

APPENDIX G

APPENDIX G

INTERVIEW QURESTIONS FOR PARTICIPANTS: 7 PARTICIPANTS

1. How do you feel about classes – morning classes and afternoon classes? (such as *It is hard or easy to understand, or it is interesting or boring.*)
2. Do you think the educational materials and the teaching skills that the teaching staff have presented are beneficiary to improving your teaching skill and also your own English proficiency?
3. What kinds of classroom activities do you like more?
4. What do you think of cultural activities such as field trips, travels, picnic, concerts, and festivals? Do you think that they are helpful to raise your understanding American culture and life?
5. What are your opinions and suggestions for improving this kind of program?

APPENDIX H

APPENDIX H

TRANSLATION OF THE ANSWERS TO THE INTERVIEW QUESTIONS OF THE PARTICIPANTS

INTERVIEW: SEVEN PARTICIPANTS

AGE	G ¹	EP ²	I	II	III	IV	V
1) 36	M	RL ³	MC ⁴ were effective to learn teaching methods such as games, jazz chants.	Pronunciation, listening activities, games like jazz chants are good enough to apply.	MC is good enough to follow.	It will be better if we can see the interaction of children and parents, compare the farmers' and	It will be better if we share the room with a native-speaker or a foreigner to increase speech practice. I need more corrections, practice. I wish to have pen-pal or American friend to call when I go back to Korea.

The seven participants interviewed:

1. Yo Whan Lee
2. Il Soon Kang
3. Eun Young An
4. Byeong Shik Choi
5. Hei Young Park
6. Si Yel Song
7. Young Shin Lee

The interview was conducted at the lobby of Owen Hall at around 10:00pm on Aug. 14, 1995.

¹ G stands for gender.

² EP stands for English proficiency.

2) 32	F	RL	MC was good to learn pronunciation, various games and classrooms activities.	MC is too short to practice. The leader wants to teach many methods in a workshop so that they are hurried. For survival English, field study is essential (ex: going to Meijer, or a restaurant.) We need concrete examples. For American culture, picture, video-tape will be helpful. Visual aids are needed.	MC is good because there are a lot of physical activities and good communication. At AC, if one of the participants talks to the leader for a long time, then the others cannot have the opportunity to speak out which makes the sessions less systematic. So, the class-size should be reduced. Practice such as going to market, calling the leaders' home will be helpful.	urban people's lives. I need more opportunities to have one-on-one discussions with Americans. For some activities, I need translation. I want to see various aspects of middle and low classes of Americans along with high class.	I need more opportunities to speak with native speakers or English speaking people. Or, there can be a punishment if a participant speaks in Korean more than 3 times, s/he should be expelled from the program. We should introduce Korean culture. The period of workshop is too short. Three months seems enough. The number of participants should decrease from 45 to 25, for example.
3) 26	F	A ³	MC gives me confidence as an EFL teacher. I learned concrete teaching methods. I got to know what materials and which procedure I should use. AC ⁶ had good contents but lacked system and preparation.	Feeling that AC seems less systematic. A session leader's teaching style is problematic. Survival English is good.	I am less content with AC. Theme should be concrete. The opportunities to speak out are not enough. Sometimes, AC is a little boring.	I can see how Americans behave by taking part in festival, concert. But, sightseeing is not so helpful because I cannot interact with Americans during sightseeing. At ICS, communication is not enough.	Since my speaking skill is not so good, for example, it will be better if native speakers and participants go together when we go sightseeing.

³ RL means relatively low in English proficiency.

⁴ MC here means morning class which are teacher-training workshop.

⁵ A stands for average in English proficiency.

⁶ AC means afternoon classes which are cross-culture communication sessions.

4) 26	M	RH ⁷	<p>Learned a lot about the methods. But, I am wondering if they are effective. 15 members are too many for a session. Supporting session was not so helpful. AC seems less systematic. There is no consistency among topics. Some leaders don't give opportunities to speak out evenly. The other 14 participants can't speak if one speaks for 20 minutes. Wish the session-size was reduced to 7 to 10.</p>	<p>Video-taping is helpful.</p>	<p>MC is OK. But, AC will be better if theme is concrete like how to give directions, how to call, etc.</p>	<p>In general, they are good. But the schedule we are going through is too tight.</p>	<p>Lesson plans should be concrete. The topics of the lesson should be presented in the forms of list of contents. The period of Homestay should increase, for example, one week. I want to see what an American class looks like. I want more opportunities to practice speaking English. Also, I'd like to exchange our views on culture with Americans and other foreigners like Japanese and Swiss to promote mutual understanding.</p>	
5) 40	F	A	<p>In MC, I am able to refine the teaching methods I used like games, songs and role-play. But, I want leaders to teach classroom English more. I need to learn how to give directions when using games and role-plays. AC are helpful to improve idiomatic expressions in</p>	<p>MC is practice-oriented. The materials for AC such as magazine, newspaper, handout seem less helpful.</p>	<p>Discussion is important. Presentation can be a good practice to take part in a discussion. For AC, it depends on group. Those who can speak out are active. So, the leaders tend to give time to one or so participants who can speak long. A leader of AC uses a lot of gesture which helps us to understand the content of the conversation.</p>	<p>Similar opinions to those of NO 2.</p>	<p>There should be several courses or classes so that the participants can select the class according to their own demands. If a participant wants to learn pronunciation rather than vocabulary, s/he should be able to go to the class in which s/he can be taught how to pronounce correctly.</p>	

⁷ RH means relatively high in English proficiency.

6) 36	M	RH	general. MC are good to learn new methods and refine used ones. AC are helpful to learn idiomatic expressions.	The leaders of MC bring enough materials. For AC, more preparation would be helpful. AC seems less systematic. For those whose listening skills are not so good, AC should be more prepared and systematic.		At museum, I could not understand the guide's explanation. Translation should be served. ICS ⁸ are helpful.	There are too many classes. The opportunities to discuss should increase. The 5 % of participants who consist of the highest level need another classes or another opportunity such as sitting in a graduate class because they spend most of class hour speaking out to the leaders, the others cannot have the opportunities to speak out.
7) 25	F	RL	In MC, the leaders bring sufficient materials. It would be hard to apply in Korean school setting. MC are also good to learn how to pronounce correctly. Supporting class needs change. AC seems insufficient enough to learn survival English. I want to learn more about how children interact with their parents, how to write notes, etc. Preview and review for AC are not enough.	MC are so good that I can apply the methods I learned in MC. But, AC seems not to have good materials. One session leader speaks too fast. Idiomatic expressions are too small. I need hand-out. I got an impression that there is not enough communication among teaching staff, which can lead to conflict in their teaching. (ex: kitty corner to)	Some AC leaders' teaching skills are not professional.	I was interested in Monet exhibition. Concert seems similar to those in Korea. Homestay was useful. My host was a doctor. In addition to the high class-people, I want to see the life of average Americans, too.	One month is too short for the workshop. Three months seems desirable. Field trips to schools should increase. I need more opportunities to increase English proficiency.

⁸ ICS stands for Ice-cream social meetings held on Tuesdays to help the participants discuss educational topics and improve their speaking skills by discussion.

APPENDIX I

APPENDIX I

OBSERVATION

Workshop:

Workshop session on July 24, 1995:

Class size: 15 participants
Where: Conference room at Owen Hall
Time: 75 minutes (8:00 - 9:15am)

1. The workshop leader asked the participants what kinds of curriculum/topics for English class they have in Korea.
2. As the participants talked about the topics they are mainly treating, the leader put them down on the blackboard.

Greetings	House	Clothes
Colors	Shapes	School things
Numbers	Sports	Time
Food	Season	Places
Family	Weather	Parties
Body	Culture	Telephoning
Grade	Animals	Holidays

3. The leader asked some questions related to English class such as *how many English class hours they have in Korea*. They answered: one class hour that lasts 40 minutes a week.
4. The leader introduced the concept of 'critical period' which is defined as that time, usually before adolescence (approximate age 13-15), when language, theoretically, is more readily acquired. Also, the 'critical period' theory says that older learners learn English faster, while younger ones learn English better, up to a point.

The first class-hour of the workshop seemed to focus on getting to know each other, even though they already met in the welcome dinner. The first class-hour was used for introducing themselves and brainstorming the topics that they would deal with in the workshop sessions to come.

Workshop session on July 25, 1995:

Class-size: 15 participants
 Where: 102 Eppley Center
 Time: 75 minutes (8:00 - 9:15 a.m.)

1. The workshop leader brought up the issue of whether or not grammar should be explicitly taught. It is difficult to teach children grammar. It doesn't work. Since speaking is more important, an English teacher should use simple sentences using correct grammar. By showing and using grammar, an English teacher can teach grammar naturally. That is, don't teach grammar, but use grammar.
2. The leader introduced positive reinforcement. A teacher should use positive reinforcement as much as possible such as candy, school supplies, patting the shoulder, stickers, praise, clapping, etc.
3. About the issue of how much English an English teacher should use for lessons, the leader suggested that 60 % to 100 % of instruction should be given in English. Using teacher talk, an English teacher should try to reach the stage in which the teacher uses only English for his/her lesson.
4. Some participants posed questions such as: what if there are abstract things such as concepts or difficult vocabulary? If there is new vocabulary that is abstract and/or very difficult, the teacher may explain first in Korean with a weak voice, then again in simple English. Then the teacher could continue the lesson in English so that the students are not made to feel badly about the switch to Korean. However, main point is that the teacher should try to use English as much as possible.

Workshop session on July 28, 1995:

Class-size: 15 participants
 Where: 103 Eppley Center
 Time: 75 minutes

1. The workshop leader presented ideas about how to lead an English class. First of all, an English teacher should be positive and active. When an English teacher gives instruction, s/he should try to use various ways to have the students understand his/her lesson effectively: drawing pictures, writing down the words, showing the movements of the mouth, showing the face, using balls and other toys which could be helpful ways in giving instructions.
2. The leader introduced ideas about how to improve pronunciation. There are several possibilities:

1. Watching TV
2. Listen to radio.
3. Talk to native speakers.
4. Go to market/movies.
5. Eavesdropping.
6. Read aloud and listen to yourself.
7. Sing and listen to songs.
8. Listen to tapes.
9. Call 1 - 800 --
10. Use TPR: learn by doing.

Workshop-Supporting Session on July 28, 1995

Class-size: 15 participants
Where: Business Complex Building
Time: 75 minutes

1. This session aimed at supporting the workshop session. During the workshop, the participants are exposed to a lot of activities and teaching methods but they are not allowed enough time to practice to the degree in which they are able to acquire every activity and method they are dealing with. So, the supporting session was set up to help the participants to practice the activities and the methods.
2. The leader asked the participants to volunteer to sing songs that they learned at the previous workshop. Six volunteers sang songs along with motions.
3. The participants were given time to practice giving instruction individually using OHP. While they were practicing giving instruction, they were videotaped. After being videotaped, the participants were asked to watch the videotape, to write down what they had said while giving instructions and to think of suggestions to improve the instructions.

For example, if they said while giving instruction. "*Raise your hand if you went to England?*," then they had to think of another expression like, "*Who has been to England?*."

Workshop session on July 28, 1995:

Class-size: 15 participants
Where: 102 Eppley Center
Time: 75 minutes

1. The leader introduced the concept of jazz chants. Basically, jazz chants help learners follow the rhythm of the English language. Also, the leader asked the

participants to practice a jazz chant using with the example of, "*Grandma's going to the grocery store. What's she gonna buy?*" For this activity, the participants made a circle and moved around the classroom singing the jazz chants.

*Grandma's going to the grocery store.
What's she gonna buy?
A bottle of milk.
A loaf of bread
A can of beans*

2. The leader introduced other activities such as: *drawing for 3 minutes, put it on the window, using pictures, flash cards and labels indicating their names* if they are learning English with the content of geography.

Workshop session on Aug. 3, 1995:

Class-size: 15 participants
Where: 102 Eppley Center
Time: 75 minutes

1. The leader introduced why and how to use games. She suggested:

First, be sure of the process.
Second, give the directions in English and Korean.
Third, demonstrate the directions.
2. She asked how many participants have used games in teaching English in Korea. Eight of fifteen participants answered that they have been using games. But, they sometimes have difficulties using games. The teacher him/herself may not know about the games. S/he may not have enough materials to do games. So, they wanted to understand thoroughly the exact use of games.
3. The leader suggested that in giving directions of how to do a game, TPR (Total Physical Response) is highly recommended.
4. The leader then introduced the activity of small group discussion. Discussion helps students develop a lot of vocabulary. Also, leading a discussion, the teacher can model the grammar being taught.

Workshop Session on Aug. 7, 1995:

Class-size: 15 participants

Where: 103 Eppley Center
Time: 75 minutes

1. The leader introduced how to make picture cards. For this activity, the leader brought magazines, markers, glue, tape, and laminating sheets. The participants practiced making materials books such as a *Color book*, *Fruit book*, *Flower book*, *Stationary book* as an example of group-work.
2. After making the books, the participants presented their own materials to the class and explained them.

Workshop Session on Aug. 7, 1995:

Class-size: 15 participants
Where: 102 Eppley Center
Time: 75 minutes

1. The leader introduced the Information-gap activity. This activity is designed to help raise speaking and listening skills. Also, the process of deduction was practiced. The participants practiced several kinds of information-gap activities.
2. After the Info-gap activities, the participants practiced a game of "Charades" during which they pretended to be animals.
3. The participants also practiced the game of "Hangman" which is a good speaking activity.

Cross-Cultural Communication Session: Survival English on July 24, 1995:

Class-size: 15 participants
Where: Business Complex Building
Time: 50 minutes (1:30 - 2:20 p.m.)

1. With the topic "*How not to get lost - Asking for Directions*," the session leader introduced the idioms which are frequently used for giving and understanding directions:

across from
on the corner of
between
on
near
behind
to right/left of
kitty corner to/cross

Having learned the idioms, the participants were asked to practice speaking out by giving directions to one another.

2. To help the participants understand, the session leader used a picture simulating a real street. Also, the leader used an information-gap activity.

The participants actively took part in the activities by forming questions.

Cross-Culture Session on July 26, 1995:

Class-size: 15 participants
Where: Business Complex Building
Time: 50 minutes

1. The leader introduced idioms which may be helpful to non-native speakers for understanding American customs and values, for example:

It's raining cats and dogs.
 What are you up to?
 What's up?
 How's your day
 week going?
 it

Not much. I'm sitting, reading, sleeping.
 I have a ton of stuff to do.
 I'm in a sticky situation.

Terrible
 So-so
 Pretty good
 Super
 Terrific
 Excellent

Stop-by
 Drop-by

I'm pooped.
 I'm exhausted.
 worn out.
 burn out.

I think I'll pass: skip me please.

Steamy, sticky

73 is a perfect temperature

I'm hanging out, watching TV, not doing anything.
That sucks! That's terrible.

Pick up chicks.
guys.

Hunt down
I'm dead-tired.
I'm dead on my feet.
I'm bright-eyed and bushy tailed.
I'm ready.

poop = shit
OOPS!
to help out = to assist

Time flies when you're having fun.

psst
hey you
excuse me
come here
come on = hurry up

2. The leader explained each usage of each one using appropriate intonation and motions.

Cross-Cultural Communication Session: American Culture on Aug. 10, 1995:

Class-size: 15 participants
Where: Business Complex Building
Time: 50 minutes

1. The leader explained non-verbal communication with the examples of bar hopping, hugging, wedding, wearing an engagement ring: Showing her fourth finger and its ring, she explained that sapphire is the gem of the month in which her fiancé was born.
2. The leader continued explaining about engagements comparing the United States and Korea. The participants also talked about engagement customs. Engagements there take place six months or one year prior to a wedding.
3. The engagement-topic was followed by the wedding-topic. In Korea, weddings are conducted on Sunday. In the United States, Saturday or holidays are chosen

for a wedding day. Saturday evening is the most traditional time in the United States except for Jews. They only marry on Sundays, because Saturday is their Sabbath day.

4. The leader introduced some important wedding traditions in the United States such as bride's maids, a ring-bearer, a flower-girl, gifts, bridal shower, bachelor party, average wedding expenses, second weddings and how father, uncle, grandfather, minister and even guests should participate in a wedding ceremony according to their religion.
5. The participants were eager to explain Korean wedding traditions.

Special Lectures:

The lectures were set up to give the participants exposure to recent theories and methods relative to English teaching. Educational policies and practical aspects of American schools, such as how to deal with culture shock, and globalization, were included. There were 9 special lectures. All participants attended. Four of the lectures were English-speakers. They slowed their speech rates to help the participants increase understanding. But, the participants still had difficulties with comprehension. It was suggested that there should be an interpreter. One of the lectures given by a Korean Professor was presented ½ in Korean and ½ English. The other four lectures were Koreans who mostly used Korean since the purpose of the lectures was to convey real information rather than to raise language skills.

The Power and Value of Literature in Influencing Language Development

Lecturer: Prof. Pat Cianciolo
 Time: 7:00-8:30pm, July 24, 1995
 Place: Room N22 BCC

In her lecture, Prof. Cianciolo stressed the value of the pictures since the pictures tell information along with the words. Based upon her experience of teaching English in

more than sixteen countries, she has found that literature can be a powerful tool for students to improve their literacy. As one of the modern approaches of language teaching, the whole language approach was cited as an ideal method which can provide the learners, especially young learners with simultaneous experience to develop the four skills of listening, speaking, reading and writing. But, since it is realistically hard to get first-hand experience all the time, literature is highly recommended to give them a vicarious experience.

Reading and listening to a work of literature, children can develop a better feeling for language: By talking about what they read or listen to, the children feel comfortable. The skills build naturally so that the more they read, the better they speak; the better they speak, the better they listen; the more they write, the more they read. It is important to choose books carefully and have a good library. Learners will be more motivated by book they like. Through literature, children learn life in general and verbal language. The basic qualities that good books should have are: *the language should be beautiful, the story interesting, and the information presented in an attractive manner*, etc. She brought some books that exhibited their qualities. They were *The very lonely firefly* by Eric Corle, and *Yeh-Shen Chinese Cinderella*.

The lecturer read real books to demonstrate good examples of children's literature. While reading them out before the participants, the lecturer demonstrated the use of visual aids. But, probably due to the lack of speaking skills, the participants didn't ask many questions. Some of them took a look at the books that the lecturer brought after the lecture and then asked some questions.

Cross-Cultural communication

Lecturer: Nancy Mark
 Assistant Director of MSU's Internationalizing Student Life Office
 Time: 9:30-11:00am, July 26, 1995
 Place: Room 282 Engineering Building

This lecturer focused on cross-cultural understanding. Since 70% to 90% of communication is non-verbal, it is almost impossible to have correct communication without the perception of cultural differences. She introduced cultural shock adjustment patterns by describing the degree of familiarity and comfort, such as the honeymoon period, the complaining period, and the like something/dislike something period. Having pointed out that the fact that it takes three times as much energy to study in languages other than one's own, she suggested that they share how they are feeling with other non-native speakers, and also native-speakers, and be able to laugh with humor.

The lecturer showed a video called *Chairy Tale* produced in Canada in the 1950s depicting the communication between a man and a chair. There is no human language involved. In spite of the lack of verbal expression, the man and the chair reached a shared feeling, which served an example of how important it would be to understand other people's point of view and feeling rather than through mere verbal expression. The lecture elicited a lot of responses from the participants. This was especially true when the lecturer asked, "what are the similarities and differences between Korean and American things that the participants had found so far?" They listed such things as *a lot of grass, no mountains, no walls, no fences between houses, well-mannered, standing in line, no formal suit, huge land, no boundary, taxes, etc.*

What are the Objectives of a Primary Education?

Lecturer: Prof. Hee Yun Hwang
 Dept. of Urban Engineering, Chungbuk National University, Korea
 Visiting scholar at Michigan State University
 Time: 11:15-12:00am, July 26, 1995
 Place: Room 282 Engineering Building

The lecture was based on the lecturer's personal observation, as a parent who had two school-aged daughters, as well as being a visiting scholar to MSU. Having spent three years here, he found that American society has a lot of good aspects. First of all, keep traffic rules are obeyed very well and people stand in line if there is more than one person. Second, volunteerism is one of the best things that we may want to learn. Third, social organizations such as the public library are well equipped and run properly. Fourth, there is ethics among entrepreneurs.

He compared the American primary education to that of Korea. He observed that it differed from the heavy focus on the study of a core-curriculum relying on memorization in Korea. American education stresses raising the consciousness of order, safety, good relationship with school mates and arrangement for belongings especially for 1st and 2nd graders. They encourage discussion, presentation and cooperation as well as reading and writing almost everyday. When they take tests or exam, they are often open-book tests since one of the main objectives of the tests is to raise the power of understanding and criticism, and the ability to find information. The lecturer gave his lecture in Korean.

The Educational System in the State of Michigan

Lecturer: Dr. Kisuck Chung
 Member of the State of Michigan Board of Education
 Time: 7:00-8:30am, July 31, 1995

Place: Room N22 Business College Complex

The lecturer presented how the educational system has been operated: Federal government and state government share the rights for education. In America, citizens get involved in education by electing the members of the board of education in each state. A superintendent is hired by the board. Michigan is the tenth state in terms of population, where there are 82 county level school districts, 52 intermediate level school districts, 555 local districts and 38 charter schools. Michigan is one of the states that is rich enough to have good public schools. In particular, the East Lansing public school district has 7 elementary schools, 2 middle schools and 1 high school. The budget per student is \$7,108 a year, which is 32nd in the rank in the United States. Average salary per teacher is \$48,955 a year, which is 95th in the United States.

In Michigan, 20% of high school students don't or cannot graduate. Detroit shows a 50% drop out rate from high school. Unlike the economic situation of 30 year ago, at which time even the drop-outs could earn enough income to lead a middle class life, as technology has developed, job conditions demanding at least a high school graduation have increased. There are evaluation tests in the fall semesters of 4th, 7th, 9th and 10th grade. One of the problems of public schools, especially high schools, is a shortage of teachers who can teach natural science, such as math and science. In order to raise the quality of math and science teachers, hiring retired persons from business or industry has been considered. Also, the lecturer presented information about the general process of applying for and admission to college or university.

In conclusion, he mentioned that one of the major issues of domestic politics is education. It is thought by some that change doesn't come from education but from

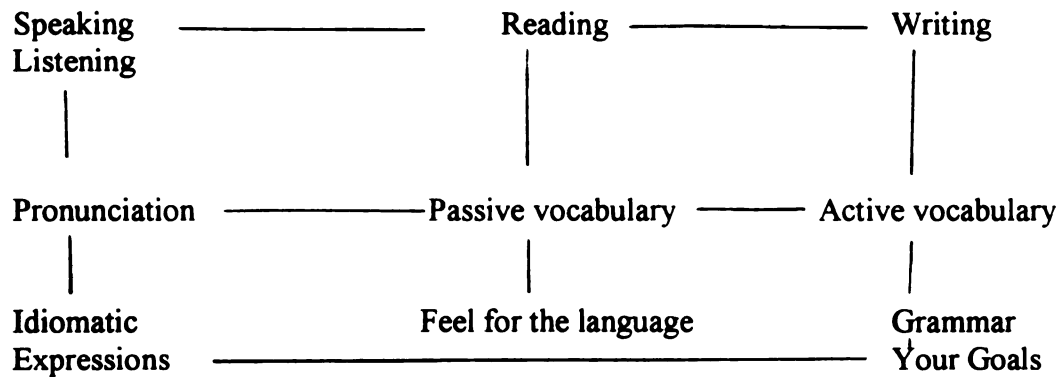
technology or the economy. Education seems to follow established values. He gave the lecture in Korean. After the lecture, there were questions and answers about race-related problems in education, the relationship between teacher-unions and job-security.

Teaching English as a Second Language: Realistic Approaches

Lecturer: Prof. Haeja Kim Chung,
 Dept. of American Thought & Language, MSU
 Time: 9:30-11:00am, August 2, 1995
 Place: Room 282 Engineering Building

Having studied English for more than four decades and lived in the United States for 27 years, the lecturer has found that phrasal rhythm is more important than grammar or accent in speaking English. In music, single notes are not stressed, but heard within a rhythm. Understanding the groups of words as rhythm is much more important in acquiring a language, too. If a non-native speaker didn't begin learning spoken English until his/her early twenties, it would be hard for him or her to perfect native-like grammar and accent. But, English has a certain pattern of rhythm. So, if non-native speakers have the group or rhythm and connect the words into groups, then they can speak fluently even though they still make some errors in grammar and accent. In order to get the rhythm, they should increase the feeling for the language. To do this, they need a lot of reading, listening and speaking.

With the feel for the language, they should get used to using idiomatic expressions. Whether they can speak fluently largely depends on how well they can use idiomatic expressions. She recommended that they consult a dictionary of American idioms as well as magazines, newspapers and short stories, paying little attention to the grammar. She showed the relationship among speaking, listening, grammar as follows:

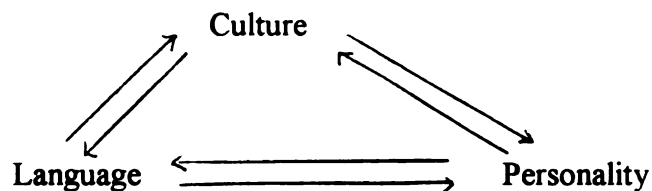


Along with the importance of rhythm, ‘Feel for the language,’ and idiomatic expressions, she stressed early education for foreign language for the above-mentioned reasons. Like music, the earlier the learner can be exposed to the foreign language, the better they can acquire the language. She gave the lecture in English for the first half and then in Korean.

English as an International Language: A New Role of Korean Teachers

Lecturer: Sandra L. Hagman, President & Senior consultant
Intercultural Training Associates, Inc.
White Lake, Michigan
Time: 7:00-8:30pm, August 7, 1995
Place: Room 282 Engineering Building

One of the most important jobs that today’s English teachers can do is to encourage their students to be open-minded and consistent learners in order to be a citizen of a global society. This is important that since the students are going to live in an era in which they will meet people coming from many different cultures. Meeting such people, they might have the attitude ‘they are not like us,’ because language, culture, and personality are affecting one another like this:



But, English-speaking people do not consist of only Americans, Britons or Canadians, etc. Nowadays, English has become an international language. So, people are learning English in order to communicate not only with the people of American and British cultures but also with people from all around the world. In the era of the *Global Village*, being an English teacher requires them to help their students prepare for their future as a world citizen, able to overcome cultural differences and understand others. She also presented some interesting facts: of the 4.5 billion people of the world, 800 million people use English. Of those, 350,000,000 are native speakers of English while 450,000,000 are non-native speakers of English. Three fourths of the world's mail is written in English. 80% of all information stored in computer banks is in English. Most English teaching is done by non-native English speakers.¹

Pros and Cons of Using L1 in an L2 Classroom

Lecturer: Prof. Charlene Polio, Dept. of English
 Director of MA TESOL program, MSU
 Time: 8:30-10:00am, August 9, 1995
 Place: Room 282 Engineering Building

The lecture focused on the amount of the native language the teacher should use when teaching a foreign language. Input is one of the most important ingredients in learning a foreign language. One of the ways to increase comprehension is to translate the

¹ The interesting facts were cited from "*Future by Design: The Practice of Ecological Planning*" ed. by Doug Aberley, 1994, New Society Publishers, Philadelphia PA

input into the native language. But, translation does not facilitate learning the target language. It reduces the amount of input. Students begin to expect that the teacher will give them translation when they do not understand the input. All of this may lead may lead them to inattention in what their teachers are talking about in the target language.

Instead of giving the students translation, the lecturer suggested that the teacher might choose to modify, paraphrase with simpler vocabulary, or repeat the input in a slower speed. Also, teachers might use a written version of the input or a gesture/demonstration unless the students can clearly understand the input. Especially in the listening or speaking class, the teacher should use as much target language as possible. The more the teacher uses the target language, the better the students can acquire the target language. But, for the very beginning level of students, and also in the cases where the target language is vastly different from the native language, the teachers can use native language up to the point at which it can facilitate the students' understanding.

Humanistic Globalization

Lecturer: Gill-Chin Lim
Dean of International Studies & Programs, MSU
Time: 9:30-11:00am, August 11, 1995
Place: Room 201 International Center

The lecturer focused on the importance of multi-cultural education to prepare children for the era of globalization. Having them notice differences between and among the cultures is one of the first steps to understanding diversity and achieving a new concept of the world citizen who can contribute his/her ability to the peace, justice and the affluence of human beings. This leads to humanistic globalization.

The lecturer suggested that, in order for Korea to achieve humanistic globalization, she should develop Korean ethical principles along with each developmental stage, and conduct multi-dimensional education. In addition, she should invest in foreign language education, develop Korean oriented plays, systematic operation, early childhood education, environmental enlightenment and new technology. These efforts should be made for harmony and diversity.

What's going on in an American Class?

Lecturer: Son Hee Mercer
 Teacher at Grand River Elementary School
 Time: 11:00-12:00am, August 11, 1995
 Place: Room 201 International Center

Having taught at an American elementary school for more than 20 years, the lecturer presented what American school life looks like using the example of her own class. She showed the time-table for her students and explained the relationship between the teachers' union and the individual teacher. She also talked about the roles of principal, teachers in charge of a class, and teachers in charge of special classes such as music, reading, gym and art. She brought *student progress report* forms and about 40 textbooks that her students had used at class. Since the participants wanted to see the report forms and American textbooks, it was a good opportunity to take a look at them. Her lecture was presented in Korean.

Ice-cream social meetings:

The social meetings were arranged to give the participants chances to speak with English speaking people in a more natural atmosphere. For this goal, nine volunteers worked with five participants each. For the first meeting, they were given the of

introducing each other's educational system to have their talking start. Among the volunteers, there were Chinese, Zimbabwean and Philippines besides Americans. The participants could discuss various kinds of educational systems comparing them to Korea's. As most of the volunteers were students majoring in education or related areas, or teachers of elementary or high school, the information exchanged between the volunteers and the participants seemed professional and beneficial to all. At the second meeting and thereafter, they were encouraged to choose any topic. Due to the small size of the groups, they had the flexibility to go to some places near MSU campus and they enjoyed talking to one another. Meetings were held every Tuesday evening from 7:00-9:00pm during the workshop period.

Cultural Activities

Homestay: Sunday, August 6, 1995

The Homestay program was offered to provide the participants opportunities to experience and observe American family life firsthand. It was arranged through Community Volunteers for International People at MSU. Each host-family voluntarily invited two teachers from 10:00am to 8:00pm for the day. They met at the Owen Hall lobby and spent Sunday together, depending on the family's situation or plan. The program was evaluated as the best of the cultural activities. According to the participants' suggestions that it be longer than a one day program, 1996 IEW provided a weekend program: the participants spent two nights and three days with their host-family.

Field-trips

Field trips to museums and various kinds of attractions were arranged to give the participants opportunities to observe and experience American culture and life firsthand. Prior to each field trip, a brief explanation and objectives were given. Except for some

cases in which there were guides, the participants freely looked around and talked to other people. The Chicago trip was not originally planned, but by the request of the participants who wanted to see an American big city, a trip to Holland was cancelled and the Chicago trip was added.

The participants were enthusiastic about exploring American history, culture and life wherever they went. All of them took pictures and memos partly for their own souvenirs and partly for future use in the English classes. The cultural activities could only take place during a workshop held in the United States. So, IEW staff tried to take advantage of all the opportunities and time providing as many chances for cultural activities as possible.

Henry Ford Museum (8:30am-4:30pm, Saturday, July 22, 1995): The museum is one of the best in the state of Michigan. The trip to the Museum gave them a better understanding of the history of American industrialism, especially in connection with the car industry.

Capital and Michigan Historical Museum (1:30-4:00pm, Tuesday, July 25): The trip to the capital and the museum gave them an overview of the people, history, politics, culture, and industry of Michigan.

Frankenmuth (Saturday, July 29): It is a European-styled village in Michigan in which they saw German oriented life-style and culture. They had a traditional lunch at a German-style restaurant. On a way back to MSU, they dropped in Bronners' store that is the largest Christmas shop in the United States.

Open House (7:30-10:30pm, Sunday, July 30 at Gill-Chin Lim's): An open-house is an American style, informal social gathering. They met Korean residents working in the Detroit and Lansing area, and talked with them about Korean-American people's life, culture, education and future over Korean foods.

Green Meadow Farm (2:00-4:00pm, Tuesday, August 1, 1995): This is the largest dairy farm in Michigan. Having taken a look at the form and listened to a guide, they observed the process of a dairy farm system.

Chicago trip (Friday, August 4 to Saturday, August 5): While in Chicago, they visited to Art Institute, Shedd Aquarium, Science Museum, Sears Tower along with city-tour. It gave them an overview of what an American big city looks like.

Nokomos Learning Center (2:00-3:30pm, Tuesday, August 8, 1995): The visit to the center was mainly prepared to give them a view of native-Americans' life, culture and heritage.

Niagara Falls trip (Sunday, August 13 to Monday, August 14, 1995): During the trip, they enjoyed sightseeing of the falls from the Canaddian side, Niagara Falls Garden, British styled streets in Ontario City in Canada.

Visiting elementary schools:

Murphy Elementary School (10:30-12:00am, Wednesday, August 9, 1995): The visit gave the participants an opportunity to take a look at an American elementary school. Since it was summer break, there was no students at the school. But, the principal gave them a brief presentation about the number of students and teachers, each teacher's role, how to discipline the students, parents' involvement, and showed them school facilities.

Benett Woods Elementary School (3:0-5:00pm, Wednesday, August 16, 1995): The school has adopted a year-round school system so that the participants were able to observe the classes, to see what an American class looks like, and how students and teachers interact with one another. The principal also showed school facilities and explained how the school was operated.

Other activities:

Library tour (2:00-3:30pm, Friday, July 21, 1995): The tour was arranged to give the participants an opportunity to see what an American university's library looks like and practice how to use the library. Dr. Talbot Huey, MSU librarian and coordinator of International collections, gave them an orientation.

Campus tour (1:30-4:30pm, Thursday, July 20, 1995): In order to give them directions to major facilities such as the intramural sports building, and help their adjust to this new environment, the tour was prepared. During the tour, they were instructed about how to use the laundry machine and other necessities at Owen Hall.

Meijer tour (9:00-12:00am, Friday, July 21, 1995): This was an optional shopping trip. It also gave them a chance to take a look at a typical American supermarket. Most of the participants came to the tour.

Michigan Festivals: The festival held on MSU campus gave the participants a chance to observe an American festival and popular culture. All the participants were given the

festival buttons and went to several performances. They were especially encouraged to visit:

Summer Circle Theatre Festival's presentation of Arthur Kopit's play entitled "Indians" (8:00-10:00pm, Friday, July 21, 1995)

Summer Circle Theatre Festival's presentation of Arthur Kopit's play entitled "A View from the Bridge" (8:00-10:00pm, Saturday, July 22, 1995)

Michigan Festival Concert: Earth, Wind, and Fire (8:00-10:00pm, Friday, August 4, 1995)

Michigan Festival Concert: Greater Lansing Symphony Orchestra (8:00-10:00pm, Thursday, August 10, 1995)

Michigan Festival Concert: Aretha Franklin (8:00-10:00pm, Friday, August 11, 1995)

Concert: Verdehr Trio Concert 8:00-10:00pm, Thursday, July 27, 1995)

Korean Independence Day Symposium (9:00am-9:00pm): The symposium was organized by the Korean community. The first part of the symposium was an academic seminar at which they looked back at the past 50 years since Korea achieved independence from Japan and suggested a direction of where Korea should go. The second part consisted of cultural events at which there were Korean traditional songs, dances and martial arts along with a modern performance by Korean students attending MSU.

APPENDIX J

APPENDIX J

FOLLOW-UP SURVEY

This survey is to see what you have thought of *International Education Workshop* in which you took part last summer. It is also for getting some ideas to improve that kind of teacher-training program in the near future. Five months has already passed since you went back to Korea. It is time you should look back at the workshop and make some comments about what you think should have been included or excluded, and/or changed if it had been a better workshop. I would appreciate it if you could answer following questions. Also, your opinions and suggestions will be greatly welcomed. Thank you.

Age:

Gender: M F

How long have you been teaching English? _____ year (s) _____ month (s)

- I. Are there any changes in your teaching methods compared since you took part in the workshop? If there is any, please write them down with as much detail as possible?
- II. If you don't think there is change in your teaching methods since you took part in the workshop, what makes you not change your methods? Could you write down your reason with as many details as possible?
- III. Are the teaching methods you practiced at MSU applicable to your own teaching?
 1. Are they easily applicable? Then, what kind of activities are more applicable?
 2. Are they difficult to apply to your own class? What kind of activities are less applicable?
- IV. If they are not applicable, what do you think makes them not applicable?
- V. Do you think there should be follow-up training to intensify and/or support the training you received at the workshop?
 1. I don't think that I need a follow-up training program. ()
 2. I think that I need a follow-up training program. ()

If your answer is 2, then what kind of follow-up program do you want?

- a. I'd like to go to take part in a workshop held in the United States again.
- b. I'd like to go to take part in an intensive living camp held in Korea during summer or winter break.
- c. I'd like to go to take part in a training program regularly held on weekends in Korea.
- d. Besides the above-mentioned kinds of programs, what sort of follow-up program do you want? Please note them with as much detail as possible.

VI. For the cross-cultural communication sessions, do you think it is helpful in Teaching your own class? If yes, what makes you think so? What are your suggestions to improve the sessions?

VI. Among the cultural activities, what do you think are the most useful ones relating to your teaching? What are your suggestions for making better cultural activities?

Besides the above-mentioned questions, could you please write down anything else you would like to implement in order to make a better program?

Follow-up Survey

이 설문지는 선생님께서 지난 여름에 참여하신 IEW에 대하여 어떻게 생각하고 계신지 알아보고, 이와 유사한 교사 연수 프로그램을 개발하는데 의견을 얻고자 마련되었습니다. 선생님께서 귀국하신 지도 5개월이 지났습니다. 이제 IEW에 대하여, 무엇을 침묵하고 어떤 변화를 주는 것이 좋은 지에 대하여 고견을 말씀하여 주시면 대단히 고맙겠습니다.

나이:

성별:

영어 교수 경력: _____ 년 _____ 개월

- I. 워크샵에 참여하고 난 후, 교수 방법에 변화가 생기셨는지요?
있다면, 어떤 변화인지 자세히 써 주시기 바랍니다.

- II. 만약 변화가 없다면, 무엇때문이라고 생각하시는지요? 자세히 써 주시기 바랍니다.

- III. 이곳 미시간에서 배운 교수 방법을 잘 적용할 수 있는지요?
 1. 쉽게 적용할 수 있습니까? 어떤 교수법이 좀 더 적용하기 쉽습니까?
 2. 적용하기 어렵다면, 어떤 교수법이 좀 더 적용하기 어렵습니까?

- IV. 적용하기 어렵다면, 무슨 이유때문이라고 생각하시는지요?

- V. 워크샵을 보강하거나 보조하기 위한 후속 워크샵이 필요하다고 생각하십니까?
 1. 후속 워크샵이 필요하다고 생각한다. ()
 2. 후속 워크샵이 필요하다고 생각하지 않는다. ()

만약 2번에 답하셨다면, 어떤 종류의 후속 워크샵을 원하십니까?

- a. 미국에서 열리는 후속 워크샵에 참여하고 싶다.
- b. 한국에서 여름/겨울 방학을 이용하여 열리는 집중 훈련에 참여하고 싶다.
- c. 한국에서 주말에 열리는 연수 프로그램에 참여하고 싶다.
- d. 위에서 언급한 프로그램이외에, 어떤 종류의 후속 워크샵을 원하십니까?

VI. Cross-culture communication session이 선생님의 교수에 도움이 된다고 생각하시는지요? 어떤 점이 도움이 되는 지요? 이 session을 개선하기 위한 조언을 하여 주시기 바랍니다.

VII. 문화활동 및 행사중에 어떤 것이 가장 영어 교수에 도움이 되는지요? 문화활동 및 행사를 개선하기 위한 조언을 하여 주시기 바랍니다.

위에서 언급한 점외에, 프로그램을 개선하기 위한 조언을 하여 주시기 바랍니다.

감사합니다.

APPENDIX K

APPENDIX K

TRANSLATION OF THE ANSWERS TO THE FOLLOW-UP SURVEY

AGE	G	TE	I	II	III	IV	V	VI	VII	SUGGESTION
1) 50	M	2yrs.	More confident in teaching pronunciation, communicative skills focused on dialogue.		1. TPR, book-making, games 2. Jazz-chants, introducing self and family	1. Feeling lack in L & S skills: few materials suitable for Korean situation. 2. Wish there were methods and materials suitable for Korean culture and every-day life	2. b	Needs more detailed explanation of cultural differences between Korea & USA	1. Homestay, visiting museums were good. 2. Improvement needed for Ice-cream social, connected with visits to places relating to the topic of the dialogues.	1. It was too tight. Wish that we had workshop in morning and field trips in afternoon. 2. The period of program was too short. Wish it had been at least 2 months in order to digest what we learned and apply it to teaching. 3. Wish there had been more field trips and travel. 4. More detailed training on pronunciation drills & corrections, dialogue skills.
2) 44	M	2yrs. 5 months	More confident in teaching pronunciation	Due to feeling lack of speaking fluency	1. sing songs in English, interesting games. 2. difficult in doing role-play for lack	Due to recognizing lack of speaking skills.	2. b	1. Good to know cultural difference between Korea and USA. 2. Wish to travel to the	1. Festival, visiting elementary schools	1. Wish we had been living with native-speakers to improve listening and speaking. 2. Wish to spend more time having cultural activities.

6) 39	M	3 yrs.	make class interesting with games in English.	Teachers need incentives to take part in in-service training programs.	2. Was hard to comprehend native-speakers' lectures. 1. TPR, because the students respond to this method more actively. The effect of the method lasts longer. 2. It was hard to apply the phonics system of alphabet.	workshop or the other lectures.	2, a Need more opportunities to speak with people who are from different cultures.	privately.	Homestay was most useful. Wish it had been a one-week long stay.	
7) 54	M	13yrs.	Improved teaching methods.	Lack of audio and visual materials, native speaker instructors	1. Slow down the speech-rate using as many illustrations as possible. 2. The methods and materials seem to be suitable for native-speaker instructors. Need to develop the	It is more important for the teachers to learn how to pronounce correctly than learning how to make materials to maximize the short period of the program.	2, b, c. It seems ideal to take part in a teacher-training program living together with native-speakers.	Due to the class-size of 15 students with one session leader, there were few chances to speak out in the sessions. We could have only once or at best three times in one class-hour.	Wish that there had been native-speakers with whom we could speak and listen to while taking part in cultural activities.	Need to increase the chances to speak with native-speakers while reducing the number of participants. I wish I could have spoken with native-speakers all the period of program.

						methods that non-native speaker teacher can easily use. ex) Articulated point	Forgot some methods I learned.	2, b	Highly helpful. It helped me understand the thought, behavior of Americans, and difference between Korean and American cultures. Got to acknowledge that language is the tool to express human desires deep inside the mind.	More opportunities to listen and speak. Will be better if Homestay, ICS could be complemented.	
8) 44	M	1yr.	Changed teaching style from listening to tape, watching video to active method such as TPR. More confident in pronunciation.			1. TPR, Jazz chants, drawing, coloring.					
9) 40	M	8yr.	Could lead an English class fun using games, songs, dialogues with listening and speaking focused.	Due to the curriculum allowing only one English class-hour as extra-curricula activity, they basically don't have good	1. I have trained other EFL teachers in local school district using games and songs that I learned at IEW and got feedback from the teachers. 2. Should have collected more materials even	Was too tired to participate fully in workshops. Also, I had to make more efforts due to lack of musical and rhythmical sense.	2, a. Will be better to have follow-up workshop to learn how to teach different levels of speakers since there are 4	Was greatly helpful because we cannot acquire a language without understanding its culture. Need more detailed explanation on the various cultures from street to high	I could experience American culture firsthand by taking part in various events and activities. They were highly helpful to understand American culture since language is culture.	Would be better if we could get the educational materials in advance and study them prior to the workshop.	

10) 27	F			opportunity to speak out. But, beginning 1997, they can have two English classes in a week since English will be in a core curriculum.	though I took pictures and bought some materials like games. But, still there are some things missed.		levels from 3rd graders to 6th graders.	society, and culture for children.		
		2 yrs. 6 mos.	Changed teaching style from relying on video &/or audiotape to using songs, motions and TPR. But, still not so confident in my own pronunciation.		1. TPR, activities for small groups. 2. Hard to apply game or Jazz chants. But, sometimes, I use them, too.	Need more opportunities to correct pronunciation even for a few participants.	2. b, or c.	Was helpful to understand idiomatic expressions, habits, etc. which led us to a familiarity with American people and culture. But, there were some conflicts between session leaders' teaching.	That I had been to special lectures and Performances have led me to apply audacious teaching methods. Will be better to have more opportunities to go museums, libraries, exhibitions.	
11) 47	M	1 yr.	1. Became confident in speaking by the dialogue with native-speakers		1. TPR, role-play, person-to-person conversation, practicing the	We need various educational materials. Even though	2. a. If possible, I'd like to take part in the	Was good time to learn the similarities and differences between Korean	ICS and Homestay program were very useful.	Rather than the guest special lectures, I wish I could have had more time to have person-to-person conversation

12) 39	M	17 yrs. & 5 mon s.	and got the correct pronunciation. 2. Learned that it is more effective to use games, play, role-play in teaching English, and acknowledge that I should develop various educational materials. 3. To prepare for the coming century, I believe we have to teach elementary school students English.		structured pattern of dialogue. 2. Jazz-chants or motions, pronunciation are difficult to teach.	we have VTR and textbook for living English, I am trying to secure flash-cards for words, conversation &/or songs, tapes, guided sentences VTR showing American children's lives, and picture materials.	workshop held in the USA with my personal expense.	and American cultures. I wish I could have had more opportunities to have person-to-person conversation.		with volunteer or American students for 2 or 3 hour per day.
			I used teacher-centered lecture style teaching methods due to large class size of 44 before I took part in the workshop. After the workshop, I became confident in my belief that I should lead the class with fun even though we		1. Songs, games, plays since I practiced the methods. 2. Since the leaders showed a lot of methods, I cannot remember concretely some of them that I couldn't practice. But,	1. Feeling burden to apply the teaching method I practiced in terms of money and item. 2. Due to the class-size consisting of 44 students for a class, it is hard to	2. a	Was good to see some aspects related to American, European and other international communities. But, we can get such information at home too. So, I wish I could have used the session time to	They were most useful activities. Henry Ford Museum, Monet exhibition at Art Institute in Chicago, visiting parts and the activities at there are the stuff about which I have talked to people. But, we had to move in a large number so	1. The schedule was too tight to follow. 2. Wish I could have had more free time for individual activities. 3. The field trips to schools and the opportunities to observe how they have led, managed American classes, and what kinds of materials they have used should increase. 3. The meeting

			can not go fast.		for those I practiced, I can easily apply to my teaching if I sacrifice my time to prepare the materials.	apply the activities requiring small-sized group. 3. The principal &/or parents are grade-oriented and inflexible administrative system (Beginning in 1996, they are trying to abolish written exams at elementary schools.) 4. The teacher's effort to assimilate with students.		see real American life.	that we didn't have flexibility to enjoy them to the full. So, if we were divided into small groups and could have different itineraries, it would be better to foster the affection between the leaders and the participants.	between the participants and host-family for homestay program should be done by individual contact such as calling each other rather than matched by the staff at the same place at the same time. 5. ICS was also very useful.
13) 46	M	25 yrs. & 10 months.	Changed from the used methods to songs, games using classroom English in teaching.		1. Using flash-cards, dice &/or game-board, I can keep my students interested in learning English. 2. Songs and jazz-chants related to every day life topics can be	Due to the various levels of Students' English proficiency and their age-gap since we have English class as extra-curricular activities. it is hard to develop lesson	2. a. If it is hard to conduct follow-up workshop in the USA, the options of b and c would be OK. But, basically, we cannot expect	It was a good opportunity to see American culture firsthand. Visiting an American home, farms and having ICS were also good chance to understand American culture.	Activities at the park, homestay, ICS, visiting an American farm, museum, going to concerts, theater	

									difference the cultures of Korea and USA.		
15) 49	M	13 yrs.	After the workshop, I am trying to use classroom English as much as possible. I have used the games and methods I learned at the workshop and made materials for songs, games and motions and other classroom activities, which results in English class being fun.		1. The activities that ask both teacher and students together to draw, play a game and sing songs. From 3/1/96, 'Kookmin hakkyo' has been called as 'chodung hakkyo'		2. a, b. It would be good if we could get Information needed for English education at elementary schools as a follow-up service	Even though improving communicative skills and acquiring teaching methods are the main jobs we should do in taking part in the workshop, it was definitely helpful to understand American culture to teach students what is different and similar between American culture and Korean culture.	Every cultural activity was useful.	1. Overall, the workshop was great. But, the schedule was too tight to take a rest. So, I suggest to reduce evening activities. 2. I wish I could have visited American elementary schools to see what was going on in regular class. 3. It was good to stay at a dormitory. But, it would be better if we could have stayed at an American home for a month. Also, the homestay program should be at least one night stay instead of one day program.	
16) 45	F	2 yrs.	1. I am now more confident in teaching along with the ability to make and/or develop teaching materials and methods such as games, TPR and songs. But,	Before the workshop, I had just studies to improve my own language skills. But, with the workshop, I was	1. I have applied the methods that I learned at the workshop such as singing songs, TPR, jazz chants, games. Above all, the children like	1. a. I think that we teachers can learn and accept more, and can be more confident as well as	It was good to learn various aspects of American culture. But, for the same partner, it was boring to speak with same partner. I wish that I could	1. With Homestay program, I got to see what an American home looks like. The other cultural activities such as going to concerts and theaters were also good. But,	The workshop consisted of diverse activities , workshops and sessions. I learned a lot. Now I can tell the others it was highly recommendable program. But, I wish I could have at least two-month long program then I could		

17) 49	M	3 yrs.	<p>due to the short class-hours, I cannot apply all that I'd like to apply.</p> <p>informed of teaching methods and American culture through homestay, various cultural activities. So, I am now very confident in teaching English with improved language skills,</p> <p>the activities very much and do them with fun.</p> <p>improve teachers' competence if the workshop-period would be about 3-months instead of short period.</p> <p>have changed the partner to speak with in the session.</p> <p>the schedule was too tight to digest all the activities that I had.</p> <p>digest everything to the fullest.</p>	<p>1. I learned that I should focus on listening training with TPR to have the students recognize English rather than have them just speak out.</p> <p>2. I have taught English with spoken English rather than written English.</p> <p>Due to the lack of proper materials.</p> <p>1. 1) Jazz chants. 2) The activities using pictures and games.</p> <p>2. I need teaching methods to teach children who don't know English except for alphabet.</p> <p>I wish I could have learned more detailed TPR method to teach the children who don't know English except for alphabet. But, the method of teaching pronunciation was impressive. I</p> <p>2. c. After the workshop, we haven't had opportunities to get together. So, I need weekend training workshop to discuss methods</p> <p>1. It is required for English teacher to know American culture. Before the workshop, I was wondering how to teach English. But, after the workshop, I am confident in teaching. But, I wish I could have learned by</p> <p>1. It was impressive to go to concerts, art-galleries, theaters and also travel to Canada to get exposed to American culture. 2. It would be better if we studied function English before we went to inns, restaurants,</p> <p>1. I was embarrassed to see a waiter laugh at me when he couldn't understand my English as I ordered dishes at the cafeteria. 2. I wish I could have been matched with a student studying in the USA, a native-speaker, or foreign student.</p> <p>3. I had difficulties due to my language skills which are not so good.</p>
-----------	---	-----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

19) ¹	F	1 yr. & 6 mos.	1. I am investing more time in preparing and using materials than I did before the workshop. 2. I have practiced such methods as TPT and others eliciting activities by the schedule I made. The students seem to enjoy that kind of activities. 3. I am trying more to use classroom English. I am not yet so skillful, but I can have the student understood because the students follow my directions in		1. Most of methods are easily applied. 2. The students seem more interested in the activities which ask the student to move and communicate one another. But, I have difficulties in adjusting the content of the activities appropriate to out situation.		1, a	The students are very interested in stories about American culture I had been told at the Cross-cultural sessions. I wish I could have had more sessions.	The students show keen interest in what American family-life and school-life look like. Also, I myself want to know more about how to manage school-life, how to design a curriculum. I wish that I could have had more time to visit American homes and schools.	extra-curricula activity during last winter, and had good feedback from the teachers.
									Even though I understand that the workshop was mainly for learning and refining teaching methods, I wish I could have had more time to improve my language skills.	

¹ Age was not indicated.

21) 46	M	4 yrs.	<p>1. Since I think that it is very important for an English teacher to have good language skills, I am studying hard to teach. 2. I am teaching with visual and audio aids made by native speakers, games, songs, etc. rather than having the students memorize. 3. I can tell the students about American culture and consciousness and life-style as well as try to lead English class with fun so that the students can steadily study English.</p>		<p>1. It is easier to apply Jazz-chants, songs, substitution drills in leading students to learn sentences. The special lectures were difficult to understand due to the difficult content of lectures and due to lack of listening comprehensibility.</p>	<p>I think that an English teacher should have good command of language skills and like to study English. But, it is hard for the teacher who does not have good command of English proficiency. So, I am feeling that I have to study steadily and also can give the students lessons.</p>	<p>methods. One-month long teacher-training programs is too short. Should there be something unsatisfying due to the participant's lack of English proficiency.</p>	<p>1. It was useful to have homestay program and go to concerts, dramas, performance to see firsthand what American culture and life look like. But, I think it would be better to have longer period training program. So, we would pay for the extended period if there was no budget to make the period extended.</p>	<p>I have kept corresponding with the American family who hosted me for homestay program and they have mailed me educational materials. I would like to keep good relationship with them forever.</p>
22) 44	M	4 yrs. & 6 mon s.	<p>1. I became confident in teaching pronunciation using</p>		<p>1. 1) Teaching pronunciation using hammer (with 8, 6, and 4 beat-ball).</p>	<p>1. The number of students is large: 40 students are</p>	<p>2. 1) I wish there were detailed direction,</p>	<p>Even though it is necessary to understand American culture, the</p>	<p>1. It would be greatly effective if we could have used only English while we were staying at the</p>

APPENDIX L

APPENDIX L

INTERVIEW QUESTIONS FOR TEACHING STAFF

1. What do you think of the participants' response to your teaching in the beginning and now?
2. What do you think are their strengths and weaknesses especially in terms of the fact that they are English teachers?
3. Do you think that the educational materials with which they are being taught are proper for their English proficiency?
4. Do you feel that they are responding to your teaching differently according to their ages, gender, English proficiency?
5. What kinds of classroom activities do you think attract the participants' attention more?
6. For some participants whose English is not good enough to understand your teaching, do you think that this workshop is still effective?
7. What are your opinions and suggestions for improving their teaching skills?

.

APPENDIX M

APPENDIX M

INTERVIEW: EVALUATION/FEEDBACK FROM THE TEACHING STAFF¹

1. What do you think of the participant's response to your teaching?

They were totally positive, very enthusiastic, and interested. In particular, at the beginning, they were extremely enthusiastic, almost crazy about everything in class. At the end of the workshop period, they seemed still positive and really excited at what they were dealing with in class.

2. What do you think their strengths and weaknesses are, especially in terms of the fact that they are English teachers?

Their strengths are that they are creative, able to adapt to what I was teaching with different class size, time schedule. I saw their confidence increase as the workshop progressed. Their major strength is that they are already skilled elementary school teachers. So, they know what students are expecting and how to deal with children. They know all about the kids. We workshop leaders could easily share our background knowledge about how to deal with kids.

Their weakness is that their English proficiency is still low. They need practice. In addition, partly due to the very tight schedule, one or two participants were sleeping during the class, which annoyed the others. Also, some of them seemed to suffer from homesickness.

3. Do you think the educational materials with which they were being taught are proper for their English proficiency?

¹ I interviewed two of the teaching staff: One was in charge of the workshop sessions, the other of the supporting class of the workshop sessions and Survival English that was one of the cross-cultural communication sessions.

Yes, the materials consisting of songs, games, and projects were introduced at the right level.

4. Do you feel that they are responding to your teaching differently according to their ages, gender, English proficiency, or even personality?

Of course. But, age didn't make a big difference. I sometimes felt that older participants rather than younger ones seemed so happy and enthusiastic for the most part. Due to their long period of teaching experience, the older participants might understand children better, so that I think the older participants could be more enthusiastic. But I can say that participants of all ages were enthusiastic.

Gender also made no difference perhaps due to the fact that there was not a big female population.²

As far as English proficiency is concerned, it didn't make a difference. I still didn't recognize who was at the advanced, intermediate, or low level, respectively. So, I think that it was best to mix up the levels for the workshop sessions.

Regarding personalities, I could find nothing surprising. But, some liked songs and drawings while others didn't. I remember that most of them like jazz chants.

5. What kinds of classroom activities do you think attract the participants' attention more?

The classroom activities involving physical actions such as jazz chants, clapping, and singing with rhythm attracted the participants' attention more. Also, they

²

Among 45 participants were 15 women participants.

were interested in posters when I showed them, even though they were not so much interested in making posters.

6. For some participants whose English is not good enough to understand your teaching, do you think that this workshop is still effective?

I don't think that anybody couldn't understand my teaching. I think everybody understood. Even if they didn't understand everything, they could still get the main idea from someone else or from the written materials. They had explanation, demonstration, written materials, and also Korean classmates who could translate

those kinds of input.

7. What are your opinions and suggestions for improving their teaching skills?

It would be helpful if they could practice more teaching in English using very little or no Korean. Also, if they could get feedback from all of the classmates who are, after all, teachers, or videotape their teaching and analyze their own teaching style, it would help improve their teaching skills.

With the same questions, I interviewed one cross-cultural session leader on September 8, 1995.³

1. *At the beginning, they were so enthusiastic, especially for the first week. But at the end, some people left class earlier, or didn't come. They seemed too tired at the end of the program.*
2. *As for their strengths, I could tell they were creative. They seemed interested in being able to teach English to their students. So, they were especially interested in games, and songs which usually attract young children's interest. For their*

weakness, I would say that they might have difficulty because their English proficiency is not good. They needed to work on improving English proficiency. But they can still teach English using simple words.

3. *For the workshop sessions, the educational materials were fine. Also, I think that the materials for Cross-Cultural Communication Sessions were also fine and proper because they consisted of basic conversations. Even though some of the participants had trouble understanding, the others could explain to those participants who had difficulties. So, overall, the educational materials seemed proper for the participants.*
4. *There were not big differences caused by their ages or gender. Rather, I think that it depended on their personalities. I also thought that some people were totally misplaced.⁴*
5. *In the morning class, they seemed to enjoy games, songs and jazz chants the most. They were not so interested in pictures. For the afternoon classes, they actively took part in role-plays and info-gap activities. However, class-discussion didn't work very well as their enthusiasm had dropped toward the end of the program partly due to homesickness and partly to the fact they were feeling tired.*
6. *I think that the workshop was effective if they were willing to try. But the majority of the participants were not interested in finding out what America is.*
7. *We could have divided the participants into their proper levels depending on our own tests. In addition, we should have given them more free time. For example,*

³ For this interview, I used the same interview questions as I used interviewing the workshop leader. Thus, I put down the answers the session leader made without repeating the questions here.

Since we didn't have placement test for the participants, we just placed them according to how they had already been divided into three levels: the Office of Education had the participants take the

ice-cream social meetings should be optional. If the evening activities were optional, then they could have had more time to relax and prepare the following day's classes. They seemed so tired when the program was approaching the end; that the rate of absence was one-third in the case of morning classes even though afternoon classes had pretty good attendance. Besides, I suggest that we cut the afternoon class in half: seven or eight is a good number for a Cross-Cultural Communication session. For the starting time, 8:30 or 9:00 would be good instead of 8:00 a.m. Also, the supporting class for workshop-classes should be shorter, such as one hour instead of 75 minutes.

Besides interviewing two members of the teaching staff, I talked to one more instructor who was in charge of the American Culture session, about how each level of classes was going. The session leader depicted how different levels of participants took part in the sessions:

The participants at level 1 seemed to have a hard time understanding lectures, but still kept active. The lectures moved quickly since the participants did not ask many questions. The participants at level 2 showed average listening and asked an average number of questions. Those at level 3 were most actively negotiating, asking questions, and comments. They didn't leave the classroom even though the class was over because they seemed so enthusiastic to have a lot of questions.

MICHIGAN STATE UNIV. LIBRARIES



31293013979657