English Teacher Training Program in public schools in Korea: Teacher collaboration for activating classroom interaction

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Introduction- needs & purpose

Classroom culture in Korea is usually teacher-centered. Language classroom including English classroom as a second language that is required more active participation by students is also consisted of teacher explanation and rote learning style. However, English teachers try to change the classroom culture recently since communicative language teaching approach was introduced. English teachers attempt various activities to make students positively participate into the class, but it is not easy to change the culture which is lasted for a long time in Korean education system. Also, there are many English teachers who don't know how to do and what to do for better active interaction, even though they want changes in their classroom. Hence, this program is needed in current English education system in Korea.

Besides classroom culture, relationship between teachers should be changed. Teacher collaboration culture in schools was not common in Korea. Usually, teachers in Korea are only responsible for their homeroom class and they try not to involve other teachers' classroom managements, teaching methods (including materials) and even exhortation to students. In these atmosphere, it is not easy for teachers to share their experience for professional development. Moreover, schools don't have self-operating program. Most teacher education program is supported and run by the Ministry of Education. However, each school has different culture and students' tendencies or characteristics depending on communities. Hence, I realized that each school need to activate their own teacher education and collaboration program. The program is supported by the Ministry of Education but is run by individual school based on their needs. This program would be helpful for school improvement by developing teachers' quality and creating supportive teacher collaboration culture.

Theoretical approach

I will try to give practical information relating to classroom interactions for participants and train them in order to utilize the information in their classroom. Most information and activities about teaching English that will be given are based on communicative approach.

Most of all, I want to encourage the participants' motivation for collaboration and classroom interaction by using on-off line materials including articles and rich discussion. The students in this program are teachers who already have teaching experience and their teaching belief. It is not easy to change them with one workshop. In fact, it is impossible. Hence, **encouraging strong motivation** is the best way to make participants try to change their classroom culture into students centered with active interaction.

Theoretical approach

Based on categorization of prevailing teacher collaboration (Pawan & Ortloff, 2011), needs analysis will be conducted. The reuslt of needs analysis give useful information for designing the program for individual school such as what types of collaboration is required preferentially. Here are the categorization.

categorization of prevailing teacher collaborative practices

a. Consultation
(seeking advice from each other)
b. Information exchange
(sharing information with regard to students)
c. Shared decision-making
(coming together to arrive at a consensus on a certain action)
d. Cooperative participation
(co-teaching, co-development of curriculum)
e. Responsibility transfer
(passing on or assuming responsibility for contacting parents)
f. Interagency collaboration
(teachers from two schools coming together to plan an in-service workshop)

Also, the information about the relationship between students' grade and teacher collaboration in needs analysis can be changed after applying the program. Goddard, Y. L., Goddard, R. D. (2007) got the positive results about the relationship between students' achievement and teacher collaboration from the research. The research is controlled in reading and mathematics and students achievement was increased under the well-organized teacher collaboration in school. Another research managed by Pawan & Ortloff (2011) also give similar outcomes, which is focused on content area teacher collaboration. When teachers collaborate, they can lead positive improvements in students achievement by reflecting the knowledge and experience shared by co-teachers into their classroom These research results show that increased levels of students achievement is highly associated with teacher collaboration.

Thus, encouraging active teacher collaboration is necessary for school improvement. Teacher collaboration program for individual school is more preferred rather than the program for teachers in national schools.

Context

The program is the teacher collaboration workshop for English teachers at secondary level schools in Korea in order to improve classroom interactions (teacher-students and students-students) and classroom management supported by the Ministry of Education. 20 participants in the course will meet for 2 hours once a week for 2 months in the afternoon on Saturday but this course can be opened every semester or during vacation depending on district educational situations. Since the program pursue the academic and practical phase, the program materials are chosen among recent academic articles in relevant area but the class in this course is consisted of useful activities that participants can utilize.

Budget and staffing

Basic infrastructure- since every equipment is already set in individual school, the equipment can be used for the program. So, the cost to install equipment for the program or teacher education can be saved.

Public school- the budget is supported by the Ministry of Education.
Private school- a school is responsible for the whole budget. However, private school can have a connection with public school. In that case, when there is a program for teacher collaboration, a few representatives from private schools can join the program The cost can be paid half-half between the Ministry of Education and private schools.

Expecting cost- per teacher $280
(including materials, simple snack and outsourcing instructor)
total $560 for 8 weeks

Usually, teacher education course is opened national wide range in Korea. The Ministry of Education can manage this budget by reducing nation wide range teacher education. Instead, they can invest the money in order to promote teacher collaboration program of individual school.

Time line

Macro time line
2012- 2013
Enactment the program in secondary level schools in Seoul
2014-2020
Enactment the program in national secondary level schools

Micro time line
The program is opened four times a year.
January -February / March-April /
July-August / October-November/

Implementation- example and sample materials

week	Contents	Assignments
Week 1	-Introduction -Share participants' difficulties in interaction with students -Discussion Concept of Interaction in language classroom -Reading article- Hall, J. (2010). Interaction as Method and Result of Language Learning. -Watching video recording about classroom interaction in English classroom	1. Reading articles
Week 2	-Classroom reflection about teaching listening -Reciprocal teaching & discussion – Kathleen A. J. Mohr, & Eric S. Mohr, (2007). Extending English-Language Learners' Classroom Interactions Using the Response Protocol. -Interactive Activity Brainstorming -Discussion: shared decision making - Exploring useful websites -Mock-teaching: two listening teachers	1. Reading articles
Week 3	-Classroom reflection about teaching reading -Reciprocal teaching & discussion – Hall, J. (2010). The role of an interactive book reading program in the development of second language pragmatic competence. -Interactive Activity Brainstorming -Role- play & discussion : classroom activities in English classroom - Exploring useful websites -Mock-teaching: two reading teachers	1. Reading articles

Implementation- example and sample materials

Mock-teaching/observation

Participants prepare sample class every week. After watching sample class, participants analyze and discuss advantages, disadvantages and factors to revise or improve when they apply into real classroom situations.

Discussion

Discussion is an important activity through the whole course because it is totally student-centered course. Moreover, it is significant factor to share participants' experience and thought about interaction in second language classroom. Thus, instructor encourages the participants to take part in the discussion activity positively.

Video footage
http://www.youtube.com/watch?v=Ks0oxK0-BsU
This video is about teaching skills for active listening, in particular gist and detail listening. The teacher in this video uses a sentence scramble and a true or false worksheet to encourage active listening of a teacher-made recording. There are many effective listening teaching skills. Among them, participants watch a skill about listening gist and detail. Then they discuss the advantages and the disadvantages of the skills and share the other useful listening teaching skills.

Article- Extending English-Language Learners' Classroom Interactions Using the Response Protocol

The article includes useful response repertoires for EFL teachers. Participants can have opportunities to broaden their knowledge and to understand the response protocol, which is one way to improve classroom interaction, by reading professional academic article but not too long. Also, participants practice the response protocol that the article mentions through role-play activity and discussion.

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Contact Information and Acknowledgements