

Effective Professional Development Model for Language Instructors —Focusing on cultural & linguistic competencies

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Professional Development Models

- **Self-Directed: individually guided and designed**
- **Guided: peer coaching**
- **Supervised: use of trainer, mentor, mentee**

What types of professional developments are expected?

Individual

- To fulfill personal needs as a team member

Section

- To train classroom instructor & trainer
- To build a bridge between Institution level training and classroom instruction

Institution

- To provide general / essential knowledge & technique
- To motivate trainees and trainers

Organize Study Groups

peer to peer+ self -directed

Select Topics:

Text book development

New approaches, techniques

How to teach unique elements in each language

Error correction, feedback, evaluation

Effective homework

How/ When to teach strategies.....

1.Read or attend to learn

2.Present to share

3.Discuss to have learner centered perspective

4.Adapt to create better learning environment & outcome

5.Reflect to set new goals

Supervised training in each section(mentor-mentee)

Pre-
conference

Observation

Post-
conference

Teaching

Instructor Competencies for professional development: Cultural & linguistic

- **Knowledge of other cultures provides the context for understanding the connections among the practices(what people do), products(what people create), and the perspectives(how people perceive things)of those cultures. Students use this knowledge to increase their understanding of other cultures as well as to interact with members of those cultures.**

Training process

* Pre-conference

- To set goals
 - To find and understand lesson objectives
 - To specify data to be collected
 - To discuss the method for collection of the data
- the trainer gives a presentation to provide common ground for the following observation and the reflective conference.

*** Observation**

- **Collect data**
- **List observable behaviors of students that demonstrate the objectives of the lesson have been met**
- **List observable behaviors of other teachers as facilitators, guides, counselors, and resources.**

***Post- reflective Conference**

- **Determine if the objective of the lesson was achieved**
- **Share data and discuss significance**
- **Evaluate improved student achievement**
- **Revise goals**

Four “Cs” in Teaching Korean Culture

**Collaboration, Comparison,
Connection and Co ownership**

- **Who are they?:** Students demographic
DOS employees & EFM
(various language/generation/professional backgrounds)
32-44 weeks training program
End of the training goal : S2/ R 0 or 2
- **When, What :** After 20 weeks of training, the section provides
 - ***Classroom Instructions for the immersion**
 - ***Local immersion (New Year's Day)**
 - ***Post reflective session (instructors/ students)**

Objectives

Cultural Perception

Holidays

Formal/ Everyday
Greetings

Traditional/Modern
Customs

Values

Staple Foods

Ritual Ceremony

Non verbal
expressions

Linguistic

Production

Nouns: events, days,
Kinship terms

Verbs: transitive,
intransitive

Adjectives, Adverbs

Idiomatic
expressions

Honorific
expressions

How to design a cultural class

Pre Lesson

- Learn basic words and expressions
- Exercise proper attitudes

Actual

- Hands on experience

Post Lesson

- Adaptation
- Oral Presentation

Collaboration

- **Accumulation:** Create department/section owned share points(drop boxes) to collect valuable materials among instructors
- **Assimilation:** Audible+ Visible+ Touchable= Enjoyable x Learnable
- **Adaptation:** Attend institution level professional development sessions to connect and utilize knowledge & methodologies

- **Watching video clips about Korean holidays and cultural practices in modern day Korea(Listen& Repeat)**

- authentic listening materials(Tube chop)**

- provide flash cards (Quizlet, Rapidrote)**

- recite cultural words and idiomatic expressions to get automaticity(Apps)**

- practice verbs & adverbs from the clips**

- learn honorific, plain and humble expressions(SNS, Face time)**

아빠 어디가: 바르게 인사하기 바르게 절하기

Visiting Korean family to participate in Holiday traditions

- **Off site activities, Hands on experience(games, calligraphy, paper folding)**
- **Real world experiences with native speakers**
- **Meaningful practice**

Comparison

- **Accumulation: Obtain background knowledge to retain concepts and language abilities**
- **Assimilation: Do a cross cultural examination to have an abundant understanding of culture and language**
- **Adaptation: Update knowledge and skills from others including students**

Finding Archetypes



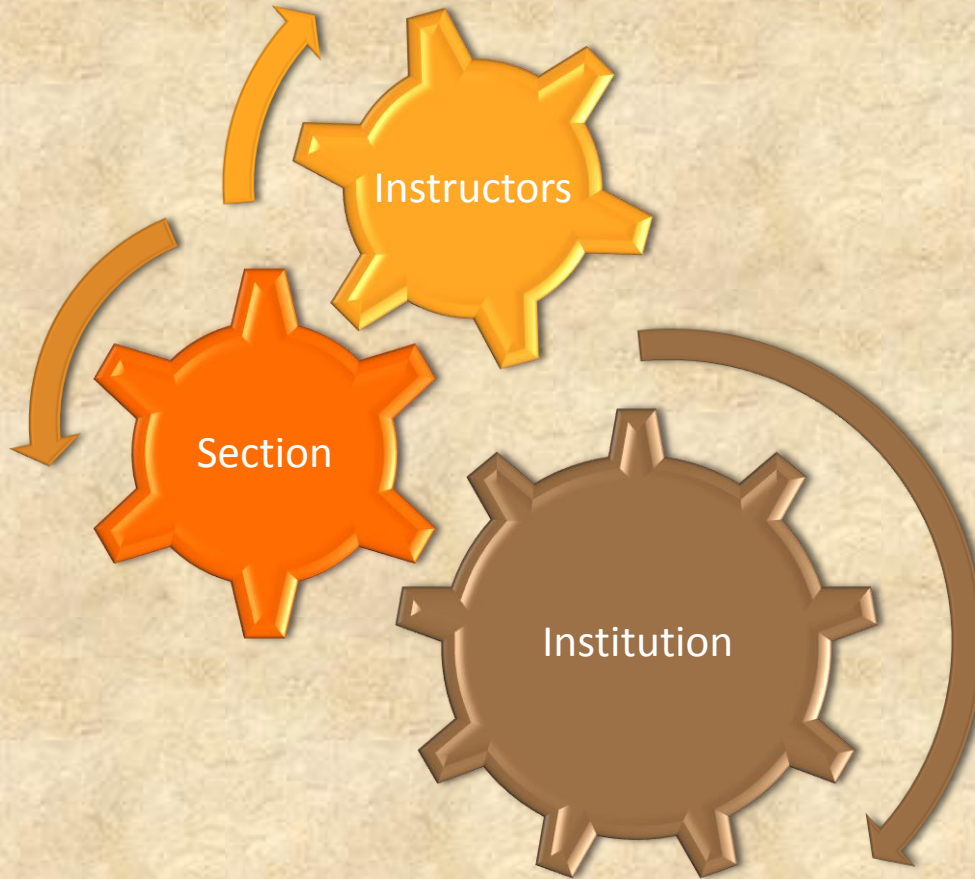
Between the lines: Verbs perspectives- products- practices



Connection

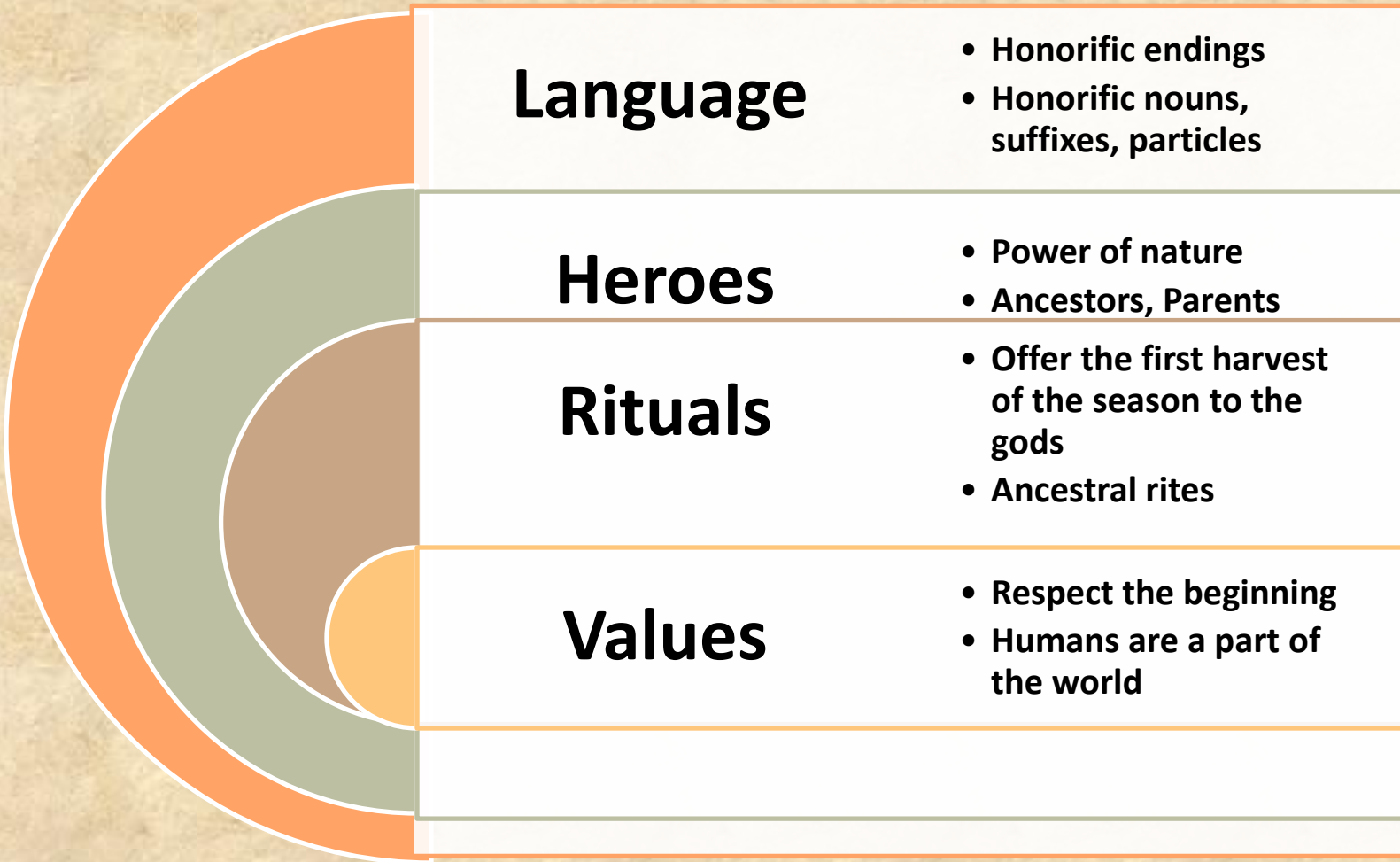
- **Connect institution's staff development sessions and language instructions**
- **Connect knowledge and materials to teach and learn**
- **Connect instructors, students and native speakers to create better learning environment**
- **Connect old and new methods and techniques to have a better outcome**
- **Connect multiple cultures to understand the culture and the language production**

Staff development in each section plays an important role



Inside of the layers

adapted from "culture speak"



Verbs with cultural concepts

Ancestors:

To give appreciation

감사 드리다, 올리다

제사

절

To come out

* 보름달을 보면 고향
생각이 납니다

Friends

To share, give

: Food, affection

음식 나누다, 주다

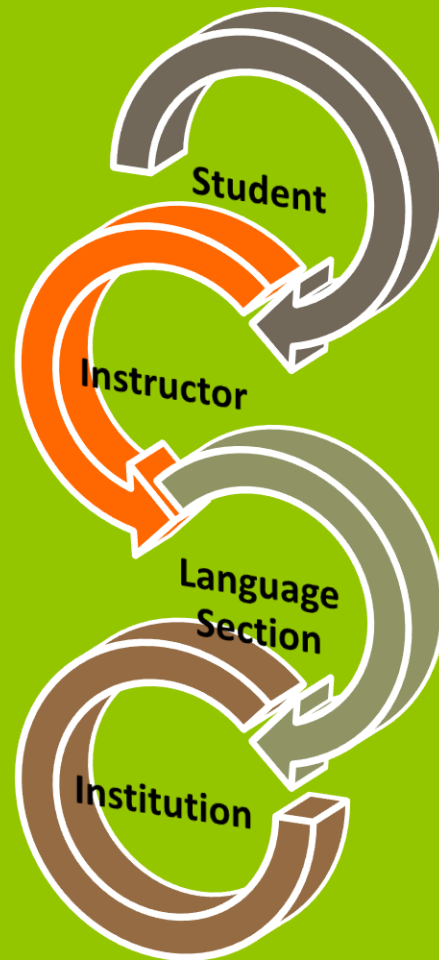
정

기쁨

To be created

* 가족의 생기면
고향에 같이 가고
싶습니다.

Co ownership



To obtain cultural & linguistic competence

- **Obtain recognition & belief toward the importance of the 4 C's to achieve cultural & linguistic competence**
- **Learn & adapt the knowledge and instructional techniques to create a better learning environment**
- **Connect, Combine & Implement the belief, knowledge, techniques and attitudes**

Reflective Note & Discussion

- **Did the professional development sessions utilize learning strategies and techniques that instructors can adapt for lesson delivery in their own classrooms?**
- **Did the language section provide specialized staff development sessions to instructors to connect to the institution's staff development sessions?**
- **Did the plan and real instruction work ?**
- **How was the feedback from the students and other instructors?**
- **What kind of progress did we make?**
- **What kind of inspiration did we get from this for future programs?**