Effective Teaching Practices of Six Successful Teachers

at Daegu Gyeongbuk English Village

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Educational Research Methods 600

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Abstract

Teachers of English as a Second Language (ESL) who arrive in Korea with little prior international teaching experience may face numerous challenges as they embark on their new career. This study examines the teaching practices of six highly successful teachers at an immersion English language school in Daegu, South Korea. The author conducted observations and interviews of six teachers, focusing on what techniques promoted increased student motivation and positive learning outcomes. The research revealed a variety of methods are utilized, including immediacy, self-efficacy prompts, and cooperative learning. Strong teacher-student relationships are fostered while cultural variants are explored and acknowledged. It is the hope of this author that ESL teachers new to Korea will find these results constructive as they establish their own teaching styles in a foreign country.

*Keywords:* motivation, immediacy, self-efficacy, cooperative learning, culture, ESL
Effective Teaching Practices of Six Successful Teachers
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Imagine you have been transported half-way around the world, to a country whose language is completely foreign to you, and find yourself in front of a classroom with the big round eyes of fifteen Korean children looking at you with anticipation and expectation. It is your mission to teach them English, and you have 90 minutes in which to do so. You must capture their attention, captivate their imaginations, and engage them in learning a new language, while informally and quickly assessing their current abilities, maintaining discipline, and creating an atmosphere that screams “THIS IS FUN!”

Statement of the Problem

For the roughly twenty to twenty-five new teachers who arrive at the Daegu Gyeongbuk English Village (DGEV) near Daegu, South Korea each year, this dream is their reality. For those who arrive with a sack full of teaching tricks from their vast experience of working in the field of education, the transition to teaching in a foreign country can be seamless. For the novice teacher or those with limited teaching experience, the outcomes may vary. Some will struggle, but through trial-and-error and a little help from friends and colleagues, they will eventually succeed in their efforts. Others will face constant challenges and frustrations in the classroom, while still others will decide to admit defeat and return home after only a few months’, or even weeks’, time.

According to Anthony J. Shull, Director, Office of Global Programs at the University of Colorado-Colorado Springs (a joint partner, along with Yeungjin College in Daegu, South Korea, in the establishment of the DGEV facility) retention of high-quality teaching professionals is a top priority for this program (personal communication, October 18, 2010). The program incurs
significant costs to bring American teachers into Korea, so every effort is made to facilitate a smooth transition and safeguard against premature resignations. An area of study which could enhance these efforts would be to provide newly-hired teachers with a manual of successful teaching practices, a roadmap for creating lesson plans that incorporate innovative and successful pedagogical principles.

**Research Questions**

What do the teaching practices of the successful teachers at Daegu Gyeongbuk English Village look like? What techniques do successful teachers use that demonstrate sensitivity to and an understanding of the Korean culture? What techniques do successful teachers use that build a positive teacher-student relationship? What techniques do successful teachers use that promote active and/or collaborative learning? The purpose of this qualitative research study will be to describe and analyze the effective teaching practices for six of the most successful teachers currently employed at Daegu Gyeongbuk English Village.

**Review of the Literature**

Education research has shown that student motivation is a significant factor in determining academic success in student learning (Rugutt, 2004; Zhang and Oetzel, 2006). In addition, research has linked effective teaching practices with increased student motivation (Bhattacharya, 2004; Rugutt, 2004). At the Daegu Gyeongbuk English Village teachers see students for one ninety-minute class, then those students move on to the next class, seldom to be seen by that same teacher again. When the students arrive in the classroom with low motivation and apathy, it requires a unique set of teaching skills to engage those students in the task of learning a second language.

One aspect of student motivation that has been studied extensively is immediacy. First
conceptualized by Albert Mehrabian, “Immediacy is defined as behaviors which increase psychological closeness between communicators” (Mehrabian, 1971, as cited in Pogue and Ah Yun, 2006, p. 332). If a teacher is perceived by the students as approachable, someone to whom they can talk easily, then student motivation is increased and learning outcomes are improved. In their cross-cultural test of three immediacy-learning models in Chinese classrooms, Zhang and Oetzel (2006) concluded that “if we as teachers want to increase students’ liking for the course and to motivate them to learn cognitively, we should be more immediate.

Regardless of cultures [emphasis mine], teacher immediacy produces positive learning outcomes” (p. 326-327). This qualitative study will attempt to show if and how successful American teachers at DGEV demonstrate immediacy as an effective praxis for promoting student learning in a Korean school.

Another area of interest for this study will be the concept of self-efficacy. In order for a student to learn English as a foreign language, that student must first recognize and believe that s/he is capable of learning a second language. In an article exploring the different ways a literacy teacher might craft self-efficacy prompts, McCabe (2006) notes that a positive self-efficacy increases student motivation to learn. The teacher’s role in fostering positive self-efficacy in students is critical. In the DGEV classroom, where teachers have a very limited time with each student, it can be challenging to provide the positive verbal feedback so necessary to maintain student motivation. Making the student aware of progress in the learning process can only lead to increased self-esteem and an increased awareness of abilities, leading to increased academic performance.

Jones and Jones (2008) note that ‘cooperative learning’ is another link toward academic achievement which can produce higher self-esteem and promote an increase in higher-order
thinking. This study will look for examples of the use of cooperative learning in the DGEV classroom in an effort to further this link between cooperative learning and successful teaching strategies.

What does the research say about the qualities of an effective teacher? Successful teachers know the importance of establishing meaningful teacher-student relationships in order to foster increased student engagement (Flynt and Brozo, 2009). They experiment with new strategies and techniques, are efficient and innovative, and they possess good ‘street creds’, i.e. they know what music their students listen to, what games they like to play, what television shows they watch, and they use this knowledge in conversation with students to engage their interest (Flynt and Brozo, 2009).

This notion of the teacher-student relationship is discussed in a study by McNess (2006) analyzing what students in England, France and Denmark had to say about motivation, engagement and the conditions necessary for effective teaching and learning. When asked what makes a good teacher, the common thread among the student responses was a “need for teachers to have a good relationship with their pupils by trying to understand their lives outside school and listening to what they have to say” (McNess, 2006, p. 526). Students from all three countries agreed on the top three qualities found in a good teacher. According to the students’ perceptions, a good teacher should: a) be fair, b) explain things well, and c) make work interesting (McNess, 2006). ‘Interesting’, to most students, meant having an element of fun or humor in the lesson (McNess, 2006) and also involved the learner in ‘doing’ something, i.e. experiential learning opportunities.

In summing up the research, it is noted that elements of effective teaching strategies might include increased teacher immediacy, a focus on positive student self-efficacy, building
positive teacher-student relationships, an emphasis on cooperative learning, and incorporating fun and humor into the classroom. By integrating some or all of these components into a lesson plan, teachers could strengthen the pedagogical value of their teaching and optimize student academic achievement.

Methods

Participants and Research Site

In an effort to answer the central question, what do the teaching practices of the successful teachers at Daegu Gyeongbuk English Village look like, the researcher interviewed and observed one ninety-minute class period for each of six pre-selected teachers who had been determined to be successful. The teachers were chosen, utilizing purposeful, concept sampling (Creswell, 2008, p. 216), based on recommendations from the program’s lead coordinator, Mr. Lee Russler. The lead coordinator is responsible for conducting semi-annual performance reviews for all of the 40 English teachers at DGEV, which includes several observations of classroom performance. He also is privy to the assessments performed by the Korean administrative staff, which include additional classroom observations, and to the student surveys which are conducted on a weekly basis. The lead coordinator was determined to be the most knowledgeable as regards the effectiveness of the teachers at DGEV.

The observations took place at Daegu Gyeongbuk English Village. The official DGEV website states that one of the purposes of the Village is “to establish an environment which provides English education of South Korean citizens in an experiential learning environment of western cultures.” (University of Colorado at Colorado Springs, n.d.)

Permission to conduct the research (Appendix A) was initially obtained via an informal verbal conversation with the lead coordinator. A formal letter requesting permission (Appendix
B) was sent once the research proposal was approved. In addition, a formal letter of consent (Appendix C) was provided to each of the teacher participants before the interviews and observations were conducted, and signatures were secured.

As a current teacher at DGEV, the researcher has a vested interest in the success of the program and the quality of the instruction provided. The researcher empathizes with the difficulties experienced by novice teachers unfamiliar with the unique and often formidable task of teaching English to a group of students they will only see for ninety minutes. There is little opportunity to build relationships, establish routines, or scaffold learning based on prior performances. It was the goal of this researcher to alleviate some of the stress of new teachers by providing insight into the teaching practices of experienced, successful teachers.

**Protocols**

The research began with an informal contact with the individual teachers selected for the study, at which time the researcher outlined the dynamics of the study, the estimated time commitments required of the participants, and secured the requisite signatures on the consent form. Participants were asked to provide the researcher with a copy of their lesson plan for the class that was observed. Classroom observations were conducted for each of the six teachers selected. The researcher was present in the classroom before the students arrived, and then was introduced by the teacher to the class. The teacher explained to the class that the researcher will not be participating in the classroom activities and is only there to observe. This is not an unusual occurrence at DGEV so the researcher did not anticipate that her presence would interfere with the normal flow of the lesson, and in fact, this proved to be the case. Using the observation protocol form (Appendix D), the researcher observed and took notes of the classroom proceedings. Particular attention was placed on student actions and reactions as the teacher
introduced each new activity. Are the students actively engaged in learning the language? What are they doing (reading, writing, listening, speaking)? Are they enjoying the class? Once the class was completed, the researcher took some additional time to complete her notes and add any reflective comments, as needed. In most cases, within a day or two of the observations, the researcher subsequently typed up her notes, creating a more organized and thorough report from which to code the data.

Once all observations had been completed, the researcher arranged a time and place to meet privately with each teacher to conduct a 30-minute interview (see Interview Protocol form, Appendix E). At this time the researcher sought to elicit each teacher’s understanding of what constitutes a “good teacher” at DGEV. The researcher asked open-ended questions about teacher immediacy, student self-efficacy, Korean culture in the classroom, student-teacher relationships, and cooperative and/or experiential learning techniques.

**Data Analysis**

As the data was collected from the lesson plans, observations and interviews, the researcher analyzed the fieldnotes and documents, looking for recurring themes. The documents and fieldnotes were coded, based on these broad themes. Through description and theme development, the researcher attempted to answer the major research questions and form an in-depth understanding of the central phenomenon, effective teaching practices of the teachers at DGEV (Creswell, 2008). Table 1 provides a summary of the timeline involved in conducting this research study.

**Results**

What do the teaching practices of the successful teachers at Daegu Gyeongbuk English Village look like? An analysis of the data reveals that successful teachers at DGEV incorporate
a wide variety of teaching methods in their attempts to engage the Korean students in actively
learning a second language. With a relatively extended class period of 90 minutes, what
appears to be most critical in maintaining students’ interest and engagement is variety. Whether
it is a change in the direction, tempo, or setting of the class, variety appears to be a key element.
Of the six teachers observed, variations in the lesson occurred at least nine times throughout the
lesson and most employed change 11 or 12 times during the class time. If we discount the five-
minute break period, this equates to a change every 7 to 9.4 minutes.

In addition to the timing of activities, all of the observed teachers tried to activate a
variety of senses to accommodate the different learning styles of the students, whether that is
auditory, visual, or kinesthetic. All but one of the participants actively utilized TPR (Total
Physical Response) in their classrooms. Total Physical Response is a teaching method
developed by Dr. James J. Asher, a psychology professor at San Jose State University, to aid in
the acquisition of a second language. It requires the student to physically respond to the
teacher’s spoken words, in a stress-free, kinesthetic manner (Conroy, 1999). One of the classes
observed was a Theatre Movement class, which was perfectly suited to employing the
methodology of TPR. However, several teachers capitalized on this method while reviewing
classroom management rules, adding an element of humor and engaging students’ interest in
what had the potential to be a rather boring segment of the class.

Immediacy and Positive Teacher-Student Relationships

One teacher in particular was observed to be most adept at being immediate with his
students. This is a teacher who, on the whole, is somewhat reserved and quiet, unlike other
teachers who possess rather gregarious personalities. In a very calm, non-threatening manner,
this teacher would approach students individually, checking on their progress, offering assistance,
always speaking in a moderate tone, clearly and slowly enunciating his speech. The students responded to him with enthusiasm and respect; many preferred to engage him in conversation during the break time, rather than going off with their friends. Another teacher converted his physical impairment (a prosthetic leg) into a humorous teacher-student relationship-builder by posing as a cyborg, which baffled the students and endeared him to them.

Many of the teachers observed by the researcher engaged the students by referencing Korean pop culture, in song and dance. The students were always surprised and thoroughly delighted to realize that their teachers knew their preferred music and dance steps. On one occasion, two of the male teachers spiked their hair in likeness to one of the male students with a rather unique hairstyle, who was being modeled by several other students as the week wore on. This antic forged a strong bond among the teachers and students.

**Self-efficacy**

As was noted earlier, the limited contact time with each student at DGEV leaves little time to promote student self-efficacy. All of the teachers observed used short, intermittent verbal praise throughout the lessons. One teacher was noticeably creative in choosing unique, appropriate phrases to provide encouragement and positive reinforcement for efficacious behavior. Another teacher (the drama instructor) was particularly animated when lavishing praise on a student. In addition to verbal acknowledgement, this teacher also made it a point to provide a visual recognition by keeping a tally on the board.

Several months prior to this research the faculty at DGEV devised a point system to promote good behavior in the classrooms. All of the teachers utilized this system to full advantage. Expectations were always clearly stated and reviewed at the beginning of each lesson. When expectations were met, points were awarded; when infractions occurred, points
were deducted. Consistency was clearly evident for all the teachers observed.

When corrections to speech were made by the teachers, it was done in a very gentle, patient manner, focusing on the positive elements of the speech and merely noting the correct alternative. When eliciting responses from the students, teachers tried to acknowledge the value of each response and gave praise for any and all attempts at language use. Many teachers relied successfully on stickers as a means of providing positive reinforcement; two teachers utilized candy as a reward.

**Cooperative Learning**

Only two instances of cooperative learning were observed by the researcher; both involved students pairing up to complete a task. One teacher remarked during the interview process that he felt strongly that students of this age range (4th to 6th grade) were not capable of working together on a project; cooperative learning was better suited to the older students. He opined that the younger students would too often get distracted from the task at hand, or simply work independently, even in a group, particularly when the students were at a beginner level of language acquisition. For cooperative learning to be effective, higher language skills seem to be necessary to facilitate the learning.

However, it’s noteworthy to mention here an aspect of the Korean culture. In a very real sense, all the learning that takes place at DGEV is cooperative learning. Korea, like most Asian societies, is group-oriented (Kohls, 2001). When a teacher asks an individual student a question that student will immediately turn to his cohorts for assistance, and the classmates are ready and waiting to provide it. If the teacher requests that the students refrain from helping, they will comply, but the painful expressions on their faces will make you wish you hadn’t asked. Is it beneficial, or even moral, to impose our Western standards on these students? Perhaps this
might be another area for further study, and is certainly beyond the scope of this research.

**Korean Culture**

How do the successful teachers at DGEV demonstrate an understanding of and sensitivity to the Korean culture? Most all of the teachers have acquired enough of the Korean language to utilize a few words and phrases in the classroom, particularly relevant to the subjects being taught. While DGEV is considered an immersion program, most teachers find it helpful to practice speaking certain key phrases in the student’s native tongue. This facilitates building stronger teacher-student bonds, particularly when a teacher can demonstrate that s/he has taken the time and the initiative to learn some of the language and the culture. One of the participants in this study even demonstrated an ability to write some Korean words on the board, using the Hangul characters.

Some of the other displays of cultural awareness were more subtle. One teacher, instructing a class on ‘hospital’ protocol, allowed the students to write “secret” on the hospital admission form for the entry about weight, because he knew that Koreans are very weight conscious and would not want anyone else, especially his/her classmates, to see that information.

Another aspect of Korean culture that can sometimes take newcomers by surprise is the lack of eye contact. “In keeping with their penchant for indirectness and the maintenance of harmony, Koreans are not likely to look you directly in the eye, particularly if they are trying to show respect or deference” (Kohls, 2001). It is quite common for a teacher to expect the student to look at her/him when s/he is talking and might even feel disrespected when the student turns away, when in fact, the opposite is true.

**Conclusions**

Successful teachers at Daegu Gyeongbuk English Village possess unique and varied
skills and personalities. They facilitate language acquisition through the employment of various pedagogically sound practices, including, but not limited to, immediacy, self-efficacy prompts, and, to a more limited extent, cooperative learning. They foster strong teacher-student relationships in a fun and welcoming environment, while remaining cognizant of and sensitive to the cultural differences present between the two societies.

Teachers new to the Korean classroom would do well to study the Korean culture and values—traditional values and the changing values over the last 50 years. While it is difficult to appreciate the subtleties in the contrasts between American and Korean culture, much can be learned by reading some of the many excellent books currently on the market. Two excellent books recommended by this researcher are *Learning to Think Korean* by L. Robert Kohls (2001) and *The Koreans: Who They Are, What They Want, Where Their Future Lies*, by Michael Breen (2004).

Throughout this study the researcher has attempted to present a picture of successful teaching practices used by teachers at the Daegu Gyeongbuk English Village. Six teachers were chosen for study, but there are many more who could provide further insight into what constitutes an effective teacher, and new teachers arrive at the Village regularly. While this researcher has tried to be as thorough as possible in collecting and coding the data, more time and effort could be expended to further the depth of understanding on this topic.

Another area for further study might be the challenges faced by new teachers in dealing with the disparities presented by the business practices in Korea versus the United States. A failure to understand these differences can lead to embarrassing encounters and unnecessary discord within the work environment.

While the teaching styles and personality characteristics of the teachers in this study
varied significantly, a common thread evident among all the participants was a strong devotion to the art and science of teaching. Each participant demonstrated enthusiasm for their craft, and a willingness to put forth whatever effort was required to be successful in the classroom. I feel honored to be among their ranks.

Acknowledgements

First and foremost I wish to express my gratitude to my fellow teachers who allowed me to invade their classrooms, question their practices, and who gave of their time so generously. I am forever indebted to all of you. I would also like to thank my lead coordinator, Lee, who provided the names of six superior teachers and who managed to arrange for me the necessary time in the busy work schedule to conduct this research. Thank you, all.
References


Table 1

*Timeline for Research Study*

<table>
<thead>
<tr>
<th>Date</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>Week of 10/25</td>
<td>✦ Send letter to Lead Coordinator, Lee Russler, confirming verbal permission to conduct the research.</td>
</tr>
<tr>
<td></td>
<td>✦ Meet with lead coordinator to determine five participants for the study.</td>
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<tr>
<td></td>
<td>✦ Conduct informal meetings with each of the five participants</td>
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<td></td>
<td>▪ outline the project</td>
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<td></td>
<td>▪ define time commitments</td>
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<td></td>
<td>▪ secure written consent to participate</td>
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<td></td>
<td>▪ request copies of lesson plans</td>
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<tr>
<td></td>
<td>✦ Meet with lead coordinator to coordinate class schedule for weeks of Nov 1 and Nov 8, allowing observation time for researcher.</td>
</tr>
<tr>
<td>Weeks of 11/1 and 11/8</td>
<td>✦ Conduct classroom observations on 5 selected teachers, utilizing Observation Protocol form for fieldnotes.</td>
</tr>
<tr>
<td></td>
<td>✦ Code data from lesson plans and fieldnotes as they are completed.</td>
</tr>
<tr>
<td>Weeks of 11/15 and 11/22</td>
<td>✦ Conduct 30 minute interviews with each of the participants, utilizing Interview Protocol form for fieldnotes.</td>
</tr>
<tr>
<td></td>
<td>✦ Code data from fieldnotes as they are completed.</td>
</tr>
<tr>
<td>Week of 11/29</td>
<td>✦ Analyze the data, define themes, and answer research questions.</td>
</tr>
<tr>
<td>Week of 12/6</td>
<td>✦ Prepare research summary.</td>
</tr>
</tbody>
</table>
Appendix A
Informal verbal permission

The researcher first discussed the project with the lead coordinator, Lee Russler, on August 30, 2010. At that time, the outline for the project was rather vague. However the lead coordinator gave assurance that he would cooperate in any way possible. When asked if the DGEV teachers could be observed by the researcher, he indicated that this would not be a problem.

Another informal conversation was held on October 22, at which time the researcher proposed a study which would include the observation of five DGEV teachers, for a period of one 90-minute class each, over the course of two weeks in November, and five 30-minute interviews to be conducted by the researcher with the participant teachers during the subsequent week in November. The lead coordinator gave verbal approval and agreed to consider 6-7 teachers as possible candidates for the study. The researcher will also work closely with the lead coordinator in creating the weekly schedule to allow for the observations to take place.
Appendix B
Formal permission/request letter

October 25, 2010

Mr. Lee Russler
Lead Coordinator
Daegu Gyeongbuk English Village
744, Yeonhwa-ri, Jichun-meon
Chilgok-goon, Gyeongbuk Province
718-821, SOUTH KOREA

Dear Mr. Russler:

I am writing this letter as a formal request for permission to conduct an action research study at Daegu Gyeongbuk English Village. The purpose of this qualitative research study is to describe and analyze the effective teaching practices for five of the most successful teachers currently employed at DGEV.

Participants in the study will include five teachers who have been determined by you to be among the most effective in their teaching practices. Once they agree to participate, these teachers will each be observed by me during one 90-minute classroom period and, in addition, will be required to complete an interview with me which should take no more than 30 minutes during their non-working hours. I will also be asking each participant to submit a copy of their lesson plan to me before the observation times. I expect the observations to take place during the weeks of November 1st and November 8th and ask for your cooperation in creating a schedule that will allow me to do this.

Once the data has been collected and analyzed, I am anticipating that a “new-teachers manual” will be created, incorporating useful tips and effective teaching practices that will assist new teachers at DGEV in their transition to teaching in a foreign country. It is my hope that this manual will be made available to all teachers at DGEV and will provide the impetus for teaching excellence, toward which we all strive.

By allowing me to conduct this research at DGEV, you are helping me to fulfill the requirements for my graduate class in Educational Research Methods. I appreciate your time and assistance on this project and look forward to sharing my results with you.

Sincerely,

Connie S. Henry
Teacher, DGEV
Appendix C
Informed Consent Form*

“Effective Teaching Practices of Six Successful Teachers at Daegu Gyeongbuk English Village”

The following information is provided to help you decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with Daegu Gyeongbuk English Village, the DGEV administration, your lead coordinator, or myself.

The purpose of this qualitative research study is to describe and analyze the effective teaching practices for six of the most successful teachers currently employed at DGEV.

Data will be collected by conducting one 90-minute observation of one of your classes, before which you will be asked to submit to the researcher a copy of the appropriate lesson plan. You will also be asked to participate in a 30-minute interview, during which time you will be asked about your thoughts on what constitutes a “good” teacher. The observation and interview data, along with the lesson plan, will be the only data collected in the study.

Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way, and only the researcher will know your identity.

There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the information gathered which will be compiled into a “new-teachers manual” to assist with the orientation of new teachers at DGEV.

Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

_____________________________    _________________________
Signature                        Date

Connie Henry, ESL teacher, Daegu Gyeongbuk English Village (054-970-1601)

*Adapted from Creswell, 2008, p. 159.
### Observation Protocol

**Observer:** Connie Henry  
**Role of Observer:** non-participant observer  
**Setting:** Classroom  
**Setting:** Classroom  
**Teacher Observed:**  
**Number of Students:**  
**Grade Level of Students:**

### Descriptive Notes

<table>
<thead>
<tr>
<th>Clock Time</th>
<th>Activity</th>
<th>Materials Used</th>
<th># of students actively engaged</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. 9:00 am</td>
<td>e.g. warmer, game, song, worksheet, etc.</td>
<td>e.g. Power Point, flash cards, whiteboard, puppets, etc.</td>
<td>I will use a key here, i.e. S=speaking, L=listening, R=reading, W=writing</td>
<td>I will use this space to elaborate on the activities; make note of the students who are not actively engaged and what they’re doing; any discipline problems and how they’re handled, etc.</td>
</tr>
</tbody>
</table>

### Reflective Notes

Some questions to consider:

- Are the students enjoying the lesson?
- Are some students sleeping?
- How does the teacher engage the shy/quiet student?
- Is everyone participating?
- How does the teacher encourage student participation?
- Are the students having fun?
- Does the teacher demonstrate an awareness of and sensitivity to the Korean culture?
- Is the teacher building positive teacher-student relationships?
- Is there any collaborative learning?
Appendix E

Interview Protocol
Project: Effective Teaching Practices at DGEV

Interviewer: Connie Henry
Interviewee: ___________________
Position of Interviewee: teacher at DGEV

Place: DGEV
Date: ________________
Time: ____________
Interviewee DOB: ____________
Interviewee Gender: ________

Questions:

1. Tell me about your teaching experience prior to coming to DGEV.

2. Have you ever worked as a teacher outside the US before DGEV? If yes, please describe your experiences.

3. How would you define a “good” teacher at DGEV?

4. What teaching techniques have you used that you have found to be most successful?

5. What is your primary focus when creating a new lesson plan?

6. How do you consider cultural differences when planning a lesson?

7. How do you build a positive teacher-student relationship?

8. Have you ever engaged your students in any collaborative learning? If so, how?