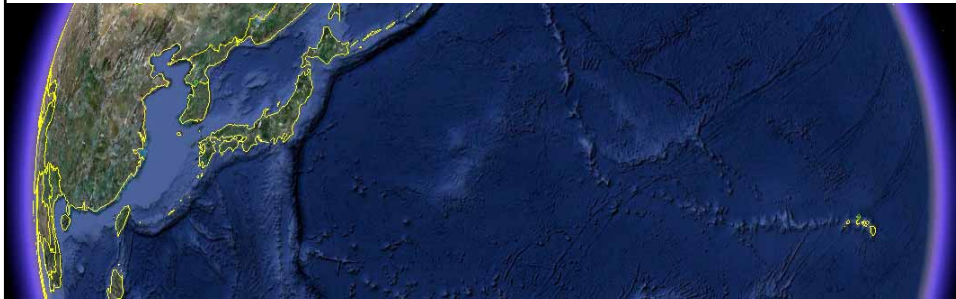


An Evaluation of a Training Program for Korean Teachers of English as a Foreign Language



Hawai'i-Pacific Evaluation Association
2010 Conference, Honolulu,

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Context

Institution

- Founded in 1980
- Honolulu-based
- Participants are primarily East Asian
- Numerous English language and professional development programs:
 - EFL teacher training
 - Nursing
 - American studies
 - English language training for graduate, college, and high school students

Context

Evaluated program

- The final month of a 6-month training program for Korean middle and high school English instructors
- Partnership with the Korean government
- 66 Korean participants
- Many of the workshop instructors are internationally known in the field of applied linguistics
- Intensive program
 - 4-8 hours per day; one-month
 - Regular ESL instruction
 - Professional development (observations, workshops)
 - Journal writing; presentations; “field work”
 - Organized tours and free time

Impetus – PIUs & Evaluators

PIU Goals:

The institution had primarily engaged in informal data gathering and mandated evaluation practices for accreditation.

For this evaluation, the primary intended users (PIUs) wanted to know more about:

- participants’ expectations and motivation
- participants’ and instructors’ perceptions of program’s value/usefulness

Evaluator goals:

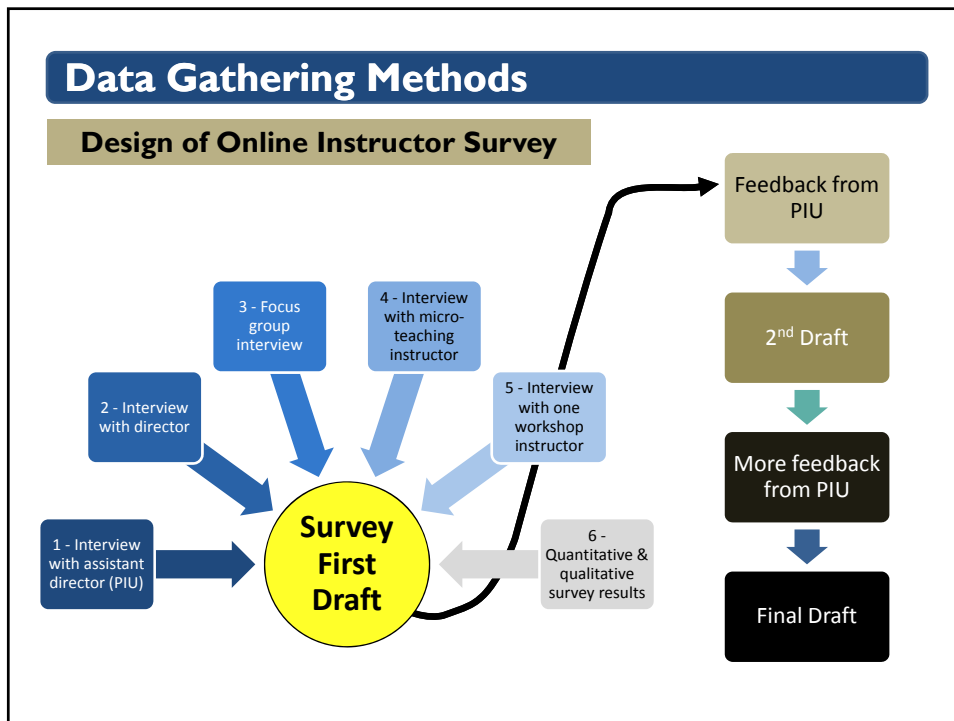
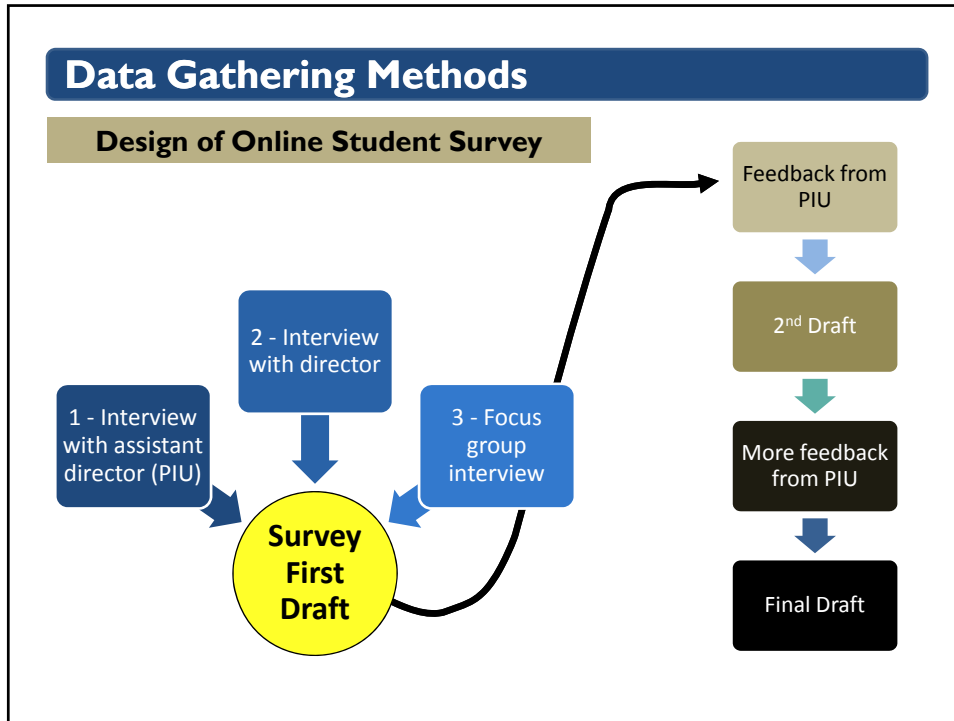
- to offer utility-based suggestions on meeting the needs of students and instructors
- to strengthen the existing end-of-term evaluation system
- to encourage a cycle of evaluation, including longer-term tracking of students to determine the long-term impact of the program
- to encourage process benefits of evaluation for administrators’ and staff

Evaluation Questions

1. How did the reality of the program experience compare to students' expectations?
2. Is the program providing training that is relevant to and usable in the Korean educational context? If not, what recommendations do teacher and participants have regarding the program's workshops, micro-teaching course, and outside observations?
3. Are the program's expert workshop instructors aware of the goals and expected outcomes of the program? What are their opinions of the program and its value?
4. Would informing program participants in advance of the end-of-session merit awards increase motivation?
5. Do program participants have sufficient opportunities to interact in English with the local population?

Data Gathering Methods

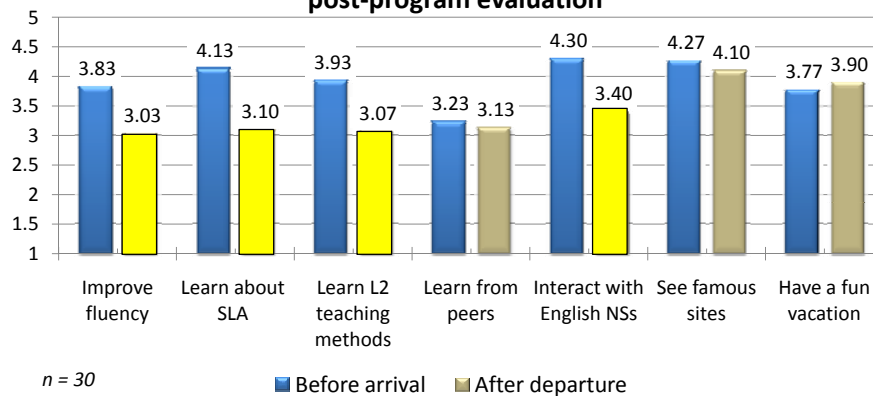
- Individual interviews with 2 PIUs, and 2 workshop instructors
- A focus group culled from program participants
- Online surveys for participants and instructors (Likert scale and open-ended items)



Findings

EQI: How did the reality of the experience compare to students' expectations?

Pre-program expectations compared to post-program evaluation



Findings

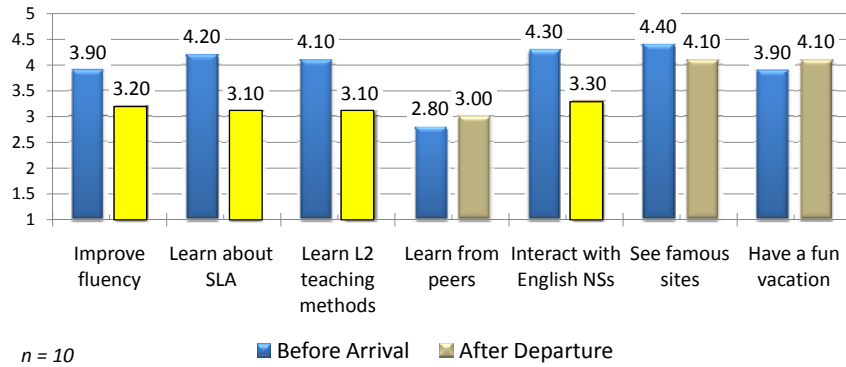
EQI: How did the reality of the experience compare to students' expectations?

- Learned much from diverse instructors
- Learning from prominent professors increased confidence as a teacher
- Had a good time
- Program was well organized
- Meeting NSs was valuable
- Not enough time to improve English
- Most of the theories and methods presented were already familiar
- Not enough interaction with NSs
- Would like a way to meet with local people one-on-one
- Would like fewer theories and more practical teaching methods

Findings

EQ1: How did the reality of the experience compare to students' expectations?

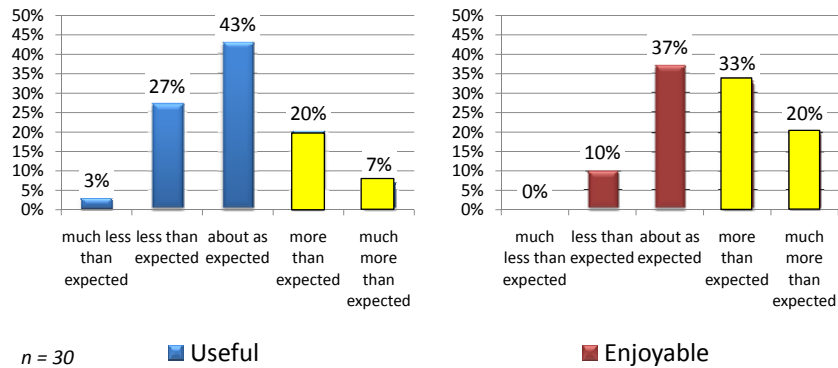
Younger Teachers (below 35) Pre- and Post-program Views



Findings

EQ1: How did the reality of the experience compare to students' expectations?

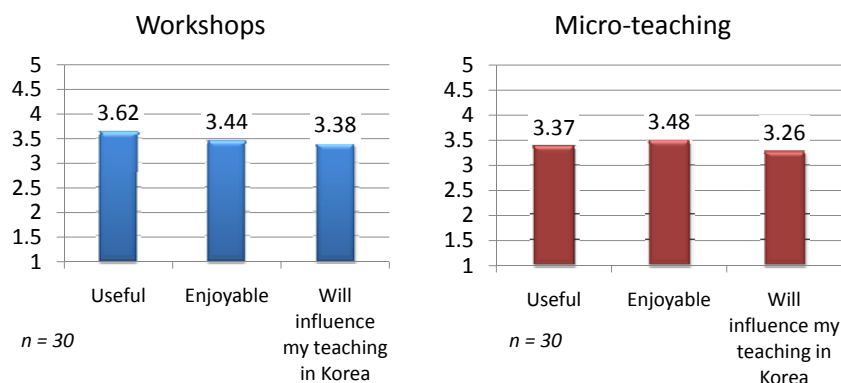
Participants' views on program usefulness and enjoyability in relation to expectations



Findings

EQ2: Is the program providing training that is relevant to and usable in the Korean educational context? If not, what recommendations do teacher and participants have regarding the program's workshops, micro-teaching course, and outside observations?

- **Students:** strong interest in exposure to new teaching methodologies
- **Instructors:** lacked familiarity with the Korean context



Findings

EQ3: Are the program's expert workshop instructors aware of the goals and expected outcomes of the program? What are their opinions of the program and its value?

- Instructors responded at length on the value of program, their understanding of student needs, and their own goals for their workshops.
- All 8 respondents found the program to be worth the investment of their time and effort
 - (Agree = 50%; Strongly agree 50%)
- All viewed the program as valuable
 - (Agree = 50%; Strongly agree 50%)
- Several were unclear on the program's learning outcomes for their workshops
- None of them had seen their evaluations

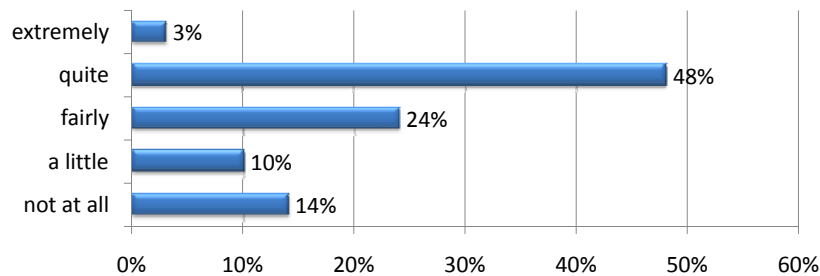
Findings

EQ4: Would informing program participants in advance of the end-of-session Merit Awards increase motivation?

- Some respondents inaccurately believed written fluency to be the sole criterion for award.

How accurate is this statement?

"If I had known about the merit awards, I would have been more motivated to study harder."



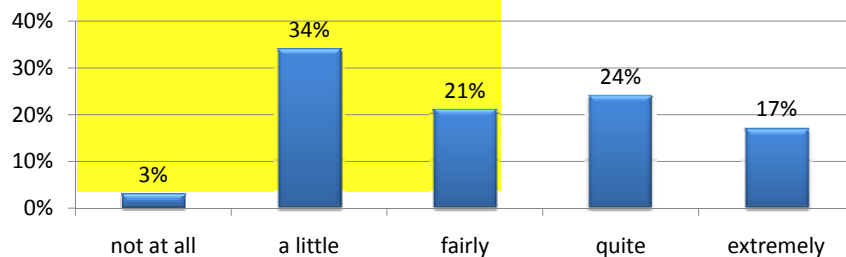
Findings

EQ5: Do program participants have sufficient opportunities to interact in English with the local population?

- Younger participants were less satisfied than older ones
- Numerous respondents suggested interaction with volunteers.
- The overwhelming preference was for interaction that was unstructured, daily, and short-term.

How accurate is this statement?

"I had sufficient opportunities to speak with native English speakers during free time in the afternoon"



Recommendations

The findings and their meaning were discussed at length with PIUs during the presentation of the executive summary. Working together, we set the following goals:

1. Increase opportunities for interaction with local population and for ESL teaching
 - E.g., volunteer teaching opportunities, language exchange, volunteer guides
2. Provide clearer information to instructors
 - Evaluations (in English); learning outcome goals; information describing pre-program Korean training program and Korean educational environment
3. Inform students of merit awards in advance
 - Make criteria clear
4. Consider adding new workshop topics.
 - Numerous valid suggestions were offered by instructors and students
5. Make evaluation a recurring part of program administration
 - Follow up surveys after students' return to Korea (e.g., 3 months; 1 year)
6. Consider adding new position (e.g., curriculum coordinator) to ease the implementation of the above

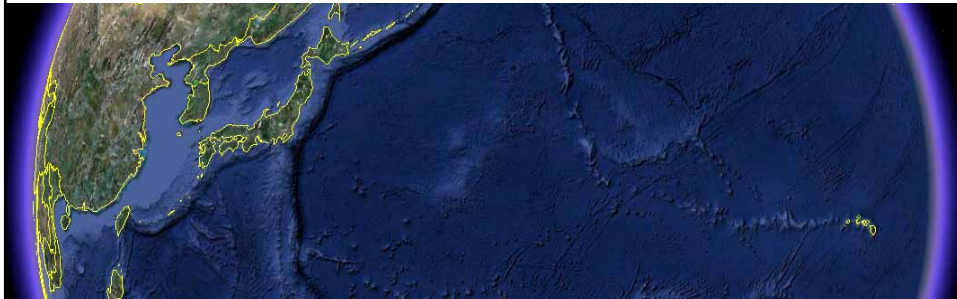
Results

PIUs adopted several of recommendations, incorporating them into the following iteration of the program (summer, 2010).

These included:

- Providing instructors with English translations of student evaluations
- Establishing clearer learning outcomes for workshops
- Informing participants of merit awards and criteria at the program's start
- Introducing new workshop topics, including cognitive learning and computer assisted language learning
- A plan for follow-up evaluations with participants at the 6-month mark

Mahalo



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