

How Suspending Judgment Can Help Us Reflect on Teaching

By Bryan Hale

If you hang around teachers in Korea who go to reflective practice meetings, you will quickly hear about a “reflective cycle” with different stages. The early stages ask us to think about our teaching experiences without judgment or criticism – to separate observations about what has happened in class from interpretations of the quality of what has happened, and first to just observe. But this can be hard to do!

It can be difficult for several reasons. We may have reacted emotionally to events, and find it hard to distance ourselves from the reactions we have already had. Maybe our minds, trying to be helpful, have already formed judgments and interpretations that are pretty difficult to shake off even if we want to move past them. Interactions with co-workers, students, or administrators may make us feel stuck in a web of unreflective thoughts. We might find that it is difficult to get our inner critical-demon voice to shut up for just a minute – or that it has learned to do great impersonations of those unhelpful voices that we are hearing at work.

In this session, we will explore the benefits of suspending judgment, as well as think about why it can be hard to do. We will discuss the challenges around getting reflections started. And we will look at some techniques for getting emotional distance from events, accessing our experiences and

knowledge in different ways, and getting that inner critical demon to wait outside for a while.

THE PRESENTER

Bryan Hale is from Australia. After graduating with a Bachelor of Arts in English, he spent a chunk of life at an office job in Sydney, wondering what to do with a



BA in English. Then he got a CELTA and found that he loves English language teaching. Bryan has been in Korea since 2011. He currently teaches elementary and middle school students at Sunkyung Academy in Gwangju. Bryan’s previous experience includes teaching in a public middle school, and

teaching students from very young to adult. Bryan is active in the Gwangju-Jeonnam KOTESOL Chapter’s Reflective Practice Group. He can be contacted by email at: bryan.english.teacher@gmail.com

(Bryan Hale will be presenting on how to reflect on teaching without judging at the January 10 meeting of the Gwangju-Jeonnam Chapter at Chosun University in Gwangju.)

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How to Join: Apply by using the online membership form at <http://www.koreatesol.org/>. On the front page, click on “Join KOTESOL” in the menu, and follow the directions.

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- Bank transfer to **KOTESOL:** Korea Exchange Bank account number 630-006952-841
- Payment in cash to the Chapter Membership Officer at a Chapter Meeting

Developing Critical Global Citizens: A Lesson for the Teacher?

By Jocelyn Wright

Educating for national citizenship was already a challenge. Today, even more is demanded of teachers: that they develop global citizens. According to OXFAM (2006), this means helping students to acquire knowledge, understanding, skills, values, and attitudes that will enable them to question and critically explore a wide range of complex issues with local and global implications that they may then tackle as active citizens. OXFAM emphasizes the importance of five broad areas: diversity, globalization and independence, peace and conflict, social justice and equity, and sustainable development. The latter will be the focus of this two-activity workshop, aimed at helping teachers who want to develop critical global citizens to reflect critically on their own teaching.

In the area of critical pedagogy, Paulo Freire's work is often cited. In his *Pedagogy of the Oppressed*, inspired by his experience teaching literacy to adults in rural Brazil through the 1960s, he presents two different approaches to teaching, the traditional one, which he calls the "banking concept," and "dialogics." The latter method of problem-posing requires a new teacher-student relationship and is considered an instrument of liberation in a truly humanizing endeavor.

The activities presented in this workshop will try to illustrate the spirit of the two contrasting approaches mentioned above. A debriefing session will follow in which the participants will be invited to discuss the perceived potential, limitations, and implications of each with regard to their roles, the proposed prompts, and their usefulness in developing critical global citizens. Time permitting, a discussion of

OXFAM's curriculum for sustainable development will ensue.

References

- Freire, P. (1993). *Pedagogy of the oppressed*. London, UK: Penguin Books.
- OXFAM GB. (2006). *Education for global citizenship: A guide for schools*. Retrieved from http://www.oxfam.org.uk/~media/Files/Education/Global%20Citizenship/education_for_global_citizenship_a_guide_for_schools.ashx

THE PRESENTER

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National



University. She has received an honor's degree in Linguistics, a master's degree in Education in Counseling and Training, and is also CELTA certified. She has been teaching English in Korea at the university level for over six years, is actively involved in

KOTESOL at the chapter level, and coordinates the local Reflective Practice Special Interest Group (RP-SIG). Her interests currently include professional development and content-based learning.

(Jocelyn Wright will be addressing the matter of developing students as critical global citizens at the January 10 Gwangju-Jeonnam Chapter meeting at Chosun University.)

Gwangju-Jeonnam KOTESOL Conference

A Journey in Professional Development

Call for Presentations: Now – January 31

Details at: www.koreatesol.org/content/gwangju-call

Gwangju-Jeonnam KOTESOL January Chapter Meeting

- Time: Saturday, January 10, 2015, 1:45–5:00 p.m.
- Place: Chosun University Main Building (Gwangju), 4th Floor, Room 4211

■ Schedule

Reflective Practice SIG Morning Session (Starbucks, Chosun University back gate)
11:00 - 12:30 am: Topic: *Project-Based Learning*

Chapter Meeting: Main Session

1:45 pm: Sign-in and Meet-and-Greet (Admission is free. Future membership is welcomed.)

2:00 - 2:50 pm: PRESENTATION 1

*How Suspending Judgment Can Help Us Reflect on Teaching
 (even though it can be hard to do!)*

Bryan Hale (Sunkyoung Academy, Gwangju)

2:50 - 3:10 pm: Refreshment Break

3:10 - 4:00 pm: PRESENTATION 2

Developing Critical Global Citizens: A Lesson for the Teacher?

Jocelyn Wright (Mokpo National University, Muan)

4:00 Swap-Shop Session

Everyone is invited to Share one of your Teaching Ideas, Classroom Activities, Games, Books, or other Teaching Wisdom. (Handouts welcomed.)

4:30 pm: Announcements / Drawing for Door Prizes / Closing

6:00 pm: After-Meeting Dinner

Upcoming Chapter Events

February 14, 2015.

Chapter Meeting

Creativity and Theatre in Language Education

Caleb Sekeres (Chosun University)

Roundtable Discussion: Your topics on ELT

March 14, 2015.

Gwangju KOTESOL Regional Conference

Plenary: *To Live Like an ELT Professional in Korea*

Dr. Joo-Kyung Park (Honam University;

KOTESOL Past President; ALAK President)

Concurrent Sessions all afternoon.

Upcoming KOTESOL Events

National Council Meeting

January/February, 2015

Details TBA

The 2015 Korea TESOL National Conference

Bridging the Digital Divide: Examining Online

Language Teaching in Asia

May 30, 2015; Sookmyung Women's Univ., Seoul

Upcoming Korea ELT Events

2015 KATE SIG Conference

Sharing the Vision: From Theory to Action in English Ed.

January 10, 2015; HUFSS, Seoul

KAPEE 2015 Winter International Conference

January 17, 2015; Kyung-In Natl. University of

Education, Anyang Campus

2015 KAMALL Annual CALL Workshop

January 16, 2015; ChungAng University, Seoul

2015 DisCog and SSK Joint Spring Conference

April 11, 2015; Yonsei University, Seoul