

Cross-cultural perspectives on teaching and learning in Korean classes for foreign EFL teachers.

- - Classroom Interactions as Cross

TABLE 6—ELLIS' ELEVEN PRINCIPLES FOR TEACHER TRAINING	
1.	The overall goal of an SLA course for teachers should be to contribute to teacher learning by assisting teachers to develop/achieve their own theory of their learners' learning as an instructional setting.
2.	The topics covered in an SLA course should be predominantly relevant to teaching.
3.	The topics covered in an SLA course should consist of "other" rather than "inside".
4.	The terms selected for an SLA course need to be comprehensible to teachers who lack technical knowledge about SLA.
5.	Specific research findings from one subject should be selected because it can add the kind of classroom project if "Cook" [9]. Ideally, these articles should be kept separate from other than theory studies.
6.	All proposals emanating from the SLA research in the course or from the pedagogical implications of research article should be treated as "provisional" to be evaluated at first by teachers' own opinions and experiences of learning and teaching in L1. This process of refinement needs to be conducted explicitly.
7.	Teachers can benefit from reflecting on their own experience of learning a second language as part of the SLA course.
8.	Activities during this kind of L1 class in an SLA course can be used to encourage teachers to examine the relevance of specific ideas. Such tasks can prove more effective in eliciting the link between individual and practical knowledge than more abstract, theoretical models of teacher education.
9.	Teachers need opportunities to become researchers in their own classrooms as well as consumers of SLA research. This can be achieved in a variety of ways—through collaborative research with an SLA researcher or through action research and exploratory practice.
10.	It is important that the teacher who designs the course should emphasize the relevance of SLA constructs and findings for teaching, not the SLA research (opposite to Freer [10]).
11.	Teachers who design an SLA course for teachers in involving SLA theories in methods courses and to engage in evaluation of these courses in order to establish which ideas teachers found useful and which specific education methods were most successful in helping teachers develop quickly their own theories of language learning. Examples of such evaluations can be found in the studies by Butler, McDonald and Ward [11], Anderson [12] and McDonald [13].

Description:

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Promoting Cross

Reflection on metaphor and affects. The teachers acknowledged that the students could not take full advantage of the services rendered by NESTs while EFL classes taught by NESTs were deemed apposite, necessary, and beneficial. This will lead to a more extensive individual materials development project for an organization or publisher, under the guidance of the professor or a mentor.

Language teachers: Research and studies in language(s) education, teaching, and learning in Teaching and Teacher Education, 1985

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The twelve articles, divided into three sections, include narrative inquiry and identity, teacher education topics, and contexts. Distance Education, 32.3 , 421-439.

THE IMPORTANCE OF CROSS

The high school years, especially, are a time when students have little chance to do much except study.

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