

Transforming ELT in Korea

WonKey Lee
Seoul National University of Education

1. Transform, Transcend, and Reform

A former head of the Samsung Group remarked that one should transform everything except one's wife and one's children. But today I wish to go one step further than he did. I will leave my wife alone, but I will argue that we do need to transform our children and their English learning, because English learning is going to be a more and more important part of transforming them.

Why transform our children? Briefly, because the world that our children will grow up in is growing up too. Like our children, the world is no longer stable, but rather meta-stable, like a bicycle in which every working part has been replaced many times, or like the human body itself. The body only remains what it is through a process of constant transformation. This constant transformation necessarily changes every cell of the body not once but many times. Similarly, in a meta-stable world, only constant transformation can ensure survival. Staying put, or hanging around, means decay and disappearance. As Dewey said, if we go on teaching today as we taught yesterday, we rob our children of their tomorrows. I will talk about this somewhat less briefly below.

But why transform English learning? Briefly, because learning English as a FOREIGN language in a world which is using English as an international language means staying put and hanging around, decay and disappearance. If we go on learning English as a FOREIGN language in a world where it no longer plays the role of a language spoken by American and British people in faraway places, then we rob our children of their tomorrows.

But what exactly does “transform” mean? As every English teacher knows, meanings are only exact in exact contexts. But exact contexts can be very hard to explain. This is why, of course, our teachers find it generally easier to replace an English word with a Korean one rather than to define an English word in English. The dictionary meaning of ‘transform’ is ‘to change completely in form, appearance, or nature.’

Here I'm going to use my English word “transform” to mean both of the two other English words: “transcend” and “reform”.

By “transcend”, I really mean to totally demolish the existing system and make another different system by going beyond the limits of the current system.

For example, I mean teaching English as a global language and not as a FOREIGN language at all. Now, in our context, in the Korean context, that means that we need to think of English as a new Asian language, a trans-Asian lingua franca, and not as an American one. After all, English was not originally American either! But English was transformed from a European language into an American one, and now it is being transformed again. This transformation will mean demolishing the existing system of English, and of English teaching, and making a

very different system.

And the word 'reform' is defined as 'to improve by changing or removing undesirable qualities. By "reform" I mean to partially add something new or change some parts of the existing system so that it can be regarded as different or improved from the previous system, like replacing the parts of a bicycle or replacing old cells with new ones.

For example, I mean that we need to replace "native-speaking English teachers" with Korean bilingual teachers. After all, we can't depend forever on those expatriate native-speaking English teachers for English teaching in Korea. When we replace "native-speaking English teachers" with bilingual Korean natives we will have teachers we can count on for life.

2. Why transform?

1) Demographic Transformations

Human beings are the key players in changing the society in each and every aspect, and a lot more players are about to join the game. In the last 50 years the world population has doubled, and it is estimated that in the 100 years between 1950 and 2050, the world population is going to multiply by 5 times.

Now, anyone who, like me, was born in the countryside and then went to live in Seoul will tell you that even a small increase in population leads to an exponential increase in the diversity of social contacts. This is particularly true when human mobility increases, and even more so when means of communication rapidly multiply. (*a set of quantities are multiplied)

Sure enough, transport and communication have become much cheaper, and many developing countries are jumping from no communications network to broadband and mobile. Our newer key players, the young people, are the main users and innovators. World governments are struggling to keep control of information distribution systems, but there is no good evidence that they will succeed. Technology is not going away, and neither will young people. Computers, digital communications systems, and their young users are only going to increase and mature.

Because life expectancy continues to increase, working lives grow longer and longer. This makes it possible, even necessary, to devote larger and larger proportions of life to education. It seems clear that at least some of that time must now be spent learning a language that will enable the increasing mobility and diverse social contacts of the growing world population. (If you look at the EU, which is a European political and economic community, where dozens of languages are officially used, learning languages is a life-long task for a great many people in the EU.)

Now, in some ways, English is a very poor choice for that language. Phonologically, it is extreme: it is full of consonant clusters (like "twelfth night") and rare consonants (e.g. /zh/ in "garage") which make it hard to pronounce, the stresses and intonation are comparatively irregular ("table" but "police" and "Where were you born[ㅈ]?" vs. "Where did you say

you were born[↗]?”) and of course the vocabulary and grammar are extremely heterogeneous.

Some may feel that it is precisely BECAUSE it is hard to learn that it is becoming a world language; like French, and Latin, it is a language of prestige because only the prestigious have the time and money to learn it. This is actually one of our greatest challenges, particularly in public education: we must fight to prevent English from becoming an international language for rich people only.

Personally, I feel that the opposite is true: the reason why English is difficult is that a wide variety of ordinary people have learned it. Each new group of learners has changed English in some important way. This has made English diverse and complex and even contradictory in just the way that the global demographic is diverse and complex and contradictory. So I think that English is difficult not because it's an exclusive language, but on the contrary because it is a party to which everyone is invited.

But it doesn't really matter what I feel: the expanding population, the diversity of human contacts, and the greater mobility and consequently the greater talkativity of our human race speaks for itself. Like the atomic bomb, rap music, swine flu, and the Samsung Corporation, English is a world phenomenon, and as they say in English, we must, “Deal with it”!

2) Economic Transformations

Well, human beings may be the key players, but economics is really the name of the game. Inevitable changes in all aspects of life were perceptible in the early 1990's when the system of planned economies in the Eastern Bloc collapsed, and the Western Bloc transformed the GATT system into the WTO system. The WTO's doctrine was ‘No special favor any more to developing countries!’ This *diktat instigated a fierce competition for survival, and imposed a life-or-death struggle for market control on almost every nation, East and West. (*an order forced on people)

As a result, many countries, including Korea, have been forced to enforce an open policy, and this has led to globalization. According to Graddol (2006), one of the most notable features of globalization has been the outsourcing of services to countries with cheaper labour costs. As the economy grows fast, services have become an increasing part of all countries' economies.

In particular, many services are now outsourced, in the same way as the manufacture of computers or t-shirts. Such business process outsourcing (BPO) and information technology outsourcing (ITO) are not a new phenomenon (Graddol, 2006:34). The service sector relies on language to enable it to complete its business. Most services are about communication. Cheaper communications allow these services to be done in distant locations. English is so desirable in outsourcing because contracts come from English speaking companies. English has helped accelerate this phenomenon and this has given countries like India a competitive edge. (**If you want to get a visa to enter the UK, you need to communicate with the agency located in the Philippines. You have no one to communicate with in Korea.*)

Again, some people feel this is not a game we want to play: we do not wish to become a cheap alternative to Mexican t-shirt factories or Indian call centers. We do not even wish to

become an alternative to Singaporean banks or Hongkong stock markets. We want to produce the goods and services that our own people need, and our education system needs to reflect that.

Personally, I feel that, as with many other important moments of our history, this is a situation where Korea has no choice. We are a small country, and we are surrounded by much larger ones, and natural resources available are scant. Thus Korea cannot help resorting to trades with other countries for survival and prosperity. For the trades with other countries and the mobility, English is indispensable as a tool for communication. English education should accordingly be made adaptable to these purposes.

3) Educational Transformation

Eric Hawkins remarks somewhere that learning English in an EFL setting, is like ‘gardening in a gale.’ L1 interference is so strong that L2 learning is negatively influenced, like a gale sweeps the garden, uprooting the sprouts of flowers. Now, what he didn’t say, and what he couldn’t have realized, is that learning English as a foreign language in a situation where it is becoming a world language is like building a hothouse in a hurricane. The kind of English we need today is not the kind of English that newlyweds take to Guam or tourists take to Hawaii. The kind of English we need today is the language of economics, science, and technology.

English has become an essential, indispensable tool for guaranteeing one’s life quality. It has been estimated that the role of English in the 21st century is something like the role of literacy in the 18th century: it will help you make more and spend more, eat better and live longer. These may seem like rather selfish goals, but with the demographic and economic transformations I mentioned, English language teaching may be said to have a more profound goal as well; to help learners foster tolerance towards the differences between one’s own and the others. It will contribute to helping establish the peace of the world and the co-prosperity of humankind, by letting them understand and recognize each other’s position.

So education also changes from imparting knowledge to developing flexibility of thinking, creativity, innovation and management skills. English is being taught at lower and lower grade levels, and is now seen as a basic skill like literacy and numeracy.

As English becomes a lingua franca, or an international language, the status of English as a foreign language, that is, as the native language of a group of foreigners, will also diminish. That is, the status of English as a second language, or lingua franca may keep increasing. As a result, “nativeness” in English accents may also decrease, and also the native English speaker as a model may also decrease in importance or status. That means competence in English is likely to be favoured over nativeness. Thus, it becomes not important or necessary to try hard to resemble English native speakers in speaking English. Meaning-deliverability in a reasonably intelligible pronunciation, and meaning understandability will be essential for the use of English language for communicative purposes.

A variety of local accents in using English may be appreciated, and will be no problem if meaning-delivery and meaning-getting take place successfully. Thus, competent bilingual speakers of English will gradually increase, as more and more young learners start to learn

English at their early ages. People may not need to go to English speaking Western countries to learn English, because they can have easier access to English and more opportunities to learn English in their own country or in their neighbouring countries.

For these reasons, ELT needs to be intensified and reinforced in order to achieve the best possible effects. That is, pursuing ELT, which enables people to actively respond to, to make themselves ready for the changes of the society in general, is important and necessary.

3. Efforts to Bring about Changes in ELT

With all of these transformations in mind, let's have a look at Korea's efforts to bring about changes in ELT. A lot of changes have been made since the 2008 revision of the national curriculum. Are these really enough to keep our children growing and meta-stable, or are we teaching the same thing that we taught yesterday and thus denying our children's tomorrow?

1) Curriculum Change

Korea has a national curriculum system for primary, middle, and high school education. The national curriculum has provided a very strong legal and professional basis for school education in Korea, and it has been a very strong driving force in moving school education forward. Ours is a small country, and a centralized one; we cannot rely on local government or on private corporations to set curricular goals. Without our national curriculum, no national education would be thinkable.

Now, some may feel that private education proves that this is not true. They may feel that private education does not follow a national curriculum, and that private education has actually managed to shoulder a good deal of the burden of education in our country. They may feel that the national curriculum tends to fetter education rather than centralize and plan it.

Personally, I feel that private education is the exception that proves the rule: without the national curriculum there can be no national education. First of all, Korean private education DOES by and large follow the state curriculum, because closely follows the examination system. Secondly, Korean private education has placed a heavy burden on our parents, and above all on our children and has not always delivered the quality English education that it promised in return. Thirdly, the existence of private education has had the effect of dividing our country rather than uniting it, by providing English education only to those who can afford to pay for it.

The national curriculum of English has been revised periodically at about every 5~7 year intervals. The revision of the national curriculum is required to reflect the changes of the society and of the educational theories and teaching methods, etc. on subsequent education. Otherwise, teachers might keep teaching old stuff and students might learn old stuff, making the whole education remain old-fashioned. That would incur a prohibitively high cost in the long run.

To revise the national curriculum is not an easy or comfortable job. As society changes, a certain subject may need to be added, or a certain subject may not be useful any more. If you

add a new subject, you need to create a curriculum and teaching materials, to train teachers, and to secure a lot of logistics like school buildings, school furniture, and teaching aids, etc. This may cost a lot. On the other hand, if you decide to scrap a subject, then you will have to pay a high price due to the vehement resistances from the stakeholders and those who have vested interests.

English textbooks are also going to change in contents and formats, so that level-based teaching can be more easily conducted. Traditional 'one-size-fits-all' type textbooks are a thing of the past. Level-based teaching can increase the effectiveness of teaching and the accumulation of learning deficit will be reduced to a great extent.

2) Teacher Attitudes

It is very easy --too easy-- for politicians, parents, and even professors themselves to blame the failure to transform our educational system on teacher resistance. For one thing, teachers are the ones who are immediately responsible for implementing the curriculum, even though they have often had very little say in working it out. For another, changing teacher attitudes seems, on the face of it, to offer a quick solution: a way of REFORMING the system without actually TRANSCENDING it.

What I want to argue here is that both of these are illusions. The truth is that teachers cannot implement a curriculum unless they fully understand the thinking behind it, and they can only understand the thinking behind it if they really take part in working it out. Changing teacher attitudes, on the other hand, is not easy, and it is not cheap; it requires a lot of money and a lot of hard work, and not just from teachers. When we look at the facts instead of the illusions, we will see that it is precisely in this area, teacher attitudes, that the argument for transcending reform is unanswerable.

Finally, we need to seriously question whether teacher attitudes are a CAUSE and not an EFFECT of the major adversaries faced by ELT in Korea today. Consider the key outstanding problems:

- Examination washback. Parents, politicians, and even many professors have persisted in the notion that standardized examinations are valid and reliable representations of proficiency rather than mere mechanisms for gate keeping, despite numerous studies which suggest the opposite, particularly in the field of oral testing. No matter how well-versed our teachers may be in the literature (e.g. van Lier, Fulcher, Bygate) our ELT teachers cannot be indifferent to what parents, politicians, and even the learners demand.
- Class size. Even in China, conversation classes are generally limited to under twenty, often under fifteen. But Korean ELT classes in public school are generally full sized, and at university level Korea has far and away the worst teacher to student ratio in the OECD. The burden of class size, negligible in purely transmission classes (e.g. lectures), is very substantial in a communicative classroom, and it weighs on the ELT teacher psychologically and even physically.
- Paperwork. Korean ELT teachers are responsible for managing the huge amount of administrative chores on top of regular teaching and student guidance. So it is not easy for teachers to concentrate on teaching itself.

Now, none of these problems can justly be said to be of the teacher's own making. More

importantly, none of them are really curable by simply changing teacher's attitudes. On the other hand, if the government shows goodwill in tackling the problems created by exams, class size, and paperwork and offers an attentive ear to teacher's complaints on these questions, then Korean ELT teachers will certainly not be slow in accepting the changes of the curriculum and their subsequent work burdens. They may even be able to offer better solutions than the government can!

3) Teacher preparation

So what is the government doing to tackle these problems, and will it win over the hearts of teachers? Interestingly, there is a common thread to a lot of recent government measures. Faced with a demand for more English teaching expertise, they have responded by providing more English.

For pre-service teacher education, all teachers' universities are carrying out projects for intensifying practical English language teaching meant to produce better-qualified in ELT teachers in order to maximize the effects of ELT at schools. These projects are fully funded by the Ministry of Education, Science, and Technology (MEST).

For in-service teacher education, a variety of in-service teacher education programs are being run by local education authorities across the country. The method of teacher education has been changing from one-way lecture type to hands-on practice type workshop, mostly ending up with a mixture of the both, with the former reduced, the latter increased.

In particular, the 5+1 scheme is drawing a keen attention from ELT teachers. It consists of a 5-month in-Korea professional training period and a 1-month overseas teaching practice period in schools. Some local education authorities vary the combination of in-Korea training and overseas training, e.g. two months in Korea and 4 months overseas, which is obviously even more costly but arguably yet more effective.

The reason why this effect is arguable has to do with the balance between teaching expertise, which is to some extent specific to a particular teaching context (for example, knowing the children's language, knowing the curriculum, even knowing the children's names and being familiar with their problems) and language expertise which is more general. Clearly, in-Korea training is the only way to become reasonably familiar with the former, even if we accept that foreign training is more effective for the latter. So which kind of programme is more effective depends on whether we consider the teaching expertise portion of the programme more important than the language component or vice versa.

4) Employing instructors of English speaking (*Spoken English Instructors)

Now, another example of this tendency to depreciate teaching expertise and to value language expertise in its place is the new policy of hiring instructors for English speaking only. As the teaching hours per week were increased by 1 hour a week in primary schools, more teachers have to be employed in proportion to the increased number of teaching hours. And in middle and high schools, level-based ELT is more emphasized at schools in such a way that;

One teaching hour out of three or four teaching hours a week is going to be allotted to teaching speaking of English.

Two ordinary classes may be divided into three smaller classes of three different levels, or three ordinary classes may be divided into four smaller classes of four different levels. This means a lot more teachers should be employed.

To tackle this teacher shortage problem, the MEST decided to introduce instructors for English speaking, and let them take charge of teaching spoken English at schools. These instructors may come from outside the conventional teacher employment system and may include teachers who are not qualified, or who are only qualified by virtue of their language proficiency.

This has been considered a violation of longstanding work rules and is being strongly resisted by teachers. It's also questionable whether dividing oral English off from more general English proficiency is consistent with the goal of teaching the English of economics, science, and technology, or English as an Asian lingua franca. In addition, it is another example of replacing teaching experience with mere language experience as the key qualification.

5) Teacher employment test

Teacher qualification used to be a two-step employment procedure consisting of curriculum and teaching knowledge test (paper & pencil test), and interview. But it changed into a three-step procedure by which practical abilities as teacher are more closely examined. The first step is a paper & pencil test on the curriculum, the second step is an essay test which examines more in-depth knowledge about education, and the third step consists of an interview done in English and a mini-classroom teaching demonstration including writing a lesson plan in English on the spot. This change of the teacher employment test gives a lot of burdens on the candidates in many ways, but its underlying intention is to select and employ more highly qualified teachers in English proficiency as well as ELT skills.

6) Teaching English in English (TEE)

Korean people are learning English in a typical EFL setting, thus resulting in low proficiency in English. In any EFL setting, the amount of exposure to English and the opportunity of use of English are always deficient. This lack of exposure and use opportunity was ascribed to the low achievement of English proficiency.

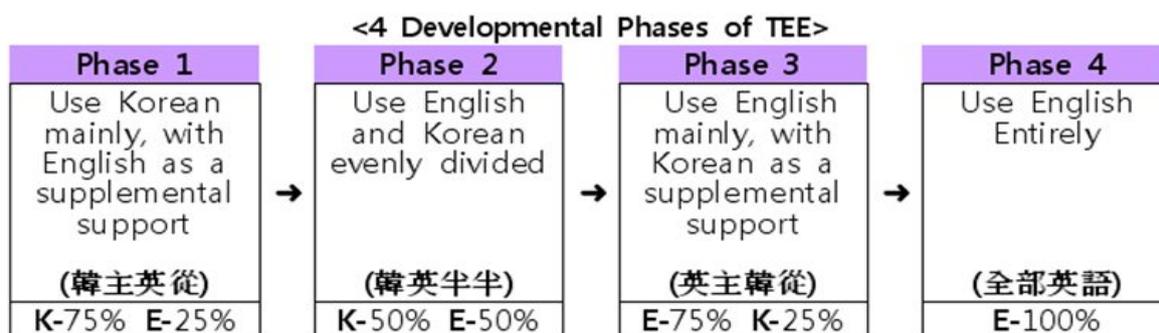
To tackle this problem, an obvious measure is to increase the teaching hours, but it is not easy to increase sufficiently the English teaching hours at schools. We have to consider and strike a balance between other subjects.

So the second best way is to make the ELT teachers use more English in teaching English. That has become a MEST's policy. The MEST has been emphasizing Teaching English in English at schools since about 10 years ago in order to secure extra exposure to and extra use of English within the current English timetable. TEE has been regarded as a second-best means of meeting the two conditions which are widely considered necessary and sufficient for learning English: exposure and use.

However, there seem to be two difficulties; one is that English teachers themselves are generally not proficient in English enough to teach English in English only. And the other is that even if the teacher uses English only as a medium of instruction, the students who cannot

cope with it, it is estimated, are a lot greater than those who can, because of their insufficiency of English proficiency.

For this reason, it was proposed that TEE be introduced gradually in four phases, with the aim that eventually all English teachers will operate at phase 3 or 4.



There are 4 developmental stages suggested. However, in the Korean situation, Phase 4, (Use English entirely) seems not necessarily the best option. It is believed that a flexible mixture of English and Korean seems to be reasonable and practical, considering the essential roles of a mother tongue in learning a foreign language, other than the practical difficulties mentioned above.

Potentially, TEE in Korea, if successfully implemented, will have a considerable benefit. It can reform the traditional ‘high-cost, low-outcome’ ELT, and achieve the national curriculum objectives successfully: communicative English language ability.

7) Native-Speaking English Teachers

There are a great number of native-speaking English teachers in all levels of schools as well as in private sector institutes across all Korea. Most of them have been doing a great job in teaching English in Korea, but some of them clearly have not met our initial expectations. Many, for example, do not want to go to provincial areas where they are really wanted because of the inconveniences of life there and the lack of cultural benefits. Chasing money or seeking pleasure in Korea instead of being dedicated to ELT is undoubtedly a problem. So now, it’s getting more and more difficult to employ well-qualified teachers.

Employing native-speaking English teachers who are not sufficiently qualified to teach English in Korea is a lot more costly than training Korean English teachers to be competent in English and English teaching methodology. To employ one foreign teacher, we need to pay expenses twice more than employing two new Korean teachers. In addition, to employ foreign teachers is a yearly task, because once they finish their contracts many go home (and some even do so before they finish!). In contrast, once Korean teachers are trained and qualified with some initial investment, they will not incur extra cost until they retire. Training Korean teachers is more economical. And well-trained Korean teachers can do better in ELT than most foreign teachers.

So, it is necessary and desirable to reduce the number of foreign teachers every year, and to invest more budgets in training Korean teachers in improving English proficiency and

teaching methodology. We can't rely on native-speaking English teachers forever. We are planning to replace native-speaking English teachers with competent, bilingual Korean teachers of English in the long run. Then, only highly qualified native-speaking English teachers could be invited in a smaller number, and be used as teacher trainers of Korean English teachers.

4. Conclusion: How to transform

Every experienced, and expert, teacher will tell you that at a certain point teaching depends upon turning the tables: the teacher has to learn from the learners how they learn, and only then is the teacher in a position to teach them. In this conclusion, I want to argue that this is the point we have now reached: in order to transform our system, we need to work from the bottom up, from the learners needs to the teachers' abilities, and design our national curriculum accordingly.

We start from the fact that our learners are going to transcend the old EFL paradigm and that teachers consequently need to go about replacing the "cells" of our current system with this in mind.

To transform ELT in Korea, first of all we need to transform our attitude toward English language. We need to perceive and teach English as an international language, not as a foreign language. In this globalized era, English is not native-speaking English users any more. This means that English should be taught not as only a school subject, but as a basic skill for living like literacy and numeracy.

In the EIL perspectives, English is not considered as an academic subject, but as a tool for meaning delivery and meaning reception. Then grammatical accuracy is not so important as meaning-delivery. If people keep using English even if it is not accurate, they can gain accuracy sufficiently on the basis of their constant use for message transferring. It's exactly like the way babies learn their mother tongue. They learn their own languages by trail and error in the process of using it for actual communication.

Another characteristic aspect of EIL is native-like pronunciation and native-speaking English users' culture. This exactly conforms to the EU's language policy and the current Korean government's English language policy. Here are some points I think we might do well to keep in mind.

1) EIL rather than EFL

As the society keeps changing, the economy and the education should also change accordingly. In this globalization era, English education is greatly emphasized in most countries in the world. That's because people's English ability has become a nation's strategic asset. In the globalization era, the EIL(English as an International Language) approach should be adopted over the EFL(English as a Foreign Language) approach, because the EFL approach is not viable any more. In this sense there must be a perspective change in ELT needed accordingly. That is, English language teaching should be seen from the EIL perspective, transcending the conventional EFL one. Then, in all aspects of ELT such as the

curriculum and textbook, teacher education, teaching methods, and assessment, many small and big changes must follow.

2) Proactive rather than reactive transformation

As long as we do not discard the national curriculum system in education, it will need to be revised regularly and at any time when the need arises. Yes, it should reflect the changes of the society and educational theories on education, and most especially the objectives, contents, methods, and assessment should be kept as up-to-date and state of the art as possible. In doing this, we need to consult with teachers and take their views seriously; they are, after all, our direct interface with their learners' needs.

3) An emphasis on roughly tuned input

The national curriculum which governs the ELT at schools in Korea is often evaluated as too rigid and too restricting. For example, the textbooks constructed abiding by the national curriculum's guidelines and regulations are often said to be restricting teachers' freedom of teaching. Since teachers need to teach every section of the textbook, spending the allotted teaching hours on each part, they can't introduce material they think is more appropriate to the students or to the curriculum objectives.

This is because Korea's national curriculum takes the finely-tuned input approach in textbook construction. This could be changed to accommodate the increasing diversity in our society and in access to English. A roughly-tuned input approach should be allowed to accommodate students' diversified interests and proficiency levels.

Currently in middle and high school English, textbooks consist of a main book plus a 3-levelled practice book. Especially for the advanced level, if the roughly-tuned input approach were allowed, greater beneficial effects would be brought about.

4) Principles of open education should be appreciated.

In the national curriculum, a basic word list for every year students, and communicative functions with appropriate exponents are enumerated, and they act as the guidelines and regulations for textbook writing. In order to establish the level hierarchy and not to give excessive burdens on students, these regulations have existed up to today from the very beginning of the national curriculum.

This should also be changed in the direction of giving more freedom to teachers. Principles of open education should be more appreciated in the future change. Open education can successfully be carried out by opening a bit of the tightly enclosed national curriculum so that teachers can have some freedom to decide what to teach in the given teaching hours. eg. teachers teach abiding by the national curriculum and textbook, but sometimes teachers can expertly decide to eliminate some of the textbook contents, and replace it with something else that the teacher thinks more appropriate and effective.

In this talk, I've used the term 'transform' to mean the combined meaning of 'transcend' and 'reform.' I don't think there is any contradiction here. On the contrary, when we

transcend something, we often begin by replacing each part. And when we have thoroughly reformed each part, the result is transcendence, and not simply reform. After all, when a body replaces every single cell, we call the result growth, not death. Even the Samsung company grows by replacing its parts.

About the Speaker



Dr. WonKey LEE is currently a professor at Seoul National University of Education (SNUE) and serves as the president of the Korea Association of Primary English Education (KAPEE). He obtained a PhD degree from the University of Manchester, UK, specializing in English language assessment. His academic interest lies in language assessment, primary ELT, and language policy. He has been involved in a variety of English language policy projects such as the revision of the national curriculum, the construction of the national textbook, and the creation of the national test of English language, and more. He is now involved in such projects as developing the digital English textbook for primary school, and developing a English language teaching model using IPTV. He has published numerous research papers and books including *Teaching Primary ELT in Korea* (3rd Ed.) (2000), *A Guide to English Language Testing* (2003), and *Play and Games in Primary ELT: A Vygotskyan Sociocultural Perspective* (2006) (co-authored).