

# Colloquium 1: Transforming ELT in Korea

**Convenor: Dr. Kilryoung Lee**  
**Hankuk University of Foreign Studies, S. Korea**

## GENERAL ABSTRACT

The aim of the colloquium on transforming ELT in Korea is to highlight on how we have responded to the demand of narrowing the gap between the curriculum rhetoric and the classroom reality. The presenters will present ways in which their institutions or programs meet the challenges confronted by learners and teachers in teaching English. They will identify strengths and challenges in teaching English in their own fields.

### About the Convenor

**Dr. Kilryoung Lee** graduated from the State University of New York at Buffalo. He is currently a professor teaching at Hankuk University of Foreign Studies. He is also the director of Institute of Foreign Language Education. His main interest is teacher education. He is now seeking more effective ways of practicum for pre-service English teachers.  
*Email: klee@hufs.ac.kr*

## ELEMENTARY EDUCATION

**Dr. Young-Min Kim**  
**Daegu National University of Education**

### ABSTRACT

Educating qualified teachers is essential for the success of English teaching in the elementary schools. For this, universities of education need to prepare pre-service teachers to develop their expertise for the profession with well-designed curriculum and its effective implementation. The curriculum in the program should meet and provide the requirements and qualifications of English teachers. Now, 11 universities of education provide 7-13 credit hours for English skills and English education courses, and 18-30 credit hours for English specialization courses. The dilemma is that training programs cannot pinpoint for the English language teaching; trainees who are specialized in English Education are not supposed to teach English in schools. Let alone the insufficient instructional hours, imbalance between training and employing needs to be reformed for the effective training. Making connections between theory and practice, between universities and schools is another challenge. The curriculum of the program includes microteaching and field experiences, but more experiential learning is expected from trainees. The received knowledge of the pre-service teachers will be transformed into experiential knowledge through reflection on teaching practice. In addition, the program needs to accommodate and reflect the current changes in policy and situations related to elementary English education. Innovative teaching model involved in cooperating with native English speaking teachers, for example, need to be explored and experienced in the program.

### About the Discussant

**Dr. Young-Min Kim** is a professor of English Education at Daegu National University of Education. She got her doctoral degree from Texas A & M University. Her main interest areas are English teaching methodology; content-based language teaching; and classroom observation. Currently she is conducting a research on teachers' questioning behaviour based on classroom observation. *Email: ymkim@dnue.ac.kr*

## SECONDARY EDUCATION

**Dr. Hyun Woo Lee**  
**Inha University**

### ABSTRACT

To teach English successfully in the secondary school in Korea is one of the hardest things to achieve. In order for this to happen, an appropriate national English language curriculum should be set up first. This appropriate language curriculum not only reflects current classroom realities but also presents future-oriented goals. Even though we assume that the current national English curriculum is balanced between the above-mentioned two factors, so many things should be done to narrow the gap between the curriculum rhetoric and the classroom reality. We need to put more emphasis to teaching students comprehensive "listening and speaking" skills rather than just "reading", as was customary in the past. We should incorporate more multimedia-aided teaching techniques into English classes to motivate and improve our students' English competence. Furthermore, at the micro-level, teachers should know how to teach classes having students of mixed levels of English proficiency, develop how to teach students listening, reading, speaking, and writing skills, be able to teach grammar and vocabulary communicatively and, more importantly, manage their classrooms, among others. Taken together, these have been already considered a huge burden for English teachers.

There has been considerable progress in teaching and learning English in the secondary school in Korea, owing to the government's support, local education boards' drives, and teachers' own endeavour. Nonetheless, the general public demand further and faster progress on secondary English education. I would like to point out that this demand and any policy that builds on it may do harm to the success of secondary English education. Education is done to humans by humans. English education is no exception. So there are teachers and students. Undue demand for the rapid change dismisses the nature of the human factors of education. Ultimately, teachers have to change, and students too. But it takes much longer than expected to change the ways teaching is done and the ways learning is done. They are all humans. Only well-planned policies that are compatible with this nature of the human factors of education can help. In addition to pursuing sustainable education reform in secondary education, we need to overcome the difficulties that result from the centralized examination-driven educational system. To this end, the government and local boards of education should abandon the temptation to evaluate teachers' abilities and schools' functioning through national English tests. Language is not learned through competition. Just like language acquisition is an outcome of cooperation, so is language learning. If the ultimate goal of language learning is to improve students' communicative skills, we should have them learn language in a cooperative manner, not study language for an exam in a competitive manner.

### **About the Discussant**

**Dr. Hyunoo Lee** is a professor of English linguistics in the Department of English Language Education at Inha University. His primary research interests are English semantics and pragmatics, comparative linguistics, and second/foreign language testing and assessment in relation to classroom teaching and learning. He has been conducting research in relation to primary and secondary English education in Korea. He has published his works in various journals of linguistics and language education. He now serves as president of the Korea Association of Secondary English Education, a professional academic organization that explores ways of upgrading the level of English education in secondary schools in Korea. *Email: hylee@inha.ac.kr*

## **EDUCATIONAL ADMINISTRATION**

### **Teacher Training for TETE**

**Jung Jun Jin, Supervisor**  
**Gwangju Metropolitan Office of Education**

#### **ABSTRACT**

Korea, like many nations around the world, is pressing on to become one of the major countries in today's global era. In order to achieve this goal, Ministry of Education, Science and Technology is promoting English education to children at a young age and with increasing number of class hours of instruction and Communicative Language Teaching in all English classrooms. Teachers are encouraged to teach English through English (TETE) to boost oral interactions during lessons. However, many English teachers have stated that they experience anxiety in implementing TETE and that they need to acquire higher level of English proficiency. Therefore, Gwangju Metropolitan Office of Education (GMOE) has put in place various teacher training programs to give the teachers appropriate support in acquiring the ability to conduct TETE in classrooms.

The first step towards TETE is a 30-hour English conversation class during the semester which is conducted after school hours. Teachers can also take TESOL courses at different educational facilities with GMOE's financial support. There are also one-month intensive English programs offered during summer and winter vacation. Once the teachers feel a bit more confident, they can challenge themselves in a 6-month in-service training program where they are required to communicate only in English. They may also participate in a 4-week overseas training program to gain not only English skills but also to experience culture as well.

Nevertheless, there still exist problems in improving teachers' skills to implement TETE. Even though numerous opportunities are offered, most of them are not long enough for them to fully develop their skills. Also, because teachers work during the day and engage in training classes in the evening, they cannot keep focus during the class since they feel exhausted. Another problem is that there is no follow-up program to make sure that the teachers retain what they have acquired. Since most of training programs being offered are short-term solutions, there is an urgent need for long-term solutions.

### **About the Discussant**

**Supervisor Jung Jun Jin** has been working at Education Policy Division of Gwangju Metropolitan Office of Education(GMOE) as a supervisor for 2 years. He graduated from Dankook University, majoring in Law and then graduated from Chonnam National University in 1996, majoring in English Education. He taught English at middle and high schools in Gwangju. *Email: tomjchin@korea.kr*

## **ELEMENTARY CLASSROOM INSTRUCTION**

**Kyungae Song**  
**Yongdu Elementary School, Gwangju**

### **ABSTRACT**

The national curriculum for elementary English has for some time provided various teaching methods that help students learn English and enjoy their classes. However, there are still some gaps between the curriculum and the reality of an actual elementary English classroom. For one thing, the current curriculum recommends teaching written English one or two years later than teaching oral English. However, many students have already learned or at the very least show interest in reading and writing English before they are introduced to written English in school. This is done through a diverse way of extracurricular classes, which creates a lot of issues and concerns.

### **About the Discussant**

**Kyungae Song** received her Master of Education from Honam University in Gwangju. She is currently a teacher working at Yongdu Elementary School. She is also a committee member of English Teachers Association in Gwangju committed to the improvement of English education. Her main interest is grammar teaching by communicative context. She is now seeking more effective ways of focus-on-form and using print media for elementary school students. *Email: ykasong@hanmail.net*

## **SECONDARY CLASSROOM INSTRUCTION**

**It Has Been Made Better!**

**Hye Sun Youm**  
**Jangdeok High School, Gwangju**

### **ABSTRACT**

Recently, there have been both some advances and challenges to make our classes better. Both textbooks and activity books have been newly introduced, providing a variety of tasks and activities which are easy to apply to our classes. In addition, thanks to well-equipped and high-tech English labs, teachers and students can have more opportunities to have access to multimedia, leading our classes to be more exciting and diverse. However, there seems to be some challenges for us to overcome to improve our classes as well. First of all, high student-

teacher ratio can cause our instruction to be unsatisfactory and more demanding. Some classes have more than 40 students whose levels are varied. Moreover, when it comes to tasks and activities in activity books, they are repetitive and not sufficiently level-differentiated. It seems that each task doesn't show the proper differences to apply to each student effectively and the similar patterns of the tasks appear several times, which is not enough to make students interested and excited. It has been known that enormous efforts have been put into English education to make a better class. It is certain that the efforts and passions toward effective English teaching should be rewarded.

#### **About the Discussant**

**Ms. Hye Sun Youm** is currently a high school teacher in Gwangju and a doctoral student of English education at Chonnam National University. Her main interests are vocabulary teaching, differentiated instruction, and task-based language learning at the secondary level. She is now seeking for more effective ways to teach vocabulary for high school students using collocations. *Email: yhs1113@hanmail.net*