

English Education Policy for Communicative Language Teaching

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ABSTRACT

Over the last four years, the government has proposed English language education policies that purport to enhance students' communication competence through bringing about change in English education at schools. It covers policies on curriculum change, teacher education, national English ability test(NEAT), infrastructure and dissemination. This paper provides the overview of the communication-oriented English education policy with reference to English curriculum revision in 2011. The key features of the revised English curriculum are accountability, in-service teacher training, educational leadership, student-centeredness, self-directed learning, performance-assessment and individualized instruction. Some suggestions are proposed for effective change in English language learning and teaching at schools from perspectives on curriculum change and teacher professional development.

Keywords: English language education policy, educational innovation, curriculum revision, national English ability test(NEAT), in-service teacher training(INSET)

I. Introduction

Globalization has led many countries to a belief that English is important to economic growth(Euromonitor International, 2010). Globalization and international economic competitiveness are being cited by governments in making English education policies. In Korea over the last four years the government has proposed and implemented policies of changing English education in schools. They can be divided into curriculum reforms, national English assessment test, in-service teacher training and investment in infrastructure. In this paper the policies on each area will be introduced, and then what has been achieved will be presented and identified problems will be discussed. Some suggestions will be made for solving the problems and bringing about change in the teaching of English in schools.

II. English Education Policy

The proposed policies have the following objectives:

- to enhance the quality of public school English education in order to reinforce national competitiveness in a globalized world
- to increase elementary school English class hours in order to enhance English communication skill
- to center public school English education around practical English through improving testing system
- to develop specialty English teaching skills and obtaining high-quality human resources for public

school practical English education

- to develop measures to support the English-poor class in order to reduce disparity in English education
- to changes in public school English education through discovering and spreading outstanding cases and improving the system

In each area of the policies, strategies have been proposed and implemented to achieve the objectives.

1. Strategies for vitalizing practical English classes

- Revising the national curriculum of English subject
 - Increasing elementary school English class hours
 - 2010: elementary school 3rd & 4th grades 1 hr (weekly) → 2 hrs,
 - 2011: elementary school 5th & 6th grades 2hrs (weekly) → 3hrs
 - Organizing and operating at least 1 hr of speaking class in middle school
 - Level-based English classes in middle school
 - Expanding elective curriculum in high school
- Speaking & writing class and evaluation
 - Expanding performance assessment of speaking & writing skills
 - Managing model schools for research in English evaluation system reform
 - 2010: 16 schools (7 middle & 9 high schools),
 - 2011: 16 schools (9 middle & 7 high schools)
- Curriculum revision
 - Needs for English education curricula reform in order to nurture global human resource equipped with creativity and upright character
 - As a follow up to the 2009 reformed curriculum (introduction), developing & announcing English education curricula that are in line with the directions of the subject curricula (detailed) reformation
 - Reforming curricula contents in order to enhance students' English communicative skills and developing user-friendly curricula document system
 - Developing high-school elective English courses that satisfy students' levels, needs and career paths
- National English Assessment Test
 - By introducing the National English Assessment Test (listening, writing, speaking, writing), lower the dependency upon foreign English exams (such as TOEIC) and enhance English communicative skills
 - Developing national level English proficiency tests for students and adults that will be utilized for the purpose of entrance exams, job hunting, study abroad, etc.
 - Enhancing students' English communicative skills through reforming public school English education from the problem-solving format centered around listening and reading (especially to prepare for the CSAT) to practical English

2. English teacher professional development

- Increasing English teachers' intensive training and implementing TEE certificate
 - Developing teachers' communicative teaching skills, TEE (Teaching English in English)
 - Supporting tools to enhance teachers' specialty in classroom teaching skills and evaluation system for speaking & writing which are critical in reforming school curricula to be centered around practical

English

- Fostering leading senior faculties
- Promoting teachers' training effects by diversifying intensive training courses according to teachers' needs and level, and raising leading senior faculties to lead public school English education reform
- Selecting & deploying teachers specialized in English speaking
- Selecting & deploying teachers specialized in English speaking in order to satisfy the needs deriving from the increased elementary school English class hours and the expanded level-based English classes in middle school

- Supporting native speaker teaching assistants
- Enhancing English communication skills of elementary & middle school students and teachers, and supporting practical English education
- Developing & diffusing advanced foreign language pedagogy and supporting tools such as developing teaching materials in order to invigorate English education
- Improving native speaker teaching assistant selection, training, and management systems in order to secure and maintain high quality manpower
- Promoting a pilot project to arrange native speaker teaching assistants from India as an attempt to expand and diversify native speaker pool

- Supporting native speaker teaching assistants and lecturers at public schools and teachers' college
- Implementing practical English centered education at public elementary & middle schools by deploying native speaker teacher assistants
- Cultivating English teaching & communicative skills of elementary & middle school would-be teachers by deploying more native speaker lecturers at national teachers' colleges

- Supporting reinforcement of practical English at teachers' college
- Increasing TEE teacher by supporting English education curricula at elementary school teachers' training institute (teachers' college and university of education)
- Inducing curricula change through supporting curricula at teachers' college, and provide opportunities to attempt and introduce various English programs

3. Creating English-friendly educational environment

- Building English experience class and English-only class
- Building & managing English experience class for elementary schools and English-only class for middle schools in order to effectively implement practical English education focusing on communicative skills
- English experience class: English facilities focusing on real world activities for elementary school English education
- English-only class: English facilities focusing on practical English education for middle & high schools

- Managing & supporting English-oriented creative schools (English-designated classrooms)
- Managing various curricula that take students' level and interest into consideration, and implementing effective English classes by utilizing English-designated classrooms
- By linking specialized curricula of English-oriented creative schools and English-designated classrooms of public schools, English education capacity of public general high schools can be boosted

4. Enhancing English accessibility for the English-poor class

- English volunteer scholarship program, TaLK (Teach and Learn in Korea), launched by the Korean government
 - Having invited native-speaker scholarship students, such as overseas Koreans and foreign nationality college students, team up with selected domestic college students to teach English afterschool in rural area elementary schools to help reduce disparity in English education
 - Having the invited native-speaker scholarship students learn Korea by experiencing the Korean culture in order to foster future Korea-friendly and pro-Korea human network
- Vitalizing afterschool English education using EBSe
 - Vitalizing afterschool English education using EBSe English education broadcasting by developing systematic teaching & learning materials and developing & distributing related programs
 - Achieving effects of reducing English private education expenditure by supporting practical English oriented public school education reform
- Increasing applicability of EBS English education broadcasting
 - Lowering English private education expenditure and settling English education gap between regions & classes
 - Supplementing school education, innovating English education, and building permanent English education environment
- Supporting native speaker long-distance video conference
 - By implementing native speaker long-distance video conferencing at elementary, middle, and high schools of rural and isolated areas, increase contact with native speakers and reduce English education disparity
 - Enhancing interest in English and international aspirations through two-way English education utilizing IT technology
- Operating concentrated English camp during vacations
 - By providing free concentrated English programs of approximately 4 weeks during vacations taught by native speakers in Korea to students of rural & isolated areas and low-income class (who cannot afford overseas training), English education disparity and private education expenditure can be reduced
 - Inviting current English teachers from overseas
 - Providing extensive opportunities to experience foreign cultures and improve practical English proficiency to elementary, middle, and high school students of rural and isolated areas
 - Developing & increasing specialty in various English pedagogies by involving current domestic English teachers and would-be teachers from teachers' college

5. Supporting improvement in education field

- Discovering & spreading outstanding cases and reforming the system
 - Increasing opportunities for the students to become proficient English communicators by spreading outstanding cases of field-oriented & student-oriented English education
 - Creating English education innovation atmosphere by finding & rewarding the leading teachers in order to improve English classes
 - Increasing autonomy in managing curricula by finding & rewarding outstanding cases of English-

oriented creative schools

III. Positive Effects on English Education Improvement

1. Brining change in the classroom teaching

- Results of increasing elementary school English class hours
- Improvement in English achievement assessment scores due to the reformed English textbooks for 3rd & 4th graders (Kim et al., 2010)
- 60% of the private education reduce plans suggested by teachers were related to increasing elementary school English class hours (2009); reporting increase in afterschool class hours (4 hours a week) as a response to the private education reduce plans suggested by teachers (Kim et al., 2009)
- Expected effects on English proficiency: According to a survey in 2010, 80% of 3rd & 4th graders, 63% of 5th & 6th graders, and 70% of parents expected increase in English proficiency due to the increased extra hour of English class (Kim, H. S. et al., 2010)
- Expecting increased interest in English: According to a survey in 2010, 61% of parents, 61% of teachers, and 70% of experts expected increased interest in English (Kim, H. S. et al., 2010)
- Expecting increase in English exposure: According to a survey in 2010, 73% of teachers and 76% of experts expected increase in English exposure (Kim, H. S. et al., 2010)
- Expecting improvement in speaking/writing classes: According to a survey in 2010, 75% of parents, 63% of teachers, and 66% of experts expected improvement in speaking/writing classes (Kim, H. S. et al., 2010)
- Expecting improvement in English communicative skills: According to a survey in 2010, 70% of parents, 66% of teachers, and 72% of experts expected improvement in English communicative skills (Kim, H. S. et al., 2010)

- Organizing and operating middle school speaking class (at least 1 hour a week)
- Middle & high school students' parents expect speaking class to highly contribute to improving public school English classes (Kim, H. S. et al., 2010)
- middle school students' parents (76.7%), high school students' parents (69.7%)
- Effects of level-based English class experience (Kim, H. S. et al., 2010)

- Effects of speaking & writing assessment
- Students' perception change after introducing speaking & writing assessment (Lee et al., 2010)

- Research on the expected effects of English assessment improvement conducted at 16 research schools nationwide (Kim, J. W. et al., 2011)
- Parents believe public school English education will help their children improve English proficiency (72.2%, Yeonchoen Middle School)
- Students believe that improving speaking & writing skills is necessary in order to improve their English communicative skills (85.8%, Sancheong High School)
- Students believe that the speaking & writing classes held twice a week actually contributed in their English communicative skill improvement (54%, Gwangju Dongsin High School)
- Teachers believe level-based classes for the assessment of speaking & writing were helpful for the students' English communicative skill improvement (94.12%, Maegui High School)
- Teachers expect positive effects from introducing speaking & writing assessment system (83.5%,

Seoguipo High School)

- National English assessment test
 - Positive attitude toward the introduction of the National English assessment test that includes speaking & writing sections (Kim, H. S. et al, 2010)
 - Parents: elementary school (80.47%), middle school (67.73%), high school (56.49%)
 - Teachers: elementary school (73.74%), middle school (77.92%), high school (75.41%)
 - Experts: 89.13%

- Expecting positive effects on public school English class improvement (Kim, H. S. et al, 2010)
 - Parents: elementary school (81.45%), middle school (72.50%), high school (63.47%)
 - Teachers: elementary school (59.37%), middle school (66.83%), high school (67.85%)
 - Experts: 78.92%

- Expecting positive effects on students' English communicative skill improvement (Kim, H. S. et al, 2010)
 - Parents: elementary school (75.50%), middle school (65.92%), high school (57.22%)
 - Teachers: elementary school (64.41%), middle school (70.25%), high school (68.20%)
 - Experts: 84.09%
- Change of English scores
TOEFL scores of Korean test-takers have been rising since 2007

2. Developing specialty in class teaching skills and obtaining high-quality human resources

- Increasing English teachers' intensive training and implementing TEE certificate
 - Policy that is expected to contribute to the students' English proficiency improvement by elementary school teachers (Kim, H. S. et al., 2010)
 - elementary school teachers: intensive training (69.7%)

- Policy that is expected to contribute to the public school English class improvement by English education policy experts (Kim, H. S. et al., 2010)
 - English education policy experts: intensive training (83.3%), TEE certificate (77.5%)

- Policy that is expected to contribute to the students' English proficiency improvement by English education policy experts (Kim, H. S. et al., 2010)
 - English education policy experts: intensive training (82.2%), TEE certificate (82%)

- Selecting& deploying teachers specialized in English speaking
 - Efficiency analysis of teachers specialized in English speaking demonstrates positive effects their classes, students' high interest, and improvement in learning effect (Yoon et al., 2010)

- Policy that is expected to contribute to the students' English proficiency improvement by parents (Kim, H. S. et al., 2010)
 - Teachers specialized in English speaking is the most highly expected policy across school levels: elementary school students' parents (88.9%), middle school students' parents (80.9%), high school students' parents (73.1%)

- Policy that is expected to contribute to the public school English class improvement by parents (Kim, H. S. et al., 2010)
 - Teachers specialized in English speaking is the most highly expected policy across school levels: elementary school students' parents (89.2%), middle school students' parents (79.4%), high school students' parents (72.1%)
- Policy that is expected to contribute to the students' English proficiency improvement by English teachers (Kim, H. S. et al., 2010)
 - Native speaker teaching assistant is the most highly expected policy according to middle & high school teachers: middle school teachers (73.4%), high school teachers (69.7%)
- Supporting native speaker teaching assistant policy
 - Policy that is expected to contribute to the students' English proficiency improvement by middle & high school English teachers (Kim, H. S. et al., 2010)
 - middle school teachers: increasing native speaker teaching assistants (73.4%)
 - high school teachers: increasing native speaker teaching assistants (69.7%)

3. Creating English-friendly educational environment

- Building English experience class and English-only class
 - Analysis of national level scholastic achievement test results from students of schools implementing English education policy such as English experience class demonstrates that the rate of top students increased 4.8% and academically poor students decreased 1.1% (Kim, H. S. et al., 2010)
- Effects of English experience (English-only) class and expected effects from teachers (Kim, H. S. et al., 2010)
- Effects of English designated class and expected effects from teachers (Kim, H. S. et al., 2010)

4. Enhancing English accessibility for the English-poor class

- English volunteer scholarship program, TaLK (Teach and Learn in Korea), launched by the Korean government
 - Results of TaLK satisfaction survey (June 2010) reveals that students are satisfied with the classes and felt like their interest and confidence toward English increased. Also parents are satisfied with the program and the native speakers enjoyed their life in Korea and cultural experience.
- Satisfaction survey (2010. 6. 9 ~ 23, online survey)
 - Participants: 24,288 (20,237 students, 2570 parents, 606 collaborating teachers, 463 native-speaker scholarship students, 412 selected domestic college students)
 - Students: TaLK class was interesting (69.36%) / It increased interest in English (62.94%) / It increased self-efficacy in English (listening 61.28%, reading 58.81%, speaking 55.50%, writing 51.55%)
 - Parents: I would recommend TaLK program (74.44%) / It contributes to the improvement of public school education 75.99%
 - Selected domestic college students: It helps enhance English proficiency 73.30%
 - Native speaker scholarship students: Life in Korea was satisfactory 87.47% / I was satisfied with the overall support 79.91 %
- Utilizing EBS English education broadcasting

-Effect of Students' experience using EBSe and teachers' expected effect (Kim, H. S. et al., 2010)

○ Improvement in developing contents and increase of website visits

- Member usage: 2,361.995 (2010.12.31)

- Effects of lowering English private education expenditure and settling English education gap between regions & classes

2009.5 user (student) survey: EBS English contributes to lowering English private education expenditure 71.7%

- Effects of, innovating English education, and building permanent English education environment

2009.5 user (student) survey: EBS English contributes to supplementing school education 61.3%

○ Managing & utilizing EBSe (2010, EBS)

-Numbers of net website visitors and VOD hits are increasing

○ Operating concentrated English camp during vacations

-Policy that is expected to contribute to the students' English proficiency improvement by elementary school English teachers (Kim, H. S. et al., 2010)

- Survey (2010) of 76,008 participants of concentrated English camp during vacations demonstrates that it increased participants' confidence and interest in English

III. Problems to Be Solved

This section deals with the problems identified while the strategies were implemented at schools.

○ Level-based English classes

- Despite teachers specialized in English speaking and native speaker teaching assistants, extra human resource is crucial for the expansion of level-based English classes

- Lack of efficient assessment system for level-based English classes

- Due to the lack of fundamental measures to rescue academically poor students, it is difficult to cope with the accumulated academic lag

○ Continuously developing English teachers' specialty even after intensive training

- In the case of English proficiency foster training, plans to maximize overseas training effect should be made

- The final course of intensive training, one-month-long overseas training, which tends to function as a morale boost, lacks opportunities to experience local schools

- Low participation rate in activities to continuously develop specialty (e.g., leading activity) after intense training

○ Expanding TEE certificate

- TEE certificate receives low response from teachers due to the burden and stress involved

○ Managing & utilizing native speaker teaching assistant & teachers specialized in English speaking

- Plans to utilize native speaker teaching assistant & teachers specialized in English to satisfy the requests of schools

- Increasing teaching skills of native speaker teaching assistant & teachers specialized in English

- Utilizing English-friendly educational environment
 - Problems to managing English experience class and English-only class
 - Executing excessive budget only on facilities or building facilities without a thorough application plan in certain regions
 - Problems in operation expenses and applicability of already established base English experience class
 - Enhancing applicability of English experience class
- Supporting English volunteer scholarship program, TaLK (Teach and Learn in Korea), launched by the Korean government
 - Follow-up support for native-speaker scholarship students
- Expanding the use of EBSe
 - Lack of high-quality English education service awareness
 - Strengthening contents
 - Interactive operation with the actual field of education (school)
 - Developing programs connected with various English teachers' training programs
- Operating concentrated English camp during vacations
 - Developing & operation programs connected with regular curricula
- Discovering & spreading outstanding cases and reforming the system
 - Expanding the effects of spreading outstanding cases
 - Discovering outstanding cases according to the categorization of school conditions
 - Discovering cases of failure and urging improvement

VI. Suggestions

Some suggestions are made to solve the identified problems while the policies were implemented at schools.

- Developing plans to vitalize level-based English classes
 - With only 1 native speaker teaching assistant per school in charge of 1 speaking class & level-based class per week, there is lack of continuity
 - Since there is disparity in supply and demand of native speaker teaching assistants depending on regions, rather than depending heavily on the policy, there is a need for plans to enhance teachers' ability in order to lead speaking/writing class in regular class
 - Preparing efficient plans (such as team-teaching with native speaker teaching assistants) depending on the situation of schools
- Lack of efficient assessment system for level-based English classes
 - Applying different pedagogy according to diagnosis results of weak English performance
 - Rather than a one-time activity, continuous program operation and management is necessary
 - In order to prevent weak English performance, use of guidance program at the introduction stage (middle & high school freshman year) is necessary
- Developing plans to reduce disparity in academic ability

- According to the results of national level scholastic achievement test, at the same time English proficiency is rising, regional English proficiency disparity appears in elementary, middle & high schools (Kim, M. K. et al., 2010)
- In order to reduce English proficiency disparity, along with increasing class hours in schools plans to expose students in rural and isolated areas to English is necessary
 - Plans to reduce burden of English
 - Due to increasing class hours, improving public school English education policy, increasing burden of English caused by the interest and support related to the National English Assessment Test, the issue of reconsidering fairness with other subjects has risen
 - By developing various English education activities related to creative experience activities, plans to allow English experience connected with scholarly, arts, or physical education activities based on students' aptitude and talent are necessary
 - Plans for such English specialized creative experience activities to be operated in connection with other subjects are necessary
 - Research in school conditions and autonomous curriculum operation
 - Due to lack of curriculum reform advertisement, autonomous curriculum operation is unequipped
 - Various ways to advertise curriculum reform are necessary
 - Developing curriculum model that fits the characteristic of the school and plans to school support system to operate it are necessary
 - Supporting autonomous curriculum operation through consultants is necessary
 - Running a research team, developing teaching, learning & assessing model, expanding to schools (depending on individual conditions, this can be integrated with consultants) are necessary
 - Developing and distributing teaching & learning model and material for speaking/writing
 - Difficulty in research and developing teaching & learning materials for speaking/writing due to heavy workload while applying practical English oriented curriculum to schools
 - Advertising using manuals for making exams & assessing speaking/writing
 - Advertising example speaking/writing exam questions development, distribution, usage
 - Developing effective class model (guidance plan, material, assessment) of team-teaching with native speaker teaching assistants
 - Providing various auxiliary teaching & learning material for speaking/writing instruction through internet clouding
 - Increased teacher's burden of grading and revision in writing assessment
 - Plans to constantly utilize user-friendly assessment tool on the internet
 - In case of internet automatic grading, securing system safety (e.g., providing error resolve measures thru call-center) and developing manuals to deal with errors & problems will be necessary
 - Continuously developing English teachers' specialty even after intensive training
 - In the case of English proficiency foster training, plans to maximize overseas training effect should be made
 - The final course of intensive training, one-month-long overseas training, which tends to function as a morale boost, lacks opportunities to experience local schools
 - Providing opportunities to experience local schools by going on the overseas training during the course of training, and fixing the tendency of overseas training functioning as a morale boost

- By assessing teachers' English proficiency and teaching skills before and after domestic & overseas intensive training, provide objective measures of the effects of intensive training, and provide graded support based on the outcome
- Low participation rate in activities to continuously develop specialty (e.g., leading activity) after intense training
 - Expanding the policy of obligatory English exclusive teacher service after intense training
 - Plans to support teachers' specialty development such as research team participation, consultant activity, and class inspector activity using human resources who completed the intense training
- Expanding TEE certificate
 - TEE certificate receives low response from teachers due to the burden and stress involved
 - Plans to inspire teachers to achieve TEE certificate
 - Post-certificate program operation plans that can lead to actual class teaching
- Managing & utilizing native speaker teaching assistant & teachers specialized in English speaking
 - Plans to utilize native speaker teaching assistant & teachers specialized in English to satisfy the requests of schools
 - Plans set up at the beginning of school years that will be consistently utilized in curricula operation
 - Reducing English teachers' burden by simplifying tasks related to auxiliary human resource
 - Developing teaching & learning system to efficiently use auxiliary human resource (team teaching, revising students' writings in writing classes, working in school events, etc.)
 - Discuss the effective use of native speaker teaching assistant & teachers specialized in English within in-school English teachers' autonomous training
 - Plans to develop & distribute programs for auxiliary human resource management & use made by local education offices
- Increasing teaching skills of native speaker teaching assistant & teachers specialized in English
 - Strengthening preliminary training
 - Providing constant training in order to improve auxiliary human resource class specialty
 - Plans to induce specialty improvement thru in-school peer inspection and research team participation
- Utilizing English-friendly educational environment
 - Problems to managing English experience class and English-only class
 - Executing excessive budget only on facilities or building facilities without a thorough application plan in certain regions
 - Guidance & inspection from local education offices and a sense of responsibility are necessary
 - Need for user-oriented customized facilities (e.g., English books, DVDs) accomplished by school members' participation in the project
 - Guiding early stabilization of efficient operation plan thru discovering & spreading outstanding cases
- Problems in operation expenses and applicability of already established base English experience class
 - Additional elementary school English experience classes should be built as school-based models in principle
 - English experience classes under operation should attempt to vitalize the use of facilities by establishing a long-term operation plan that includes program diversification and securing operating

expenses. Experience classes which face difficulty in base-operation should make plans to change to school-based models

-Diverse plans to vitalize experience classes such as utilizing it as a self-directed learning space, securing English books, finding new demands

○ Enhancing applicability of English experience class

- Enhancing facility project effects in connection with other education environment improvement projects such as English-designated classroom

- Schools with English-only classes among the schools operating English-designated classrooms should find ways to invest on facility addition and new classrooms while maximizing the use of already existing facilities (minimum remodeling if necessary)

○ Supporting English volunteer scholarship program, TaLK (Teach and Learn in Korea), launched by the Korean government

-Follow-up support for native-speaker scholarship students

- Plans for difficulty treatment and adaption support program

- Providing collaborate training among Korean teachers and native speaker teachers

- Supporting thru alumni organizations and establishing information exchange networks

○ Expanding the use of EBSe

-Lack of high-quality English education service awareness

- Reinforcing EBS English advertisement

○ Strengthening contents

- Strengthening connection with curriculum and developing & distributing contents based on class progress

- Providing simple and easy contents to fit the level of students

○ Interactive operation with the actual field of education (school)

- Strengthening interactive service and improvement in user environment

- Improvement in service in response to field inquiry

○ Developing programs connected with various English teachers' training programs

- Developing teacher training program that has both connectivity (by analysis of existing programs) and differentiated items

○ Operating concentrated English camp during vacations

-Developing & operation programs connected with regular curricula

- Rather than a one-time activity, an education program that can enhance learning effects should be developed

- Plans to develop a follow-up program to the camp in order to sustain the effects of camp activities

○ Discovering & spreading outstanding cases and reforming the system

-Expanding the effects of spreading outstanding cases

-Discovering outstanding cases according to the categorization of school conditions

- Supporting outstanding teachers' consulting & leading activities

- Urging improvement thru interest & analysis on cases of failure

V. Concluding Remarks

The government has implemented a number of educational policies with focus on school effectiveness in English language teaching and learning. This is regarded as its bottom-up efforts to bring about change at school. As we have seen, there have been some successes or problems to be solved. Research shows the value of a focus on school-level change if educational policies are to be implemented. It is proposed that leadership can play an important role in bringing about effective change in schools. OECD(1998:12) shows, “Research on school effectiveness has shown the importance of strong leadership and coherence of purpose at the school level.” Little attention has been paid to the importance of leadership in effective change process. Leadership is crucial for effective schools as large ‘relational distances’ between principals and their classroom teaching staff impact negatively on the school culture. Large relational distances between a principal and classroom teachers do not promote the collegiality in which innovative practices may be encouraged and flourish.

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About the Presenter

Dr. Kyungsuk Chang received M.As in TEFL and in TEYL from University of East Anglia and York University, U.K. She got her Ph.D. in English Teacher Education from Manchester University, U.K., specializing in INSET. She has been a research fellow at Korea Institute for Curriculum and Evaluation over 10 years. She had English teaching and teacher training experience in a secondary school and universities. Currently she worked at EDU/CERI, OECD as a consultant to the project ‘Globalisation Linguistic Competences’. Her research interests are action research, school-focused teacher development, globalisation and English in Korea, and policy evaluation.

Plenary V