

A Study on Student Centered English Class of Primary and Secondary School³

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ABSTRACT

This research aims to investigate what happens to primary and secondary English classes given in different contexts and draw implications for learning to teach in a student centered way. After recording the English classes, we can analyze the class in detail by some class observation tools like COLT, FLint, TALOS and so on. Media can help English education through TV program for teacher development as well as recording. For 1 year, EBSe TV is broadcasting 'Best English Teachers' program on every Wednesday night. It showed 52 primary and secondary English classes. Some differences are identified between primary and secondary classes in such features as group work, student-centered activity, and instructional language. The analysis also reveals that the difference between secondary classes is the amount of linguistic input given by teachers in English. It is shown that teacher-centeredness is a prevailing feature in all the classes. Suggestion is made for English education policy towards communicative language teaching. (key-words: class-observation, COLT, teachers education by media)

I. INTRODUCTION

The purpose of this paper is to investigate how the English classes in secondary schools in Korea are in terms of communicative nature. After literature study, COLT parts A and B were used to analyze three kinds of English classes: a common class type taught by a school teacher who had won 1st prize at TEE contest, a team teaching class taught by NNS and NS, and a model class taught by a pre-service English teacher. Their communicative English classes were videotaped and transcribed for analysis by COLT. The results of the study revealed that students participated in the classes mostly as a unit and, therefore, did not get many meaningful chances to speak English. Second, creative language-use opportunities were barely found during classes. Third, the group work seemed to be prepared before the class, not to be done during the class. Therefore it is likely to be learned from memorization rather than meaningful communication. These results suggest English classes in schools be more

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communicatively oriented for successful English learning. Further study should be conducted in order to make English classes more communicative to help students communicate their genuine messages in English and to help teachers teach English efficiently.

II. RESEARCH DESIGN

To observe English classroom, COLT(Communicative Orientation of Language Teaching) observation scheme was used. Through analyzing 3 type English classes using COLT, this study could describe how to use the scheme in actual English classrooms in Korea. COLT has been utilized in second language classroom research since 1980(Fröhlich, Spada & Allen, 1985). Using COLT is a comprehensive way to code and calculate English classroom events, COLT can be used in a variety of English classroom studies especially for the teachers as researchers who want to improve their communicative English teaching skill based on practical educational environments. COLT parts A and B were used to investigate the level of communication for three English classes: a common class type taught by a high-school teacher who had won 1st prize at TEE contest, a team teaching class taught by a native English-speaking teacher and a Korean English teacher, and a model class taught by a pre-service English teacher. who was nominated as the top of the English Teaching Awards by a teachers college.

III. FINDINGS AND SUGGESTION

1. Participant Organization (COLT Part A)

TABLE 1
Participant Organization(%)

	Whole Class			Group	Individual
	T-S/C	S-S/C	Choral	Same task	Same task
teacher	44.09	0	20.14	23.56	12.21
team teaching	60.42	3.20	8.20	22.28	5.90
pre-teacher	82.50	0	0	14.00	3.5

2. Content (COLT Part A)

TABLE 2
Content(%)

	Exclusive		Combination		
	Manag.	Language	Other Topics		Form +
	Procedure	Form	Narrow	Broad	Broad
teacher	19.80	25.98	27.20	12.77	14.25
team teaching	20.80	45.21	2.00	12.71	19.28
pre-teacher	6.30	70.80	0	15.70	7.20

3. Teacher Verbal Interaction (COLT Part B)

TABLE 3
Teacher verbal Interaction

Target Language		information gap			sustained speech	
		request information				
L1	L2	pseudo request	genuine request	minimal	sustained	
0	255	104	20	77	48	
	255	124		125		
0(%)	100(%)	86.7(%)	13.3(%)	61.6(%)	38.4(%)	

4. Teacher Verbal Reaction to Students Utterances (COLT Part B)

TABLE 4
Native English Teacher Verbal Reaction to Students Utterances

Reaction to		incorporation of student utterances							clarification elaboration	
Form/	message	correction	/repetition/	paraphrase/	comment/	expansion/	request	/	request	
12	93	13	20	21	30	7	6	5		
105			102							
11.4(%)	88.6(%)	12.7(%)	19.6(%)	20.6(%)	29.4(%)	6.9(%)	5.9(%)	4.9(%)		

Attention has increasingly been paid to observation as a learning tool in the field of language teacher education. Recent developments in the relevant literature suggest that observation as a multi-faceted tool for teaching comprises more than the time actually being in the language classroom. Three English classes are analyzed from its categories designed to measure the extent to what instruction may be characterized as communicatively oriented. Some differences are identified among teacher, team teaching with NET, pre-teacher classes in such features as group work, student-centered activity, and instructional language. It is shown that teacher-centeredness is a prevailing feature in all the classes under observation using COLT. Implications for observation for professional development are drawn from the findings. Suggestions are made for English education policy towards communicative language teaching. It is expected that more diverse and systematic communicative English classroom research can be conducted in the future with a widened use of COLT.

**REFERENCES **

Fröhlich, M., Spada, N., & Allen, P. (1985). Difference in the communicative orientation of L2 classrooms. *TESOL Quarterly*, 19(1), 27-57.

2. COLT Part B

		TEACHER VERBAL INTERACTION										STUDENT VERBAL INTERACTION													
M	1	Off task		Target lang.		L1		L2																	
	2																								
	3																								
	4	Predict.		Giving info.		Information gap		Request info.																	
	5	Unpred.																							
	6	Cue																							
	7	Predict.																							
	8	Unpred.																							
	9	Repetition																							
	10	Ultra-minimal																							
	11	Minimal																							
	12	Sustained																							
	13	Form																							
	14	Message																							
	15	Behavior																							
	16	Correction																							
	17	Repetition																							
	18	Paraphrase																							
	19	Comment																							
	20	Expansion																							
	21	Clarif. request																							
	22	Elab. request																							
	23	Discourse initiation																							
	24	L1		Target lang.		L2																			
	25																								
	26	Predict.		Giving info.		Information gap		Request info.																	
	27	Unpred.																							
	28	Predict.																							
	29	Unpred.																							
	30	Ultra-minimal																							
	31	Minimal																							
	32	Sustained																							
	33	Choral																							
	34	Restricted																							
	35	Unrestricted																							
	36	Form																							
	37	Message																							
	38	Behavior																							
	39	Correction																							
	40	Repetition																							
	41	Paraphrase																							
	42	Comment																							
	43	Expansion																							
	44	Clarif. request																							
	45	Elab. request																							

BIODATA

Young-Joo Jeon has a Ph. D in English education. She had taught English in several middle and high schools for 15 years before. She has been involved in many different government projects in English education policy,

teaching methodology and classroom observation about ER. She has published books on classroom English and high-school English textbooks. She has published many articles in the area of primary & secondary school English education, English teachers' employment exam and classroom observation & analysis and so on. Currently, she is an associate professor of English education department at Mok-won University/ Email: ipeuni2@daum.net.