



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

교육학석사학위논문

Korean High School English Teachers'
Beliefs about English Language Teaching
and Their Instructional Practices

한국인 고등학교 영어교사의 영어교육에 대한
신념과 교수행위

2013년 2월

서울대학교 대학원

외국어교육과 영어전공

김 지 영

Korean High School English Teachers'
Beliefs about English Language Teaching
and Their Instructional Practices

by
Ji-young Kim

A Thesis Submitted to
the Department of Foreign Language Education
in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
in English language Education

At the
Graduate School of Seoul National University

February 2013

Korean High School English Teachers' Beliefs about English Language Teaching and Their Instructional Practices

한국인 고등학교 영어교사의 영어교육에 대한
신념과 교수행위

지도교수 이 병 민

이 논문을 교육학 석사 학위논문으로 제출함

2013년 2월

서울대학교 대학원

외국어교육과 영어전공

김 지 영

김지영의 석사학위논문을 인준함

2013년 2월

위 원 장 _____

부위원장 _____

위 원 _____

Korean High School English Teachers'
Beliefs about English Language Teaching
and Their Instructional Practices

APPROVED BY THESIS COMMITTEE:

ORYANG KWON, COMMITTEE CHAIR

JIN-WAN KIM

BYUNGMIN LEE

ABSTRACT

It is well-known that teachers' beliefs have to do with their instructional practices (S. Borg, 2003; Pajares, 1992). Over the last two decades, researchers have studied the complex relationship between teachers' beliefs and teaching practices (Fang, 1996). Despite the reported influence of teachers' beliefs on their practices in the classroom, there have been few in-depth case studies investigating teachers' beliefs about English language teaching in EFL contexts.

The present study, using a case study approach, investigated the beliefs of Korean EFL teachers in connection with their instructional practices in a Korean high school context, with an aim to gain insights into the teachers' beliefs and practices. The study thus posed two research questions: (a) what beliefs the teachers hold on English language teaching, and (b) how their beliefs are related to their instructional practices.

Two Korean high school English teachers of a public high school participated in the study. In-depth interviews, ten weeks of classroom observations, and relevant documents were adopted as instruments for data collection. The audio and video recorded data were transcribed and

translated from Korean into English, and then were analyzed primarily through a grounded content analysis.

The findings of the study showed that the teachers' beliefs were affected by both their prior experiences and multiple contextual factors. Both of these factors played a more significant role in shaping the teachers' beliefs than did in-service teacher training programs. In addition, while the teachers generally followed their beliefs about English language teaching in their classrooms, there were some misalignments between their beliefs and practices. This seems to result from the conflicts between (a) the teachers' beliefs, (b) their beliefs and contextual factors, and (c) their beliefs and other school members' expectations. Among those conflicts, the contextual factors were seen to considerably affect the extent to which the teachers were able to implement what they believed. Based on the findings, the study presents implications as well as suggestions for EFL teachers and EFL teacher educators.

Key words: Teacher belief, teacher instructional practice, the relationship between belief and practice, foreign language teaching, Korean EFL classroom, teacher cognition

Student Number: 2011-21522

TABLE OF CONTENTS

ABSTRACT	i
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF ABBREVIATIONS	vii
CHAPTER 1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Purpose of the Study	3
1.3. Research Questions.....	6
1.4. Organization of the Thesis	6
CHAPTER 2. LITERATURE REVIEW	8
2.1. Overview of Studies on Teachers’ Beliefs.....	8
2.2. Definitions of Teachers’ Beliefs.....	10
2.3. Natures of Teachers’ Beliefs	13
2.4. Sources of Teachers’ Beliefs.....	16
2.5. Relationships between Teachers’ Beliefs and Practices	18
2.6. Studies on Korean English Teachers’ Beliefs	21
CHAPTER 3. METHODS	25
3.1. Research Design	25
3.1.1. Rationale for Using a Case Study	25
3.1.2. The School Context.....	26
3.1.3. The Participant Teachers	27
3.1.4. The Researcher’s Position	29
3.2. Data Collection.....	29
3.2.1. Interviews	30

3.2.2. Classroom Observations	32
3.2.3. Documents	33
3.3. Data Analysis	34
3.4. Trustworthiness	36
CHAPTER 4. RESULTS AND DISCUSSION	37
4.1. Ms. Kim	37
4.1.1. Profile of Beliefs on English Language Teaching	37
4.1.1.1. Beliefs from English Learning Experiences.....	38
4.1.1.2. Beliefs from In-service Teacher Training Programs	39
4.1.1.3. Beliefs from Institutional Factors	40
4.1.1.4. Summary on Ms. Kim's Beliefs	41
4.1.2. Congruence between Beliefs and Instructional Practices.....	43
4.1.2.1. English as a Medium of Instruction.....	44
4.1.2.2. Textbook as a Primary Instructional Goal	46
4.1.2.3. Use of Communicative Activities.....	47
4.1.2.4. Extensive Use of Repetition Drills	53
4.1.2.5. Grammar and Vocabulary as a Prerequisite for Communicative Competence ..	56
4.1.2.6. Reading Instruction Centered on Sentence-Level Comprehension.....	59
4.1.3. Incongruence between Beliefs and Instructional Practices	62
4.1.3.1. Conflicts between Different Beliefs	63
4.1.3.2. Conflicts between Beliefs and Contextual Factors.....	65
4.1.4. Summary.....	70
4.2. Ms. Kang.....	73
4.2.1. Profile of Belief about English Language Teaching	73
4.2.1.1. Beliefs from Language Learning Experiences	73
4.2.1.2. Beliefs from In-service Teacher Training Programs	74

4.2.1.3. Beliefs from Institutional Factors	76
4.2.1.4. Summary on Ms. Kang's Beliefs.....	76
4.2.2. Congruence between Beliefs and Instructional Practices.....	77
4.2.2.1. Korean as a Medium of Instruction	78
4.2.2.2. Exam as a Primary Instructional Goal	80
4.2.2.3. Memorization of Vocabulary as a Requirement.....	83
4.2.2.4. Importance of Grammar for Exams	84
4.2.2.5. Emphasis of Grammar in Reading Instruction	87
4.2.2.6. Communicative Activities as a Fun Break.....	91
4.2.3. Incongruence between Beliefs and Instructional Practices	93
4.2.3.1. Conflicts with Different Beliefs	94
4.2.3.2. Conflicts between Beliefs and Contextual Factors.....	95
4.2.3.3. Conflicts between Beliefs and Others' Expectations.....	98
4.2.4. Summary.....	100
CHAPTER 5. CONCLUSION.....	104
5.1. Summary of Major Findings	104
5.2. Pedagogical Implications	107
5.3. Limitations of the Study and Suggestions for Further Research.....	110
REFERENCES	112
APPENDICES.....	123
국문초록.....	142

LIST OF TABLES

Table 3.1 Information of the Participants.....	28
Table 3.2 Interview Procedure.....	32
Table 3.3 Data Analysis Procedure.....	35
Table 4.1 Summary of Ms. Kim's Beliefs about English Language Teaching.....	42
Table 4.2 Typical Classroom Activities in Ms. Kim's Lessons.....	44
Table 4.3 Incongruence between Ms. Kim's Beliefs and Practices.....	63
Table 4.4 Summary of Ms. Kim's Beliefs and Practices.....	69
Table 4.5 Summary of Ms. Kang's Beliefs about English Language Teaching.....	77
Table 4.6 Typical Classroom Activities of Ms. Kang's Lessons.....	78
Table 4.7 Incongruence between Ms. Kang's Beliefs and Practices.....	93
Table 4.8 Summary of Ms. Kang's Beliefs and Practices.....	100

LIST OF ABBREVIATIONS

The following abbreviations are used in this thesis:

CLT	Communicative Language Teaching
GTM	Grammar Translation Method
ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
CSAT	College Scholastic Ability Test
ITTP	In-service Teacher Training Programs
TEE	Teaching English in English
TESOL	Teaching English to Speakers of Other Languages

Conventions for extracts from observations:

()	indicates people's behavior
...	indicates pauses
(...)	indicates omitted material
(())	indicates additions or explanations inserted in an extract by the researcher

CHAPTER 1.

INTRODUCTION

The present study discusses Korean EFL teachers' beliefs about English language teaching in relation to their instructional practices in a high school context. The first section provides the background of the study, and the next section suggests the purpose of the study. The third section addresses the research questions. The last section outlines the organization of the thesis.

1.1. Background of the Study

Over the last two decades, research on teaching in general education field has increasingly focused on teachers' cognition that underlies teachers' classroom practices (e.g., Calderhead, 1996; Meijer, Verloop, & Beijaard, 1999). In the field of language teaching research, there has also been a growing body of evidence that teachers' beliefs play a central role in their actual instructional practices (e.g., M. Borg, 2001; S. Borg, 2003; Nespor, 1987; Pajares, 1992; Richardson, 1996; Verloop, Van Driel, & Miejer, 2001; Woods, 1996). In particular, Pajares (1992) found that there was a "strong

relationship between teachers' educational beliefs and their planning, instructional decisions, and classroom practices" (p. 326). As such, it has been widely acknowledged that exploring teachers' beliefs is helpful to capture a holistic understanding of "what teachers know, believe, and think" and "what they do" (S. Borg, 2003, p. 81).

With this understanding in the field of the general education, research on ESL and EFL teachers' beliefs has emerged in seeking to understand the cognitive aspects of English language teaching. The findings in this field of studies have been similar to those in the general education research discussed above, further supporting that the beliefs teachers bring to their language classroom are one of the strongest influences on their instructional practice (e.g., S. Borg, 2003; Feryok, 2008, 2010; Woods, 1996). The attempts to explore ESL and EFL teachers' beliefs are meaningful in revealing the status-quo of English language education in their specific contexts (e.g., Anderson, 1993; Carless, 2004; Feryok, 2008; Matsuura *et al.*, 2001; Sato *et al.*, 2004; Wada, 2002). Therefore, providing a better conceptualization of teachers' beliefs and their instructional practices from various perspectives and in different contexts can be a significant contribution to studies on ESL and EFL teachers' beliefs.

1.2. Purpose of the Study

As English becomes the global language and Korean society calls for Koreans to be more competent in English speaking for personal and professional success (Ko *et al.*, 2006; Nunan, 2003), there has been an increasing demand for changes in Korean English education (Kwon, 2000). In response to this requirement, the 7th National curriculum, issued in 1997 and disseminated in 2005, has more emphasized English productive skills under the communicative approach (e.g., Ministry of Education, 1998; Ministry of Education, 2006; E. Kim, 1999). One of the most significant goals of English education in Korea has been to develop Korean students' communicative competence in English, and this has called on Korean English teachers to adopt theories and methods of Communicative Language Teaching (CLT) in their classrooms.

Despite the emergence of abundant teaching theories and methods under CLT approach over the years, Korean English teachers have still adhered to the traditional teaching approaches centered on grammar and translation. They acknowledged that teaching English for communicative competence is necessary, but this may not be reflected in their actual teaching practices due to many constraints. Some of the constraints are

teachers' lack of knowledge, assessment-centered education system, large class size, and much administrative work (e.g., S. Choi, 2000; Guilloteaux, 2004; Li, 1998). Korean English classrooms thus have still focused on grammar-and reading-oriented instructions in order to prepare students for both school-based exams and College Scholastic Ability Test (CSAT). Other studies in EFL contexts have also reported the same problem, suggesting that teachers' classroom practices are influenced not only by their beliefs but also by external factors (e.g., Feryok, 2008; Matsuura *et al.*, 2001).

It has been recognized that Korean teachers of English are facing the dilemma between what they want to do and what they actually do (e.g., J. Choi, 2008; S. Choi, 2000; E. Kim, 2008; C. Yook, 2011). In order to uncover what teachers have in their mind about English education and how they teach English in their classrooms, there is the need to investigate what is actually happening in English language classrooms. However, a few studies carried out in Korean context have focused on teachers' perceptions, not their multi-layered beliefs (e.g., J. Choi, 2008; S. Choi, 2000; Li, 1998). Simply understanding the teachers' perceptions is not enough to understand what teachers know, believe, and think in connection with their language

teaching¹. In addition, most of the previous studies have been methodologically restricted mainly to a survey research. The present study thus attempts to fill the gap by focusing on teachers' beliefs incorporating their perceptions, knowledge, and thoughts, using a case study.

In response to the dearth of research on the relationship between teachers' beliefs on language teaching and their practices, particularly in Korean high school contexts, the current study is concerned with an in-depth investigation into teachers' beliefs about English language teaching and their practices in a high school context. More specifically, it tries to examine how teachers' beliefs are congruent with actual teaching practices. For this study, a case study was conducted in order to gain a profound understanding of how Korean English teachers' beliefs are linked to their instructional practices. The data were collected through the interviews with two teacher participants, ten weeks of classroom observations, and documents such as field notes and teaching documents.

It is expected that the research will theoretically advance the field toward a better understanding of teachers' beliefs about English language education and the relationship between the beliefs and their instructional

¹ Teacher beliefs consist of tacitly held assumptions, perceptions, and judgment about teaching and learning (Johnson, 1994; Kagan, 1992; Pajares, 1992). It has been known that beliefs strongly influence perceptions.

practices. Furthermore, the research will contribute to the existing literature on teachers' beliefs, with a rich theoretical framework for their beliefs and practices. Pedagogically, it will shed light on the English education field, suggesting some implications on teacher education.

1.3. Research Questions

The study aims to uncover the multiple layers of two Korean high school EFL English teachers' beliefs on English language teaching in their specific context. The overarching questions are suggested below:

1. What are Korean high school English teachers' beliefs about English language teaching?
2. How are the teachers' beliefs related to their instructional practices?

1.4. Organization of the Thesis

The organization of the thesis is as follows. Chapter 2 reviews previous studies on teachers' beliefs in the language education field and related empirical studies in Korean context. Chapter 3 describes methodology and data analysis method. Then Chapter 4 provides the results

from the analysis of the teachers' beliefs and instructional practices and the discussions of the results. Finally, Chapter 5 summarizes the major findings and offers pedagogical implications, limitations of the study, and suggestions for future research.

CHAPTER 2. LITERATURE REVIEW

This chapter reviews a body of literature relevant to the present study. Section 2.1 briefly introduces studies on teachers' beliefs. Section 2.2 examines definitions of teachers' beliefs. Section 2.3 discusses natures of teachers' beliefs. Section 2.4 describes sources of teachers' beliefs. Section 2.5 addresses issues of the relationship between teachers' beliefs and their practices. Lastly, Section 2.6 discusses studies on English language teachers' beliefs in Korean context.

2.1. Overview of Studies on Teachers' Beliefs

Until the mid 1970s, studies of education were concerned solely with teachers' behavior, not their cognitions. The underlying assumption of examining teachers' behavior was that there were "relationships between what teachers do in the classroom and what happens to their students" (Anderson, Evertson & Brophy, 1979, p. 193). The basic tenet of the research was that investigating teachers' behavior would lead to effective instruction relative to students' achievement (Freeman, 2002).

With the advent of cognitive psychology, researchers have recognized that teachers' beliefs serve as a critical concept in understanding teachers' thought processes, instructional practices, and professional development (Fang, 1996). Over the past two decades, studies in the field of language education thus have proved that teachers' beliefs are significant in relation to language teaching (e.g., S. Borg, 2003; Fang, 1996; Freeman 2002; Nesper, 1987; Pajares, 1992; Woods, 1996). These studies have also attempted to capture the complexities of the teacher's beliefs in understanding teachers' identities, knowledge, perceptions, prior experiences, and actual teaching practices in diverse contexts (e.g., Nesper, 1987; Pajares, 1992; Phipps & Borg, 2009; Woods, 1996). Furthermore, these studies have extended to sources of beliefs, changes of beliefs, and relationship between beliefs and instructional practices (e.g., Allen, 2002; M. Borg, 2001; S. Borg, 2003; Calderhead, 1996; Feryok, 2008, 2010; Johnson, 1994; Jones & Fong, 2007; Kagan, 1992; Nesper, 1987; Pajares, 1992; Poynor, 2005; Richards, 1998; Richardson, 1996). Bearing the significance of understanding teachers' beliefs in relation to their practices in mind, the present study focuses on English language teachers' beliefs about their teaching and instructional practices in specific contexts.

2.2. Definitions of Teachers' Beliefs

Over the past decades, researchers have made several attempts to define the teachers' beliefs in the field of teacher cognition (e.g., Allen, 2002; M. Borg, 2001; S. Borg, 2003; Calderhead, 1996; Johnson, 1994; Kagan, 1992; Nespor, 1987; Pajares, 1992; Richards, 1998; Richardson, 1996).

Beliefs are said as “psychologically held understandings, premises, or propositions about the world that are felt to be true” (Richardson, 1996, p. 103). However, defining beliefs is not an easy task, as they are a “messy construct” which involves “knowledge, attitudes, values, judgments, axioms, opinions, and perceptions” (Pajares, 1992, p. 309). The difficulty in defining teachers' beliefs has arisen as a result of differentiating beliefs from knowledge (e.g., Calderhead, 1996; Nespor, 1987; Pajares, 1992). Nespor (1987) claimed that the two constructs are different, which often conflicts each other. According to him, beliefs may be implicitly held and resistant to change, whereas knowledge is explicit and often changes. However, it has been generally accepted that teachers' beliefs and knowledge are interchangeable and inextricably intertwined (Calderhead, 1996; Kagan, 1992; Pajares, 1992).

Researchers have offered various terms concerning teachers' beliefs, displaying their different understandings of teachers' beliefs. For example, Richards (1998) suggests that teachers' beliefs refer to "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" (p. 66). Other terms are listed as: "untested assumptions" (Calderhead, 1996), "pedagogical principles" (Breen *et al.*, 2001), "implicit theory" (Kagan, 1992), "teacher cognitions" (S. Borg, 2003), "beliefs, assumptions, and knowledge" (Woods, 1996), "personal and professional knowledge" (Murphy, 2000), and "suppositions, commitments, and ideologies" (Calderhead, 1996).

Despite the lack of consensus on the definition of teachers' beliefs, the term referring to "teachers' educational beliefs" has been commonly used in the field (Pajares, 1992, p. 324). A more specific definition was offered by M. Borg (2001), who defined teachers' beliefs as "teachers' pedagogical beliefs or those beliefs of relevance to an individual's teaching" (p. 187). Integrating the existing definitions, S. Borg (2003) suggested the term "teachers' cognition" as an inclusive definition, which refers to "the unobservable cognitive dimension of teaching – what teachers know,

believe, and think” (p. 81). His definition seems to offer the complex nature of teachers’ beliefs, including their knowledge and thoughts.

In seeking to conceptualize what constitutes teachers’ beliefs, researchers have identified manifold features of beliefs throughout various studies. For example, Nespor (1987) suggested four features of beliefs: existential presumption, alternativity, affective and evaluative components, and episodic nature (pp. 318-321). Similarly, categorizing various dimensions of teachers’ beliefs into several aspects, Pajares (1992) proposed more comprehensive notions of teachers’ educational beliefs: affective and evaluative components, an influential factor on behavior, a filter function, and rarely changeable nature during adulthood (pp. 324-326). M. Borg (2001) suggested somewhat different features from two previous researchers: personal truth, guidance of thinking and action, conscious or unconscious nature, and evaluative aspect (p. 186).

Assuming that the term, teachers’ belief, involves such complicated features, in this study ‘teachers’ belief’ is understood as an umbrella term that embraces all different aspects that teachers hold of in relation to their teaching practice. Therefore, the present study focuses specially on teachers’ pedagogic beliefs, revealed through their statement about their ideas, thoughts, and knowledge with reference to their classroom instructions.

2.3. Natures of Teachers' Beliefs

Teachers' beliefs are regarded as a multifaceted construct with complex, dynamic, and contextualized properties (Feryok, 2010). Green (1971) argued that some beliefs are more stable and more resistant to change (i.e., core beliefs) than are others (i.e., peripheral beliefs). Core beliefs are generally considered central to the teachers' practice, whereas peripheral beliefs are held with less psychological strength (S. Borg, 2006; Pajares, 1992). Peripheral beliefs are unstable, situated, and easy to change. Rokeach (1968) described five types of beliefs on a continuum from core to peripheral in nature, indicated as Types A, B, C, D, and E: Type A beliefs are fundamental to one's psychological existence; Type B beliefs are primitive in nature but not necessarily shared by others; Type C beliefs are similar to Type A beliefs in external or self authorities; Type D beliefs are derived from authority; and finally Type E beliefs are related to one's personal taste, not related to other beliefs (p. 10). Thus, core and peripheral beliefs can be understood as a matter of strength in beliefs on the continuum.

However, research on the distinction between core and peripheral beliefs in language teaching area is very limited. In Phipps and Borg's (2009) work, it was found that teachers' stated beliefs may reflect the theoretical

knowledge, rather than the practical knowledge which actually influenced their teaching. The teachers in the study held conflicting beliefs, taking the form “I believe in X but I also believe in Y ” (Phipps & Borg, 2009, p. 388). When different beliefs held by the teachers contrasted with each other, core beliefs were more influential to teaching practices than peripheral ones. The researchers asserted that core beliefs are “experientially ingrained” and peripheral beliefs are “theoretically embraced”; thus, beliefs are not held with “the same level of conviction” (Phipps & Borg, 2009, p. 388). Likewise, teachers’ beliefs are neither uniform nor simple, but seem to be interconnected and multi-faceted. They may be connected with and contrast with one another, indicating the complexity of belief systems (Breen *et al.*, 2001).

Sets of beliefs interacting are mediated by various contextual factors. In other words, the beliefs are context-dependent (Kalaja & Barcelos, 2003). The contexts in which teachers are located require them to reinterpret their beliefs and practices in contextually-relevant ways (Kumaravaldivelu, 2003). There has also been ample evidence of contextual mediation in language teachers’ beliefs (Andrews, 2003; Mak, 2011; Ng & Farrell, 2003). For instance, four ESL teachers in Wu’s (2006) study stated different beliefs about grammar teaching, depending on their contexts and experiences. They

co-constructed their own beliefs through a process of interactions with their contexts and social relationships. This finding is also supported by Burns' (1996) argument that teachers' beliefs need to be researched concerning the social and institutional context where their teaching is practiced.

Furthermore, teachers' beliefs have a dynamic and complex nature, where the beliefs are discursively constructed for specific, situated, and contextualized purposes (Woods, 1996). Mercer (2011) also claimed that beliefs consist of complex and dynamic systems rather than causal or linear relationships. Supporting his claim, Neguerula-Azarola (2011) described the complex view of beliefs as following: stable and dynamic, social but personally significant, situated yet generalizable, dialectical but not causal, transformative, and inter-related and multi-layered (p. 360-361).

Considering teachers' beliefs as complex, dynamic, and contextualized, there has been the need to investigate their beliefs with regard to their teaching contexts. As Murphy (2000) noted, "understanding teachers' beliefs and how they are impacted by a change in context or environment is a necessary first step in bringing about positive change and learning" (p. 14).

2.4. Sources of Teachers' Beliefs

With regard to the sources of teachers' beliefs, it has been widely acknowledged that teachers' beliefs are shaped by their language learning experiences as a learner² and teacher education. For example, Bailey *et al.* (1996) stated that teachers "internalize specific behaviors as good or bad," based on their learning experiences (p. 15). Other sources include "teachers' personality factors, educational principles and research-based evidence" (Richard & Lockhart, 1996, p. 36).

There has been a good deal of research convincing that student teachers and practicing teachers' beliefs about teaching and learning are shaped during schooling (e.g., Abdullah-Sani, 2000; Almarza, 1996; Bailey *et al.*, 1996; S. Borg, 2003; Golombek, 1998; Johnson, 1994; Numrich, 1996; Richards & Lockhart, 1996; Richardson, 1996). Richards and Lockhart (1996) pointed out that teacher's previous beliefs about language, teaching, learning, classroom practice, and self would exert an influence on their current beliefs as teachers. S. Borg (2003) argued that teachers' learning experiences have formed their beliefs about teaching, teachers,

² Lortie (1975) used the term "apprenticeship of observation" (p. 61) to indicate the influence of teacher's prior learning experience on their teaching practices. This is synonymous with the claim that "teachers teach the way they were taught" (Heaton & Mickelson, 2002, p. 51), which is mostly used to explain the apparent lack of influence of teacher education programs on teachers' beliefs and practices.

learning, students, subject matter, curricula, materials, instructional activities, and self. He also presented other sources such as professional coursework, classroom practice, and contextual factors. Johnson (1994) provided empirical evidence on how prior experiences were related to classroom practices. According to her, pre-service teachers' beliefs emerged from four aspects: formal language learning experiences, informal language learning experiences, images of themselves as teachers, and teacher preparation programs.

As another source of teachers' beliefs, the impact of teacher education on teachers' beliefs, as Kagan (1992) noted, has been considered problematic. The relationship between teachers' beliefs and teacher education varies across studies. For instance, Almarza (1996) reported that, although student teachers admitted that teacher education played a certain role in shaping their behavior, their beliefs were not critically changed. In a longitudinal study on practicing teachers conducted by Freeman (1993), teacher education had some impacts on teachers' stated beliefs without substantive changes in their actual practices. Similarly, Peacock (2001) noted that there was no dramatic change in teachers' beliefs after a three-year teacher education program. M. Borg (2005), in contrast, reported a different result that teacher training succeeded in reinforcing teachers'

existing beliefs and theories. However, these studies at least demonstrated the potential that teacher education can function as a source of teachers' beliefs with still some disagreements on the relationship between teacher beliefs and teacher education.

In recent research on teachers' beliefs, the contextual factors have been spotlighted as an influencing one on the beliefs (e.g., S. Borg, 1997, 2006). The contexts where teachers work have been argued to affect their beliefs which are embodied in teaching practice, requiring teachers to adjust their beliefs to their specific contexts (e.g., S. Borg, 1997, 2006; Freeman, 1993; Golombek, 1998; Kumaravadievelu, 2003). Therefore, teachers' beliefs are not simply a collection of beliefs, but a mutually formed, coherent incorporation with the context where teachers are affiliated (e.g., Feryok, 2008, 2010).

In sum, the sources of teachers' beliefs are language learning experiences, teacher education, teaching experiences, teacher personality, and teaching contexts.

2.5. Relationships between Teachers' Beliefs and Practices

Over the past decades, there has been a growing recognition of the relationship between teachers' beliefs and their teaching practices. This is

based on the assumption that teachers' beliefs influence such aspects as instructional thoughts, judgments, and decisions in their teaching practices as a filter through which the teachers interpret new information and experiences (e.g., S. Borg, 2003; Johnson, 1994; Nespor, 1987; Pajares, 1992). Such relationships need to be understood as interactive due to the fact that not only teachers' beliefs affect their practices, but also their reflections on the existing beliefs and practices would lead to changes in their beliefs (Breen *et al.*, 2001; Sato & Kleinsasser, 2004).

Numerous studies have pointed out the consistent relationships between teachers' beliefs and their teaching behaviors in classroom settings (e.g., Breen *et al.*, 2001; Calderhead, 1996; Farrell & Lim, 2005; Johnson, 1992). For example, Johnson (1992) examined teachers who possessed three different methodological beliefs – a skills-based approach, a rules-based approach, and a function-based approach in literacy instruction. The result showed that the teachers' beliefs were consistently tied to their teaching practices, highlighting the influence of contextual factors on the relationship between two constructs. In a recent case study by Farrell and Lim (2005), two English teachers' stated beliefs about grammar instruction were in line with their instructional strategies. The findings also suggested that the teachers had a set of complex belief systems that were converged and

diverged with their classroom practices.

However, there are other studies demonstrating inconsistencies between teachers' beliefs and teaching practices (e.g., Basturkmen *et al.*, 2004; Duffy & Anderson 1984; Fung & Chow, 2002; Graden, 1996; Jones & Fong, 2007; Van der Schaaf, Stokking, & Verloop, 2008). Teachers' stated beliefs are not always a "very reliable guide to reality" (Pajares, 1992, p. 326). A study by Fung and Chow (2002) indicated that there was little correspondence between novice teachers' beliefs and their practices, as revealed by retrospective interviews on their practicum. Basturkmen *et al.* (2004) investigated the relationship between three teachers' beliefs about focus on form instruction and their practices. The study revealed that there was a rather weak relationship between the teachers' stated beliefs and practices, and that more experienced teachers' practices were more closely related to their beliefs. Jones and Fong's (2007) interview of 57 EFL teachers on the effectiveness of CLT also supported the inconsistency between teachers' beliefs and their practices. While admitting the importance of teaching communicative skills, the teachers in this interview did not teach the skills, due to some constraints in real classrooms.

Research has revealed a few factors generating gaps between teachers' beliefs and their practices: contextual factors (S. Borg, 2003; Fang,

1996; Pennington & Richards, 1997; Tsui, 2003); tensions between a teacher's core and peripheral beliefs (Phipps & Borg, 2009); conflicts with colleagues and students in the community (Nespor, 1987); and methodological limitation such as paper and pencil type measure (Richardson *et al.*, 1991). Amongst these factors, contextual factors mainly influence teachers' beliefs and classroom practices (Fang, 1997). Classroom teaching is affected by various constraints such as large class size, lack of resources, and washback effect of assessment (e.g., Anderson, 1993; S. Choi, 2000; Feryok, 2008; Li, 1998; Matsuura *et al.*, 2001; Sato, 2002; Wada, 2002).

To summarize, although there are meaningful relationships between their beliefs and teaching practices, there are also some inconsistencies between the teachers' articulated beliefs and actual instructional practices in classrooms. Also, contextual factors, tensions between core and peripheral beliefs, and survey research methodology have been pointed out as a part of the reasons for the misalignment between teachers' beliefs and practices.

2.6. Studies on Korean English Teachers' Beliefs

It has been recognized that a better understanding of the relationship between EFL teachers' beliefs and their practices would lead to enhancing

the effectiveness of language education (e.g., S. Borg, 2003; Fang, 1997). Accordingly, there have been studies on this issue in ESL and EFL contexts mainly focusing on grammar and reading instruction (e.g., Ng & Farrell, 2003; Richards, Gallo, & Renandya, 2001). However, few studies have explored with greater depth the relationship between EFL teachers' beliefs and their teaching practices in the Korean context, with in-depth case studies.

Studies carried out in the Korean contexts centered mostly on descriptively investigating teachers' perceptions regarding specific issues, using a survey method (e.g., J. Choi, 2008; S. Choi, 2000; E. Kim, 1997; Li, 1998). E. Kim's (1997) and J. Choi (2008) surveyed teachers concerning their perception on effective teaching and proficiency goals respectively. Li's (1998) and S. Choi's (2000) survey research on teachers' beliefs about the implementation of CLT revealed that their pedagogical beliefs conflicted with the concepts of CLT. These studies simply described teachers' beliefs on certain issues without connecting their beliefs with their actual practices.

Furthermore, only recently did studies on Korean English teachers' beliefs begin to pay attention to the roles of the Korean-specific context. These studies have reported the influence of curriculum innovation on the enactment of teachers' beliefs in the Korean context (e.g., K. Ahn, 2009; E. Kim, 2008; C. Yook, 2011). For example, E. Kim (2008) examined how

two Korean middle school teachers perceived and implemented the CLT curriculum in their classrooms, based on the socio-cultural framework. The result found that the teachers' beliefs were contradicted with their instructional activities due to their experiences as a language learner and contextual factors such as the exam-oriented atmosphere of Korea. Using interviews and classroom observations, K. Ahn (2009) focused on two groups of student teachers' teaching practicum experience in a middle school. She found that the pre-service teachers' beliefs were incongruent with their practices, affected by prior learning experiences, their own perceptions about English teaching, mentor teachers' perceptions, and various contextual factors. C. Yook's (2011) survey on 98 elementary school teachers and 190 secondary school teachers also revealed that there were several mismatches among the teachers' beliefs, perceptions, and practices. The results suggested that the mismatches between the teachers' perceptions and practices arose from their traditional teaching approach and contextual factors such as large class size and students' low proficiency.

It is not surprising that the result of the aforementioned studies reported some interactions between teachers' perceptions and their teaching practices. However, these studies focusing mostly on elementary and middle school teachers are methodologically restricted to survey (S. Choi, 2000; E.

Kim, 1997), rather than interviews and observations. Although there are a few studies using observations, the number of the observations used on the studies was limited to a couple of times (e.g., K. Ahn, 2009; E. Kim, 2008; C. Yook, 2011). To the present, little research has investigated the relationship between Korean English teachers' beliefs about English language teaching and their instructional practices in high school contexts over a long period of time.

Therefore, it is necessary to examine Korean high school English teachers' beliefs about English language teaching, based on in-depth interviews and a longer period of observations. More specifically, the present study aims to explore how two Korean high school teachers' beliefs are related to their practices, including factors affecting the congruence and incongruence between their beliefs and practices.

CHAPTER 3. METHODS

This chapter provides the research methods including research design and data information. Section 3.1 reports the research design of the present study. Section 3.2 describes the data collection method, and section 3.3 presents the procedures for data analysis. Section 3.4 discusses the trustworthiness of the data.

3.1. Research Design

This section deals with the rationale for using a case study (3.1.1), the information of the school (3.1.2) and the teacher participants (3.1.3), and the researcher's position (3.1.4).

3.1.1. Rationale for Using a Case Study

The present research employed a case study as a qualitative research method to investigate the research questions in a specific context, characterizing a rich description of people, places, and conversations (Bogdan & Biklen, 1992; Yin, 1993). The reason for using a case study is that this study seeks to gain a better understanding of teacher participants'

beliefs in their educational contexts. Researchers of beliefs have criticized research methodologies employing paper and pencil measures as a means of identifying and understanding one's beliefs (Duffy, 1982; Munby, 1982). As a possible alternative to surveys, recent research on this issue has used a case study with small number of participants (e.g., Farrell, 2008). In this sense, a case study enabling rich descriptions is an appropriate research method for investigating complex phenomenon of teachers' beliefs and their practices.

In an attempt to uncover Korean English teachers' beliefs, practices, and educational contexts, the researcher visited a school where the two participants worked, and observed their teaching practices accompanying with several interviews. Through all this, the researcher was able to gain in-depth understandings as to what beliefs they held about English language teaching and how their beliefs and practices were related to each other.

3.1.2. The School Context

The site for this study was a co-ed public high school, located in a small-sized city in Gyeonggi Province of South Korea. The school is a university-track school that had approximately 900 students, ranked as slightly below average in the national standardized test. This school adopted

the autonomous public school system, which allowed it to implement a more flexible curriculum and beneficial learning environment such as a small class size. It also has a tracking system of English classes for 10th and 11th graders. In particular, the regular class hour of the school is 75 minutes per class. This means that the students of this school take more class hours compared to students taking a 50-minute class in other schools. The reason for choosing this school was that it had more flexible institutional conditions such as class size and time constraints.

3.1.3. The Participant Teachers

Two female English language teachers working for this school voluntarily participated in this study. They have been anonymized here as Ms. Kim and Ms. Kang. Both of the teachers have a first-level teacher certificate. They were experienced teachers with many years of teaching experiences³. Ms. Kim had been teaching for 18 years and had many teacher training experiences. At the time of the study, she was studying an M.A. program in the department of English language education. Ms. Kang had been teaching for 5 years and had a B.A. degree in English language

³ The term ‘many’ is interpreted as at least four to five years in various studies (e.g., Richards, Li, & Tang, 1998; Tsui, 2003, 2005).

education. When the study was conducted, Ms. Kim was teaching 10th graders, and Ms. Kang 11th graders. These two teachers were suited for Neuman’s (2000) recommendation of participant selection: (a) familiar with the culture and in position to witness significant events, (b) currently involved in the field, and (c) willing to spend time with the researcher. The profiles of the teachers are summarized in Table 3.1.

Table 3.1
Information of the Participants

Name	Teaching Experiences (years)	Education Background	Teacher Training Experiences (times)	Current Teaching Grade
Ms. Kim	18	M.A. in English language education (in progress)	6	10th
Ms. Kang	5	B.A. in English language education	2	11th

Class selection for the study was determined by the recommendation of the participant teachers. Initial observations of all classes of the teachers were conducted to determine whether it would be better to observe one class per teacher or observe many classes per teacher. Observing each class of the teachers and interviewing with them, the researcher decided to focus on one class of them over a long period of time with an aim of achieving better understanding of their beliefs and instructional practices in a particular context.

3.1.4. The Researcher's Position

Interested in teachers' beliefs about English teaching and their instructional practices interwoven with their contexts, the researcher tried to observe these teachers in the specific context. The researcher positioned herself as a non-participatory observer during the classroom observations (McDonough & McDonough, 1997). The observer was introduced to the group observed, but did not interact or participate directly in any classroom activities. The teachers in the study received a research information sheet that explained the purposes of the present study, its procedures, participant roles, confidentiality, the handling and storage of data, and the researcher's contact information. A permission to carry out this study was granted by the principal of the school. Participants signed the consent form with which the researcher was able to audio- and/or video-record their classrooms (See Appendix 1).

3.2. Data Collection

In order to answer the research questions addressed in this study, the various types of data were collected: interviews with teachers, classroom observations, and documents related to their instructions. They were chosen

based on Pajares's (1992) suggestion that "beliefs cannot be directly observed or measured but must be inferred from what people say, intend, and do" (p. 207). Data collection method also followed 'data triangulation' which refers to the use of different sources of data, rather than the use of different methods in data production (Denzin, 1989).

3.2.1. Interviews

Two semi-structured interviews were conducted with each teacher participant during the observation period. The interviews were guided by Lindlof and Taylor's (2002), and Borg's (1998, 1999). The semi-structured interviews were used in order to elicit in-depth information from the teachers about their beliefs about English teaching. For the interviews, open-ended questions were used to "allow the respondents to develop their responses in ways which the interviewer might not have foreseen" (Campbell *et al.*, 2004, p. 99). The interviews conducted in Korean were audio-recorded, and transcribed for data analysis.

The first interview was done with each teacher for about 75 minutes prior to the initial observation. Although the researcher had a list of questions to ask the participants, the wording and ordering of the questions were more or less flexible. It focused on collecting general information on

teachers' demographic data, their general background information (i.e., their language learning, teaching experience, educational background, and opportunities for professional development), and their beliefs about language learning and teaching (See Appendix 2 for the first interview questions).

The second semi-structured interview was conducted for 75 minutes with each teacher at the end of the observation period. The questions included the teachers' pedagogical beliefs about English language teaching based on the observations, their roles, their challenges, and their understanding of the context (See Appendix 3 for the second interview questions). It was conducted in a form of more like conversation than a formal interview (Marshall & Rossman, 1999).

With an aim of gaining additional information, more interviews were undertaken in a format of unstructured interview, based on the researcher's field notes during the observation periods. The researcher inquired questions about the rationales for their instructional practices: three interviews with Ms. Kim and two interviews with Ms. Kang. The researcher transcribed all of the interview data verbatim and translated them into English. The procedure for the interviews is shown in Table 3.2.

Table 3.2
Interview Procedure

Ms. Kim		Ms. Kang	
Date	Interview	Date	Interview
Apr. 24, 2012	Semi-structured 1 (75 min)	May. 6, 2012	Semi-structured 1 (75 min)
May. 18, 2012	Unstructured 1 (40 min)	June. 4, 2012	Unstructured 1 (15 min)
June. 12, 2012	Unstructured 2 (15 min)	June. 11, 2012	Unstructured 2 (15 min)
June. 15, 2012	Unstructured 3 (15 min)	July. 11, 2012	Semi-structured 2 (75 min)
July. 13, 2012	Semi-structured 2 (75 min)		

3.2.2. Classroom Observations

Classroom observations were conducted from April 2012 to July 2012. The researcher spent about ten weeks with the teachers, observing not only their regularly scheduled classes but their normal daily routines. The observations focused on one class of each teacher: three times a week for Ms. Kim and two times a week for Ms. Kang according to the school's class schedule. The researcher observed a total of 22 lessons of Ms. Kim, and 15 lessons of Ms. Kang, which lasted for 75 minutes respectively. By observing the teachers' classrooms, the researcher was able to gain broad perspectives on their teaching practices. The teachers' instructional practices and additional unstructured interviews about their practices after class hours were recorded and transcribed for data analysis.

The researcher also wrote the field notes about the teachers' actual teaching practices and classroom interactions during the observation periods. The field notes included the descriptions of setting, people, and activities, direct quotations of what was said, and the researchers' comments or initial interpretations on teaching practices, as recommended by Richards (2003). Other focuses of the field notes were teaching objectives, instructional contents, classroom activities, interactions between teachers and their students, curriculum materials, instructional materials, teaching plans, homework, and school-exams.

3.2.3. Documents

Documents related to classroom observations were collected for this study. They were textbooks, teacher-created teaching materials, assignments, school-based exams, CSAT preliminary tests used for classroom teaching, and other activity worksheets. For example, one document that the researcher collected from Ms. Kim was an activity sheet that she had distributed to the students having information on the target language expressions and some related activities. By examining the teacher-produced materials, specific details were examined of what the two teachers tried to achieve in their lessons in relation to their own beliefs.

3.3. Data Analysis

This study utilized qualitative data analysis based on the data set including interviews, video/audio taped classroom observations, and documents. Through a process of transcribing and analyzing the data, the researcher became more familiar with the data and categorized them into several emerging themes.

The data were analyzed using a grounded content analysis (Bogdan & Biklin, 1998; Glaser & Strauss, 1967; Strauss & Corbin, 1990). Each participant' ideas and concepts were identified, coded, and categorized according to repetitively emerging themes and patterns. The grounded content analysis provided three conceptual categories commonly shown in the data from the teachers. They were (a) the teachers' beliefs about English language teaching, (b) sources of the beliefs, and (c) other factors affecting the beliefs. The data analysis consisted of three phases; (a) pre-coding (i.e., transcription of data, writing of analytic memos, initial development of categories), (b) coding (i.e., reduction of data, organizing categories), and (c) theorizing (i.e., a cyclical process of interpreting data, drawing conclusions, developing theoretical frameworks) (Strauss & Corbin, 1990).

More specifically, the coding phase was divided into four steps. First,

the semi-structured interview data was analyzed to understand the teachers' stated beliefs about English language teaching by identifying key words and phrases. Second, the observation data was analyzed to understand the teachers' actual classroom practices and to identify noteworthy excerpts relative to their stated beliefs. Third, the unstructured interview data related to their actual classroom practices was analyzed to uncover the reasons for the teaching practices. Finally, all of the findings were triangulated in order to reveal how the teachers' beliefs were related to their actual practices, including factors which influenced their beliefs and practices. The four steps of data coding are presented in Table 3.3 below.

Table 3.3
Data Analysis Procedure

Step	Focus of Analysis	Steps in Analysis	Product
Analyzing the semi-structure interviews	The teachers' stated beliefs about English teaching	Identifying key words, phrases from the interviews and coding them to list as thematic categories Grouping the categories into more broader concepts Transcription and translation of data	Categories of teachers' stated beliefs Descriptions of each category of teachers' beliefs
Analyzing the classroom observation data	The teachers' actual instructional practices regarding teaching English	Identification of key episodes related to the teachers' stated beliefs Transcription and translation of data	Descriptions of each teachers' classroom practices related to their beliefs
Analyzing the unstructured interviews	The teachers' reasons for classroom behaviors	Identifying key words, phrased from the interviews and coding them Grouping the categories into more broader concepts Transcribing and translating of data	Descriptions of each category of teachers' beliefs Description and interpretation of teachers' actual practices with reference to their beliefs

Triangulating Findings	Exploring how the teachers' stated beliefs are linked to actual practices, and influencing factors	Examining all data again for finding the relationship between beliefs and practices Refining the content of all categories of the teachers' beliefs, practices, and influencing factors	A rich description of each category of teachers' beliefs and practices Interpretation of the link between teachers' beliefs and their actual practices Reinterpreting the above in terms of influencing factors
------------------------	--	--	---

3.4. Trustworthiness

To ensure the trustworthiness, the researcher used triangulation, employing a rich and in-depth description, member checking, and translation verification as recommended in the literature (e.g., Cohen *et al.*, 2000; Creswell & Miller, 2000; Merriam, 1988). In this study, data collection included the transcripts of interviews, the transcripts of teaching practices, the field notes, and relevant documents. For the data reliability, the researcher provided a rich and in-depth description about the teachers' statements about their beliefs and their teaching practices. For member checking, the researcher confirmed her interpretations of the teachers' instructional practices with them during the interviews. After analyzing the transcripts in Korean, the researcher translated them into English in the following chapter. The accuracy of the translation was checked by a bilingual in both Korean and English.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter provides the findings of the study with a thorough description of the teachers' beliefs and practices based on the analysis of interviews, observations, and documents. Two cases are discussed separately with the following viewpoints. First, each teacher's beliefs about English language teaching are described with their sources of beliefs. Next, congruence and incongruence between the teacher's beliefs and instructional practices are presented. Finally, the summary of the findings is suggested.

4.1. Ms. Kim

4.1.1. Profile of Beliefs on English Language Teaching

In this section, Ms. Kim's beliefs on English language teaching are examined in terms of her language learning experiences (4.1.1.1), her in-service teacher training experiences (4.1.1.2), and institutional factors (4.1.1.3). Summary of Ms. Kim's beliefs about English language teaching is suggested in the subsequent section (4.1.1.4).

4.1.1.1. Beliefs from English Learning Experiences

Ms. Kim's belief about the importance of English grammar was shaped by her English teacher in the 7th grade. She attended middle and high schools located in a rural area in the southern part of Korea, having relatively fewer chances to have out-of-class English learning experiences. She learned English language in a very teacher-centered language classroom by means of Grammar Translation Method (GTM) focusing on analysis of texts and explanation of grammar points. There was no interaction of the target language between the teacher and students in class. She studied the textbook by memorizing vocabulary and grammar concepts, which knowledge became vital contributors to her current English proficiency as well as her beliefs on English language teaching (Interview 1, line 1-6).

Interview Quote 1

My 7th grade teacher only emphasized **the importance of English grammar**, and I still remember the grammar concepts that the teacher explained. ... at least my English teachers **helped me to acquire perfect knowledge of English grammar**. (Ms. Kim, Interview 1)

Ms. Kim's schooling experience led her to have the belief that the mastery of English grammar is a prerequisite for communicative competence. She stated that English grammar underpinned the four language skills (i.e., listening, speaking, reading and writing).

Ms. Kim was also influenced by another English teacher who provided abundant background knowledge related to the textbook used in class. This has shaped a part of her beliefs that emphasized the importance of text-related background information. The English instructor in her college who used various teaching resources and pushed students to speak out in English also helped to build her beliefs that providing opportunities to use the target language was important.

As such, the previous learning experiences contributed to the formation of her beliefs. She mostly borrowed her teaching methodologies from her own experiences of learning English (Interview 1, line 7-14), as cited in Lortie's (1975) term, "apprenticeship of observation" (p.61).

4.1.1.2. Beliefs from In-service Teacher Training Programs

In-service Teacher Training Programs (ITTPs) provided valuable insights for Ms. Kim's beliefs on English language teaching. She had attended at least six ITTPs of various length and nature, including both domestic and overseas training courses. The on-line training programs helped her improve English language proficiency, while off-line programs provided multiple sources for English language teaching. Specifically, her ITTPs in Canada and Australia provided her with feasible English speaking

and writing methodologies.

Interview Quote 2

In my fourth year, I attended a two-month program about teaching writing in Yulgok training center and a one-year program about teaching methodologies in Australia ... Since then, **I have used what I had learned from the training programs in my own class.** (Ms. Kim, Interview 1)

As such, Ms. Kim's experiences through ITTPs served as meaningful sources of her beliefs, echoing Freeman's (1996) argument that teachers' beliefs about teaching and learning are shaped by their teacher education. Her beliefs shaped by ITTPs can be listed as: the importance of teaching English in English, use of communicative activities, teaching English writing through the process-oriented approach, teaching English speaking in communicative ways, and teaching English reading focused on reading comprehension skills (Interview 1, line 15-21).

4.1.1.3. Beliefs from Institutional Factors

It has been acknowledged that teachers' beliefs are socially constructed and contextualized (e.g., Barcelos, 2003, Feryok, 2010). Beliefs are co-constructed by interacting with contexts, which consist of mostly external factors such as curriculum, large class size, and high-stakes exams. Ms. Kim also held contextualized beliefs such as textbook and school-based

exams within her educational context. For example, she held a belief that the textbook was a primary teaching resource (Interview 2, line 1-4). In Korea, both the curriculum and the textbook are prescribed by the Ministry of Education. Although she believed that utilizing various teaching resources was beneficial for students' English language learning, it was unavoidable that she had to cover the textbook according to the institutionally mandated curriculum. Most of her instruction thus was generally text-bound. In addition, since she centered on what would be the best for her students, her instructional goals reflected her two beliefs – enhancing students' communicative competence and preparing them for good exam scores. She was highly concerned with the students' exam results which directly linked to their college entrance. Although she expressed that her instructions were not focused on exam preparation, it was not easy to ignore the exam-oriented students and school environment. The fact that Ms. Kim reinterpreted and reconstructed her beliefs within her contexts reflects that “the teacher's reality is thus an ecological one” shaped by the expectations of students (Tudor, 2003, p. 6).

4.1.1.4. Summary on Ms. Kim's Beliefs

Ms. Kim's stated beliefs about English language teaching are

summarized in Table 4.1. Overall, it is shown that teachers' prior experiences as well as contextual factors are considered as the most influential components of teachers' pedagogical beliefs (e.g., Almarza, 1996; Feryok, 2008, 2010; Johnson, 1994). Researchers on teachers' beliefs have posited that there exists a strong relationship between beliefs and practices, noting convergence and divergence between those (e.g., Nespor, 1987; Pajares, 1992). In this regard, the focus has been put on how Ms. Kim's stated beliefs on English language teaching were connected with her actual instructional practices in light of congruence and incongruence.

Table 4.1
Summary of Ms. Kim's Beliefs about English Language Teaching

Sources		Beliefs
Language Learning Experience	Schooling	- Grammar is the foundation of language use - Text-translation method is boring and inappropriate - Employing various teaching materials is necessary - Repetition drills are effective for mastery of language forms
	Self-learning	- Memorizing vocabulary is effective - Having many opportunities to speak English is important
In-service Teacher Training Programs		- Teaching English in English is important - Doing communicative activities is essential - Teaching writing should be based on the process-oriented approach - Teaching speaking involves meaningful interactions - Teaching reading includes general reading comprehension skills
		- The textbook is a primary source of teaching English
		- A teacher is responsible for preparing his/her students for exams
Institutional Factors		

4.1.2. Congruence between Beliefs and Instructional Practices

Ms. Kim taught in a technology-rich classroom equipped with an electronic blackboard and a TV. The physical arrangement of her classroom set students' desks heading toward the teacher and a blackboard at the front of the classroom. Ms. Kim was responsible for teaching General English⁴ classes for 10th graders, who varied in language proficiency from intermediate to high levels.

During the three-month study, 22 lessons of Ms. Kim's one particular class have been observed. Several prominent features derived from her beliefs were consistently noted throughout the observation. The features are listed as: frequent use of English, textbook-centered instruction, use of communicative activities, use of repetition drills (i.e., in her own term, *a survival game*⁵), emphasis on vocabulary and grammar, and decoding-focused reading instruction. Typical activities in Ms. Kim's class are

⁴ According to the English education curriculum at this school, 10th graders are taught with two textbooks, *General English* and *English 1* for each semester. 11th graders learn with other two textbooks, *English 2* and *English Reading and Writing* for one year.

⁵ Ms. Kim normally divided students into 3 groups of 7 or 8 students and made them compete against each other to win a game. She asked the students to translate expressions on the handouts in either Korean or English. The students simply spoke out the translated expressions by taking turns in a group. It was used to check students' memorized knowledge of vocabulary and grammar. Or sometimes, it was also applied to other group activities as a way of increasing their active participation. When students gave a wrong answer, she marked a score off on the blackboard. The losing team was given an assignment such as copying everything (i.e., expressions/vocabulary/contents) on the handouts onto their notebook 2 to 3 times.

provided in Table 4.2 in order to give a picture of how she organized her lessons.

Table 4.2
Typical Classroom Activities in Ms. Kim’s Lessons⁶

Observation	5 th	7 th	18 th	21 st
Date	May. 7	May. 12	June. 15	July. 11
Textbook	Reading II	After you read	Reading I	Review
Phase 1	Riddle	Riddle	Story-telling	Jeopardy
Phase 2	HEAT ⁷	HEAT	HEAT	Game
Phase 3	Vocabulary	Vocabulary	Vocabulary	
Phase 4	Reading	Reading	Reading	
Phase 5	Grammar	Formative test	CSAT prep	
Phase 6	TED/YouTube	TED/ YouTube	TED/ YouTube	
Phase 7	Extra handouts	Extra handouts	Extra handouts	

4.1.2.1. English as a Medium of Instruction

Ms. Kim prioritized Teaching English in English (TEE) as one of the most important factors in English education due to the input-poor context of the EFL learning environment. She believed that teacher-talk in English could help her students with their English listening resource and their verbal communication in the future.

⁶ This is an example of Ms. Kim’s activities typically shown during the observation periods. The record of teaching activities with types and time allotment is provided in Appendix 4 to provide more detailed teaching procedures of Ms. Kim’s lessons.

⁷ H English Ability Test (HEAT) is Ms. Kim’s self-made teaching material consisting of useful expressions, example sentences, and related grammar points. She created this teaching material with contents from existing College Scholastic Ability Tests (CSAT) and several English conversation books. Ms. Kim’s students are engaged in *the survival game* using this material referred to as HEAT in the study (See Appendix 5).

Interview Quote 3

English language teachers should speak English in the class ... Listening to teacher-talk in English could partially be **English listening practice** for students. ... I think that my teacher-talk in English using what students learned in class are good for students. Also it would be **helpful for their English conversation**. (Ms. Kim, Interview 2)

In her view, students' frequent exposure to English language input during the instruction could contribute to stimulating their use of English. For example, she normally started her class with a simple greetings or a cultural episode such as May Day in English (Classroom Observation 3, May, 1, See Appendix 10). In responding to her initiation to speak in English, the students seemed to be naturally involved in speaking English. She almost always used TEE through the whole classes except for some cases when she had to explain difficult reading texts or English grammar rules.

Ms. Kim established her own classroom rule which required every student to say at least one English expression during the class. To help her students speak English fluently, Ms. Kim created her own teaching materials (i.e., HEAT) and technique (i.e. *a survival game*). The students spoke out English expressions memorized from the handouts, and later increased their use of English as they learned more words (Interview 1, line 31-35).

In general, Ms. Kim's belief that using English as a medium of

instruction was necessary aligned with her actual practices. This point was internally connected to her other pedagogical belief that teacher-talk in English would play a pivotal role in stimulating students' use of the language by encouraging them to engage in more interactions. The actual classroom discourses that describe the interactions in English are provided in the following sections, supporting that Ms. Kim's stated beliefs were reflected in her instructional practices.

4.1.2.2. Textbook as a Primary Instructional Goal

Ms. Kim's two beliefs – the textbook as a primary teaching resource and providing the target language inputs bound to topics in the textbook – were interconnected with her actual instructional practices in text-bound instruction. Although she utilized a variety of language teaching resources, the contents of the resources were determined by those of the textbook, reflecting her belief that the textbook should be the main teaching resource. During the text-based instruction, she covered the reading and grammar sections with handouts on English vocabulary and expressions in the textbook. She believed that memorizing the contents of the handouts helped her students to improve their English conversation skills, even though she did not teach any listening or speaking skills.

Interview Quote 4

I think the **textbook is good enough to rest on** because it is written by experts. What matters is how to apply and adapt it into lessons. ... It contains **good English vocabulary**. Other teachers do not cover the listening and speaking sections of the textbook, but I include them as a form of bilingual vocabulary lists. ... There are a number of useful expressions on the handouts made with the contents of the textbook. Having the students repeatedly study the expressions, I prepare them for exams. ... **I use the textbook thoroughly**. (Ms. Kim, Interview 2)

Her obsession with the idea that she has to cover the textbook thoroughly signals that covering the textbook was one of the most important instructional goals for her class. Her instruction was mostly structured around the textbook, especially focusing on reading and grammar sections. Teachers' reliance on the textbook has been typically shown in many EFL contexts (e.g., X. Cheng & H. Cheng, 2012; Cortazzi & Jin, 1996; Liao, 2003).

Ms. Kim also made additional handouts and worksheets related to the target contents in the textbook. Some of the materials were about English proverbs, pop music, and other useful expressions of English in order that students may have more language inputs.

4.1.2.3. Use of Communicative Activities

As a general teaching goal, Ms. Kim emphasized classroom activities to enhance communicative competence for her students. She

expressed that her teaching practices were based on CLT approach. More specifically, she implemented the CLT approach by employing communicative activities in non text-bound instructions.

Interview Quote 5

My instructions are based on teaching four skills. A story-telling activity was intended to develop the students' English writing skill. I think that a repetition drill can be considered to be a minimum level of speaking in terms of practicing English speaking. I also teach English listening. My instructional goal is to **have students speak and write in English** when they are 10th graders (because 11th and 12th graders should prepare for CSAT). (Ms. Kim, Interview 2)

The reason for using communicative activities was to provide the students with opportunities to practice four language skills: speaking and writing through the riddle and the story-telling activity, and listening and speaking through TED/YouTube activity. In Ms. Kim's class, students were required to take turns to give an oral presentation in front of the class. However, almost all of them just read their pre-prepared notes rather than gave a spontaneous speech about the topic. More observations also revealed that there were not any specific instructions about four language skills. The typical interaction patterns during a riddle activity are illustrated below.

Observation Excerpt 1. A Riddle Activity (Apr. 30, Observation 2)

1 T: Why don't we give him a big hand, please?

2 S1: Number one, we can see it.
3 Number two, these days all we have.
4 Number three, they are useful.
5 Number four, every day we use this.
6 Number five, everyone, we pay about using this.
7 Number six, it is here. (...)
8 T: Do you wanna listen again?
9 S1: No.
10 T: 자, 이제 question. 민호가 question해. You guys can ask 민호 some
11 questions. **He is supposed to say only “yes” or “no”.** Okay? **You guys**
12 **can ask him a question.** 준비. Group one?
((Students continue to ask questions to solve the riddle))

After drawing attention from the students, Ms. Kim started the activity, (line 1) encouraging them to engage in the interactions and find the answer (line 10-12). When students asked questions, the student who presented a riddle responded to them with “yes” or “no.” This activity was based on Ms. Kim’s belief that interactions in the target language are critical to developing communicative competence and providing opportunities to speak in English. However, a question arises as to whether this activity actually generated interactions. Students had a chance to ask a question to the presenter one by one, which means they could not elaborate their own interactions. The excerpt below shows another example of a story-telling activity.

Observation Excerpt 2. A Story-telling Activity (July. 12, Observation 12)

1 T: Why don’t you give him a big hand?
2 S: There was a family which consists of mom, dad, a son. One day, dad

- 3 was fired by his company. It was too sudden disaster (...)
 ((He continues his presentation))
- 4 Ss: 우와.
 Wow.
- 5 T: 박수 쳐야지?
 Why don't you give him a big hand?
- 6 Ss: 여태까지 한 것 중에 최고다.
 This is the best of what we have listened to so far.
- 7 T: 뭐 가지고 썼어?
 What did you write it with?
- 8 Ss: HEAT?
- 9 T: HEAT랑 여태까지 배운 것들 가지고 쓴 것 같은데. 한 번 더
 10 들을 거야?
 *You seemed to write this with HEAT and other materials that you have
 learned till now. Do you want to listen again?*
- 11 Ss: 한 번 더 듣고 싶은데.
 We want to listen again.
- 12 T: 잘 들은 사람들을 위해서 질문 찬스!
 Give a quiz chance for the ones who listened well.
- 13 S: Tell me three things that son did.
- 14 S1: Mowing the lawn. Doing the laundry. Recycling.
 ((Students continue to ask and answer about the story))

The student in the excerpt used his own knowledge of language throughout his speech (line 2-3); and other students listened to his speaking and later answered to his questions. Although Ms. Kim believed that this story-telling activity was intended to improve her students' English writing (Interview Quote 5), there were not any specific writing instructions for enhancing students' writing skills such as making coherence and giving feedback. The students were not provided with adequate guided instruction for the writing activity. In addition, this activity was not meaningful in that there were no stages of meaning negotiation and modified interaction such

as comprehension check and clarification request. The students used English as a means of communication, but their use of the language appeared to be restricted to their memorized linguistic knowledge. In this sense, her belief that the story-telling activity intended to teach English writing skills created dissonance with her actual teaching practices.

Ms. Kim also provided a variety of authentic materials such as TED, YouTube, and pop songs. During the interview, she expressed her belief that the use of these materials would increase the target language input that the students would have (Unstructured Interview 1, lines 1-6). For example, when teaching about computer addiction which was one of the topics in the textbook, she designed an activity with a video clip about the topic from YouTube. The following excerpt shows how she expanded the students' knowledge of the topic with additional teaching resources.

Observation Excerpt 3. TED/YouTube Activity (May. 7, Observation 5)

- 1 T: 자, YouTube. 오늘의 목표는 reading이야, reading.
 Well, YouTube. Today's aim is reading. Reading.
((The teacher plays a video clip from YouTube.))
2 S: ...
3 T: We gonna watch again. What's it about?
4 S: Internet addiction.
5 T: Internet addiction and?
6 S: Symptom.
7 T: Addiction이 다야?
 Is it just about addiction, anything else?
8 S: Symptoms.

- 9 T: Symptoms?
- 10 S: How to get over.
- 11 T: Internet addiction symptoms and how to get over it. **Why don't you**
- 12 **Write down what you see? 본 거 받아 적는 거야. 그리고**
- 13 **분단으로 발표하는 거야. 각자 하나씩 외우면 되겠지?**
- 14 Symptom이 몇 개였지?
You write down what you see and give a presentation as a group. Each of you can memorize one symptom each. How many symptoms are there?
- 15 S: Eight!
- 16 T: Seven or eight. **Discuss unknown words with your friends. 분단**
- 17 **별로 discuss해서 서로 물어보고 발표하는 거야. 준비, listen**
- 18 again. Okay?
Discuss as a group. You guys talk about it with each other and give a presentation.

((Students are watching the video clip again and then discuss about it.))

The purpose of this activity was to read and understand the short texts on the screen (line 3-10). As the text appeared on the screen, they were eager to memorize what they read and presented what the text was about as a group. Although the students answered Ms. Kim's questions in English, they spoke in Korean when discussing the answers in the group activity. Subsequently, the interaction that occurred in this activity took the form of teacher-initiated questions and students' responses. Similar to the aforementioned activities, this activity, too, was not connected to the further discussion about the topic as well as any related communicative activities. More interviews revealed that Ms. Kim held a limited view of communication-oriented classroom, which is found in EFL contexts (e.g., Carless, 2004; Li, 1998; Zheng & Adamson, 2003).

The discrepancy between her stated beliefs and actual practices thus seems to come in large part from how she perceived communicative activities. More interviews revealed that Ms. Kim had some misconception of communicative language teaching. She believed that when her students successfully delivered a speech and answered to her questions in English, they were engaged in communicative activities, which was in fact a simple English speaking practice. This shows that she had not clearly understood the meaning of interactive communicative activities.

4.1.2.4. Extensive Use of Repetition Drills

In Ms. Kim's definition, a communicative classroom was where students speak at least one single English expression. She created a communicative learning environment by using repetition drills called 'a survival game' in her own term, and believed that this activity helped her students to develop their speaking proficiency from the beginning level.

Interview Quote 6

I think that the most important thing to remember when **developing students' English speaking proficiency** is to **give them chances to speak in English. Participating in repetition drills** (*a survival game*) can be considered as practicing English speaking an elementary level. If I do not push them to speak in English, they would not say anything in English in class. (Ms. Kim, Interview 1)

Although she admitted that English speaking activities under the CLT approach involve communicative needs and meaningful interactions between speakers, she used the repetition drills as an alternative activity due to the institutional constraints such as a large class size and time limits. She outlined the usefulness of repetition drills in a classroom context.

Interview Quote 7

A *survival activity* might not be considered a communicative activity which involves communicative needs and meaningful interactions from the CLT perspective. But at least **in the classroom context, it could be the most effective method**. Students can speak out what they learned through mechanical drills. They do not have any chance to speak English outside the classroom. In this sense, **it is the best method in the classroom environment**. Students are rarely exposed to the target language, so they should speak with their memorized knowledge of English. So I asked them to **study the handouts and practice them through repetition drills** during the class hour. (Ms. Kim, Interview 2)

As a way of enhancing students' speaking proficiency, she normally required them to memorize English expressions on handouts made with the textbook and HEAT. The observations showed that the interactions between the teacher and the students in English were grounded in the extensive use of the repetition drills. Given that Ms. Kim taught a large class, the repetition drills could be one of the simplest speaking fluency development activities, as claimed in Nation and Newton's (2009) study. However, Ms. Kim's activity appears to be insufficient in its characteristics of tasks and

the time pressure (e.g., Nation, 2011), and this is shown in the following excerpt.

Observation Excerpt 4. A Repetition Drill (May. 8, Observation 6)

1 T: Bonus chance. Volunteer. Answer my question using your HEAT
2 material.
3 How are you doing today?
4 S1: I'm starving.
5 S2: Check out.
6 S3: Gloomy.
7 T: Good! How much money do you have?
8 S: I'm broke.
9 T: I'm gonna have a big test tomorrow.
10 S: I have my fingers crossed.
11 T: Lunch is on me.
12 S4: I appreciate it.

((Ms. Kim and the students continued the conversation))

The interactions between Ms. Kim and the students consisted of questions initiated by the teacher and answers by the students (line 3-4, 7-8, 9-10, 11-12). These separate pairs of de-contextualized dialogues were bound to the initiation-response-evaluation (IRE) patterns⁸. Here the teacher's role within the IRE pattern controls the amount and the type of interaction that takes place in the classroom (Hall & Walsh, 2002).

In general, Ms. Kim's beliefs about teaching English through repetition drills aligned with her actual practices. The students used the

⁸ This type of interaction pattern is typically found in foreign language classroom discourses (Thoms, 2012).

English language in a form of answering Ms. Kim's questions. It was evident that their use of English language was based on their memorization of the teaching materials and substantial times of repetitions. In this sense, although the nature of the activities was not communicative, this instructional practice reflected her stated beliefs well.

4.1.2.5. Grammar and Vocabulary as a Prerequisite for Communicative Competence

When it comes to English grammar, Ms. Kim expressed an appreciation to her English teachers, believing that the grammar knowledge learned from them established her current English proficiency. The importance that Ms. Kim attached to grammar learning in developing one's communicative ability in the target language was detailed in the way she perceived how closely grammatical knowledge was related to four language skills. Particularly, the interview data indicate Ms. Kim's belief that the role of grammar is critical to English writing.

Interview Quote 8

I think my past teachers gave me profound grammatical knowledge. ... I can write an English essay based on the grammatical knowledge. But my students cannot. They think that grammar is not important, but they will be face with difficulties in English writing in the future. (Ms. Kim, Interview 1)

Moreover, she believed that the knowledge of English grammatical terms was necessary for students to enhance their reading comprehension (Interview 2, line 19-23). It was necessary for them to know the terms because they were surrounded by grammatical terms in the textbook, reference books, and CSAT prep books. In this regard, it was ineluctable to teach English grammar with grammatical terms.

Interview Quote 9

Koreans hate grammar because the terms are too difficult such as participial construction, or subordinate clause. So my goal in grammar instruction is to help the students be **familiar with the terms and important grammar points. Having knowledge of them is highly necessary for improving English ability.** First, they should know the terms such as participial construction or gerund. **Without knowing them, they cannot understand anything.** (Ms. Kim, Interview 2)

Along with the importance of English grammar, Ms. Kim believed that the more English vocabulary the students know, the more competently they can use English. In fact, one of the features identified in her reading instructions was her focus on teaching English vocabulary. She mentioned, “One of the goals of English reading instruction is to include English vocabulary instruction (Ms. Kim, Interview 2).” When starting a new lesson, Ms. Kim first presented new English vocabulary in the text with pictures on screen so that students could be interested in the text. After this, however,

she simply checked how well students memorized long bilingual vocabulary lists, not providing any explicit vocabulary instruction.

The handouts that Ms. Kim created on her own reflect her emphasis on English vocabulary. Her vocabulary handouts, HEAT, were shared with other English teachers, and the students had to take a monthly quiz on this.

Interview Quote 10

It is **important to know English words and expressions** as many as possible. If you don't know English words, you can neither speak anything nor read the English text. Also, **learning English vocabulary in the textbook is not enough** ... (when I made HEAT material) ... I looked through more than ten English conversation books, previous CSAT listening comprehension parts, and English expressions from TEPS and TOEIC. (Ms. Kim, Unstructured Interview 1)

During the interview, Ms. Kim frequently underlined the effectiveness of HEAT and *the survival game* in her classes. While engaging in the activity, the students became more aware of the expressions to use in other communicative activities. As Ms. Kim noted, the students' use of English in several activities showed an increase both in quantity and quality of the target language. Based on this teaching experience, she believed that grammar and vocabulary instruction was an indispensable part of an English language teaching. Overall, Ms. Kim's belief about the importance of English grammar and vocabulary was consistent with her actual practices.

4.1.2.6. Reading Instruction Centered on Sentence-Level Comprehension

Ms. Kim believed that reading instruction centered on text translation and grammar explanation is not appropriate to enhance English reading skills. Rather than explaining the text, she tried to check her students' reading comprehension by questioning about the contents of the texts. She expressed that text-translation is not meaningful for the students because they already know the meaning of key expressions in the text by memorizing them beforehand.

Interview Quote 11

The lessons I was taught in my school years focused on reading and grammar. I considered **reading as boring and outdated**. So I came to think I should spend more time on teaching reading ... I do **not translate the text for the students sentence by sentence**. They already know the new expressions by memorizing my handouts. Normally, I play CD-Rom and students read the text while listening to it. I ask them **questions about topics, key words, and events to check their reading comprehension**. And then I **explain the content of the text briefly**. (Ms. Kim, Unstructured Interview 2)

The following excerpt illustrates how she checked students' reading comprehension of the text.

Observation Excerpt 5. A Reading Instruction 1 (May. 4, Observation 4)

- | | | |
|---|----|--|
| 1 | T: | Let's do about the contents. |
| 2 | S: | Wow. Contents! |
| 3 | T: | 준비! 자, 준비! What's the title of lesson 5? |

- Ready. Ready! What's the title of lesson 5?*
- 4 S: Teens and technology.
- 5 T: Lesson 5 is about teens, the relationship teenagers and technology. Who
- 6 is the main character?
- 7 S: Uh! Ji-ho.
- 8 T: okay. When Ji-ho's mother came into his room, what was he doing?
- 9 S: He was playing games.
- 10 Ss: Yeah! Wow!
- 11 T: Yes, he was playing a computer game. He made an excuse. What was
- 12 his excuse?
- 13 S: Playing, doing well.
- ((The teacher continues asking questions related to the text))
- 14 T: Ji-ho's mother, Ji-ho's mother considers her son a computer addict. Tell
- 15 me why she thinks that?
- 16 S: She read about uh, computer addicts, uh, on newspaper.

Ms. Kim threw questions about the contents of the text as a pre-reading step in order to enhance the students' interest on the text. This activity helped the students to familiarize themselves with the expressions in the text and check their reading comprehension (Unstructured Interview 2, line 1-7). Interestingly, after this activity, however, she began to explain grammar rules of the text, enacting her core belief about the importance of grammar.

Observation Excerpt 6. A Reading Instruction 2 (May. 4, Observation 4)

- 1 T: Okay, open your textbook. Page 100. Look at this news article. 이 신
- 2 문기사 좀 봐. It's about computer addiction among teens. 유빈?⁹
- 3 S1: 십대의 컴퓨터 중독에 관한 거야.
It's about computer addiction among teens.
- 4 T: Does he expect to have his food brought? 여기서 **have**는?
Does he expect to have his food brought? What is the verb type of 'have' here?

⁹ The underlined sentences indicate the sentences in the reading text that Ms. Kim read aloud.

- 5 S2: 사역동사.
A causative verb
- 6 T: 사역동사의 종류는?
What are the examples of causative verbs?
- 7 Ss: make, have, let.
- 8 T: I just started. 니들이 매일 하는 말이야. When to stop이 문제야.
9 언제 그만두는가. 형준, **stop to** 동사는?
*I just started. This is what you always say. The problem is when to stop.
When to stop. Hyeongjun, what is the meaning of the verb phrase 'stop to'?*
- ((The teacher continued asking the students about some grammar points))
- 10 T: Your father and I never see you doing anything but playing games and
11 surfing the Internet. 상우, 몇 형식이야?
Sangwoo, what is the sentence structure type of the sentence?
- 12 S5: **5형식이요.**
Type 5.

Ms. Kim used a traditional grammar-translation method in which she elaborated the word's meaning, usage and grammar points (line 5-12)¹⁰. The exclusive use of the method would result in mere extension of supplementary exercises for vocabulary building and grammar teaching. She believed that knowledge of sentence structure types contributed to the students' English reading skills.

Interview Quote 12

When reading a text, I believe that the **knowledge of sentence structures underpins the foundation of reading**. Knowing the sentence structures contributes to students' reading, speaking and writing in English. As you see, the students are well-aware of the sentence structures. ... **I place the emphasis on the sentence structure**. It really helps when the students use English. (Ms. Kim, Unstructured Interview 1)

¹⁰ This reading teaching practice can be categorized into a skills-based reading instruction. Grabe (2009) views this reading instruction as a decoding process, which focuses on teaching specific language skills, such as vocabulary, grammar, and pronunciation, as a way of facilitating reading acquisition.

Overall, Ms. Kim's reading instruction tended to rely heavily on bottom-up processing of individual words and analyzing the sentence structure, ignoring the importance of top-down processing for the overview of the text. This elucidates a contradiction in her beliefs. Furthermore, it was found that the questions on pop quizzes and formative tests primarily dealt with English grammar in the reading text (See Appendix 6). Although the reading instruction started with the interactions between the teacher and the students focused on the contents in the textbook, Ms. Kim's belief about teaching English grammar exerted a stronger influence on her reading instruction, hindering the development of the students' English reading skills.

4.1.3. Incongruence between Beliefs and Instructional Practices

Teachers' beliefs may conflict with each other, creating dissonance between beliefs and practices. When different beliefs clash with each other, a tension emerges with practice being affected to a greater extent by whichever of these beliefs is more strongly held. External factors also might reinforce the conflicts between beliefs. In Ms. Kim's case, there were two kinds of incongruence between beliefs and practices: (a) the conflicts between her different beliefs, and (b) the conflicts between beliefs and

contextual factors. Table 4.3 illustrates the incongruence between Ms. Kim's beliefs and her instructional practices.

Table 4.3
Incongruence between Ms. Kim's Beliefs and Practices

Aspect	Theoretical Belief	Observed Practice	Affecting Beliefs/Factors
Teaching English Reading	Reading is taught with general reading comprehension skills	Sentence-level comprehension No act of reading	Beliefs on vocabulary and grammar Students' interest on exams Insufficient knowledge
Teaching English writing	The process-oriented writing approach	Reading out the prepared written speech No writing instruction	Beliefs on vocabulary and grammar Institutional factors Insufficient knowledge Coverage of the textbook No English writing assessment
Teaching English Speaking	Speaking with one's own ideas or opinions Providing many opportunities to speak in English Effectiveness of repetition drills	Reading out the prepared written speech Interactions in English Substantial use of repetition drills	Institutional factors Insufficient knowledge Coverage of the textbook No English speaking assessment Misconceptions of CLT

4.1.3.1. Conflicts between Different Beliefs

Although there were consistencies between Ms. Kim's beliefs about English language teaching and her instructional practices, there also were several inconsistencies. For example, Ms. Kim reported that she was under pressure to cover the textbook within time, but she also held another belief that students should engage in more communicative activities to improve their English speaking ability. She valued providing multiple chances to

communicate in English, but also considered covering the textbook as planned as critical to students' preparation for school-based exams.

Interview Quote 13

(Compared to the last year) I stop my students from extending their discussion in English because **I have many things to cover during the class hour**. I have my own plan to **finish the textbook as scheduled**. For example, I have to cover Lesson 7 in a few weeks. I cannot continue carrying out the discussion activity. I feel burdensome in those kinds of activity because **I should teach many things within time**. (Ms. Kim, Interview 2)

There existed a gap between Ms. Kim's beliefs and the actual classroom observation, echoing studies suggesting the tensions between different beliefs (Johnson, 1994, 1999; Mak, 2011; Phipps & S. Borg, 2009). The influence of pre-existing beliefs seemed to exert strong influences on her other beliefs, hindering her from realizing theoretical beliefs. For example, contrary to her belief on comprehension-based reading instruction, she went through the text in meticulous detail and in the sentence-by-sentence manner. This practice might have arisen from her core belief about the importance of English vocabulary and grammar and contextually-influenced beliefs discussed in the literature (Cotazzi & Jin, 2001; Mak, 2011), that is, teachers feel comfortable with transmitting knowledge such as grammatical rules and helping students to master all linguistic knowledge for their use. This appeared to be a cultural/contextual influence as

described in the literature on challenges to implement CLT in Asian EFL contexts (e.g., Ellis, 1996; Li, 1998).

4.1.3.2. Conflicts between Beliefs and Contextual Factors

Keeping Pace in Covering the Textbook

The implicit rule held by the teachers in the school was to cover the textbook keeping pace with each other to prepare students for school-based exams. The teachers talked to each other about where they were with the textbook in their classes and were concerned about school-based exams. Accordingly, the teachers were busy with keeping pace for the textbook in their classes. Ms. Kim thought balancing four skills was important, but reported that the textbook was the main source of the teaching curriculum in her classes. By keeping with other teachers according to the textbook, it seemed difficult to implement more communicative activities. Moreover, she rarely thought about how she decided to teach English before, she acknowledged, which implied that her instruction was based on the textbook (Interview 2, line 5-18).

Exams as the Primary Learning Goal of Students

In Korea, exam scores are considered as one of the most critical factors that influence a student's college entrance and future success. Ms. Kim believed that her instructional goal was not exam preparation, but still preparing students to receive good exam scores was her own responsibility. Before school-based exams, Ms. Kim reviewed certain chapters in the textbook with her students because they had no choice but to go to cram schools otherwise. She also believed that their active participation was based on their belief that she would prepare them for school-based exams.

Interview Quote 14

When school exams come closer, I focus on the contents tested on the exam only. That's why my students actively engage in my class. I do review the contents for the exams. If I taught lessons such as YouTube activities and did not cover the textbook thoroughly, **they would not be satisfied with my class.** It is not a right thing to do as a teacher. If I were a student, **receiving a good score on the exam would be very important** for my life ... so, **I reviewed the textbook with them before the exams.** (Ms. Kim, Interview 2)

In addition, characteristics of school-based exams and CSAT hampered her to teach her students to enhance their communicative competence. Both Ms. Kim and the students did not want to practice English speaking or writing skills since those skills were not tested on school-based exams and CSAT. Because no one considered those productive skills seriously, it seemed impossible to master them in a classroom setting.

Interview Quote 15

I think it is **impossible to speak English fluently through school education for Korean English learners**. We are not assessing students' English speaking ability on exams. ... **Neither do I teach English writing because we do not test their writing ability on school-based exams**. Neither does CSAT. Although we test their writing through a constructed-response test, it cannot be called English writing. (Ms. Kim, Interview 2)

Accordingly, the textbook became the primary teaching resource, and the exam heavily affected her instructional practices.

Excessive Teaching Loads

Ms. Kim stated that excessive teaching loads partially influenced her instructional practices. Because of the teaching loads, some of her theoretical beliefs about English writing instruction could not be materialized through her practices.

Interview Quote 16

If I could focus on teaching only, I would have edited the students' writings in detail. But I got **a lot of work to do**. Also there is **no separate writing class**. I had to cover the textbook, teach English conversations, and prepare for CSAT practice ... the native English teachers who taught me in the teacher training programs provided me with very detailed feedback, even a very small thing. I feel like I should do as they did for my students. (Ms. Kim, Interview 1)

She felt pressured to provide detailed feedback on the students' writing as she experienced before. Although she believed that teaching English writing

through the process-oriented approach was the best teaching method, she could not do so, taking the time limit into account.

Non-collaboration of Co-teachers

At school Ms. Kim shared her teaching materials with other teachers hoping that the students taught by different teachers would be equally exposed to the same target language. Through this sharing, she expected that teachers could teach more effectively while students could learn better. However, her colleagues' attitudes fell short of her expectation; rather, they complained about difficulties in covering additional resources.

Interview Quote 17

I believe that teachers' cooperation will have a positive influence on my students. I **feel sorry for their non-participating attitude**. They simply gave handouts to students, and that's it. I understand that they have many challenges. Their concerns are laid upon **too many things to teach, lack of time, and too much administrative work** ... When I suggest new ideas, they just stick to their own styles. Totally traditional teaching styles. They think that teaching how to solve the questions on CSAT preps is helpful for students. (Ms. Kim, Interview 2)

In other words, these teachers did not collaborate in developing their teaching through sharing the teaching materials and methods. The majority of them gave instructions based on the textbook and CSAT preps, believing that teaching for the test was the most beneficial for their students.

4.1.4. Summary

Throughout the study, there was ample evidence in the interviews and the classroom observations that Ms. Kim held various beliefs about English language teaching. Based on the findings, factors influencing Ms. Kim's beliefs and instructional practices are her prior experiences, congruence and incongruence between her pedagogical beliefs and practices, conflicts between different beliefs, and contextual factors. The beliefs emerged from the interviews and the observations are presented in Table 4.4.

Table 4.4
Summary of Ms. Kim's Beliefs and Practices

Aspect	Themes
Sources of beliefs	Schooling experience as a learner In-service teacher education Contextual factors
Congruence between beliefs and practices	English as a medium of instruction Textbook as a primary goal of teaching Substantial use of repetition drills Use of communicative activities Grammar and vocabulary as a prerequisite for English competence Reading instruction centered on sentence-level comprehension
Incongruence between beliefs and practices	Teaching writing through the process-oriented writing approach Teaching speaking in communicative ways Providing many opportunities to read and write in English Reading instruction with minimal text-translation and grammar explanation
Influencing factors	Conflicts between different beliefs Conflicts between beliefs and contextual factors (i.e., Covering the textbook within time, impact of high-stakes exams on students, excessive teaching loads, non-collaborative attitude of Korean co-teachers)

Many of these beliefs were deeply rooted in Ms. Kim's language learning experience. A common theme that stretched across the interviews was her emphasis on English vocabulary and grammar, which primarily stemmed from her own schooling. Classroom observations revealed that she taught her students as she learned, mirroring the previous studies that beliefs which exerted influence on teachers' practices were firmly grounded in their learning experiences (e.g., Johnson, 1994; Bailey *et al.*, 1996; Numrich, 1996; Richards & Pennington, 1998; Woods, 1996). Teachers tend to learn by observing many teachers during their schooling and imitate what the teachers did through "apprenticeship of observation" (Lortie, 1965, p. 61).

Although Ms. Kim's core beliefs were generally connected with her actual instructional practices, three issues arose regarding her teaching practices. One was whether or not considerable repetition drills can enhance students' communicative competence as she believed. It has been known that repetition and memorization of many words or phrases in English could be an effective learning strategy for beginners (e.g., Boers *et al.*, 2006; Palmer, 1933). Although her belief on the effectiveness of repetition drills was also supported by other studies (e.g., Horwitz, 1985; Yang, 2000), the activities were not connected to the students' communicative competence in authentic situations. The second question was related to the interaction

patterns between the interlocutors in classes. Ms. Kim controlled students' learning with a teacher-led interaction; she initiated an interaction and ended up with a simple response, not extending into further interactions between the interlocutors (i.e., IRE or IRF patterns). This is also reported in Mitchell and Lee's (2003) study; a Korean teacher of English interpreted CLT as "Teacher-led interaction, and the mastery of correct language models, took priority over the creative language use and student centering" (p. 56). Moreover, her communicative activities were not really communicative in their nature, which were simply the students' presentation of pre-prepared written speech. This shows that Ms. Kim had some misconceptions of CLT that the presentation tasks (i.e., the riddle and the story-telling activity) would lead to English speaking fluency and writing fluency.

There also were several cases where Ms. Kim' stated beliefs about English teaching were in contrasts with her teaching practices. Previous studies reported that the divergence between beliefs and practices occurs due to the lack of consciousness of beliefs, conflicts between beliefs, and contextual factors (e.g., S. Borg, 2003; Nesper, 1987; Pajares, 1992; Phipps & Borg, 2009). One of the contradictions emerged from the conflicts between core and peripheral beliefs. For instance, her beliefs of teaching English reading was replaced by her other belief on the importance of

grammar which was deeply connected within and across other beliefs. This tension takes the form ‘I believe in A but I also believe in B’ (Phipps & Borg, 2009), with practice being influenced to a greater extent by whichever of these beliefs is more strongly held. The emphasis on English grammar and vocabulary were linked to Ms. Kim’s reading instruction focused on mastering the content of the textbook through translations and grammar explanations. Furthermore, contextual factors contributed to contradictions between beliefs and practices (i.e., teaching loads, administrative work, time constraints, Korean co-teachers’ attitudes, and washback effect of assessment). The findings are corroborated with other studies in that such constraints confined teachers’ teaching practices to the provision of grammatical explanations and the use of memorization techniques and pattern drills (e.g., Carless, 2004; Li, 1998; Zhen & Adamson, 2003).

4.2. Ms. Kang

4.2.1. Profile of Belief about English Language Teaching

In this section, Ms. Kang's stated beliefs on English language teaching are examined in terms of language learning experiences (4.2.1.1), in-service teacher training programs (4.2.1.2), and institutional factors (4.2.1.3). Summary of Ms. Kang's beliefs about English language teaching is suggested in the subsequent section (4.2.1.4).

4.2.1.1. Beliefs from Language Learning Experiences

Ms. Kang had a positive attitude toward English language learning. Ms. Kang, in the early 30s, started receiving her English education at an early age when she was an elementary school student. She received a phonics training which contributed to her good English pronunciation. Recalling upon her school days, she remembered that she had been praised for good English language proficiency from her English teachers and also participated in many English speech competitions as a representative for her schools. Very similar to Ms. Kim, her English learning experiences through schooling was centered on text-translation and grammar explanation (Interview 1, line 1-5).

Ms. Kang also studied in an ESL program and completed a short intensive TESOL certificate course in the United States. During the interviews, she repeatedly expressed the benefits of the ESL program that largely built her beliefs about English language teaching.

Interview Quote 1

I completed ESL courses in the States. It was a very good experience because I could only focus on learning English. **I observed the teachers' teaching skills in participating in the programs.** ...There was a friend who took a college major course, but I preferred to take an ESL course. It was a better choice. (Ms. Kang, Interview 1)

More interviews revealed the specific beliefs she became to have through this learning experience: teaching English reading skills through reading English books, English writing skills through the process-oriented approach (i.e., prewriting-drafting-revising-editing), English speaking with fluency activities (i.e., having chances to speak in English in a communicative way), and using authentic language inputs (Interview 1, line 6-20).

4.2.1.2. Beliefs from In-service Teacher Training Programs

In order to gain new ideas for teaching English, Ms. Kang participated in two In-service Teacher Training Programs (ITTPs) offered by Gyeonggi Provincial Office of Education. However, the effect of the

ESL program took precedence over that of her college education and ITTPs. In her view, there were discrepancies between language theories and actual classroom practices.

Interview Quote 2

The in-service programs did not provide useful things like what I had learned in the ESL program. They didn't offer anything practical. What I did was to design lesson plans for teaching English reading and writing. That was all. ... Anyway, the program in Pyeongtaek was not helpful at all. I thought that I just used what I learned from SIT (the first in-service program) in the Pyeongtaek program. SIT rather gave me an inspiration. Teachers were enthusiastic and I had many chances to practice model lessons. ... **It was helpful for my demo class back to school. I don't use it actually.** It's not possible to create the PPT materials for every class. I can't do like that with too much work at school every day. (Ms. Kang, Interview 1)

She expressed that ITTPs were impractical in that she used what she learned only for a demo class. In her first year of teaching at school, she participated in an ITTP called SIT for a month. The program for novice teachers provided chances to design various tasks and activities under CLT, but she did not utilize what she had learned in her actual classroom. In another ITTP, she simply had a chance to review what she had learned from previous programs. She acknowledged that she hardly applied what she had learned from the ITTPs to her actual instructions.

4.2.1.3. Beliefs from Institutional Factors

A teacher's belief has a tacit, situated, and unstable feature readily influenced by contextual factors (e.g., Cross, 2010; Feyrok, 2008). Ms. Kang was not an exception. Although Ms. Kang initially held many beliefs about English language teaching throughout her previous experiences, she focused on teaching the English language as a subject for exam preparation. Both her and her students valued the importance of obtaining high scores on the exam. The exam-oriented atmosphere of the school and the society pushed her to reconstruct her beliefs that students should learn English for communicative competence in the future into localized belief that students should study English grammar and vocabulary for getting good exam results. The interviews and observations also revealed that her instructions were centered on English vocabulary and grammar, which was considered to be supposedly critical to their exam scores (Interview 1, line 21-27, Interview 2, line 1-4).

4.2.1.4. Summary on Ms. Kang's Beliefs

A closer look at the above interviews revealed that Ms. Kang's beliefs on teaching English had been derived from her schooling, ESL program experiences, and institutional factors, whereas in-service teacher

training did not significantly influence her beliefs. This finding bears resemblance to previous studies on teachers' beliefs in the respect that teacher education exerts little influence on teachers' beliefs (i.e., Almarza, 1996; Peacock, 2001). Table 4.5 summarizes Ms. Kang's stated beliefs emerged from her prior experiences.

Table 4.5
Summary of Ms. Kang's Beliefs about English Language Teaching

Sources		Beliefs
Language	Schooling	- GTM is not effective
Learning Experience	ESL program	- Writing is taught through the process-oriented approach - Speaking fluency activities are helpful - Reading comprehension skills need to be enhanced - Creating an enjoyable learning environment is critical
	Self-learning	- Memorizing English vocabulary is effective. - Exposure to authentic target language is important
In-service Teacher Training Programs		(What she had learned from the training programs did not affect her beliefs)
Institutional Factors		- Preparing his/her students for exams is important - CSAT and the textbook are a primary teaching source - Knowledge of vocabulary and grammar is critical

4.2.2. Congruence between Beliefs and Instructional Practices

Ms. Kang's classroom environment was similar to Ms. Kim's. Kang was teaching *English 1* to 11th graders in three classes four times a week. During the observation period of ten weeks, 15 lessons of her one co-ed classroom were observed.

The interviews and observations found several features from Ms. Kang's instructional practices linked to her stated beliefs: Korean as a medium of instruction, exam-centered instruction, importance of memorization of English vocabulary and grammar rules, and emphasis of grammar in reading instruction. These features derived from her strongly contextualized beliefs – a teacher's role as an exam preparator. Table 4.6 shows typical activities in her instructional practices.

Table 4.6
Typical Classroom Activities of Ms. Kang's Lessons¹¹

Observation	5 th	7 th	18 th	21 st
Date	May. 4	May. 7	June. 11	June. 18
Textbook	Reading II	Reading III	Reading I	After You Read
Phase 1	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Phase 2	CSAT R/C	CSAT R/C	Reading	Reading
Phase 3	Reading	Reading	Pop song	TED
Phase 4	CSAT G	CSAT G	-	Tongue Twister
Phase 5	-	-	-	Riddle

4.2.2.1. Korean as a Medium of Instruction

Ms. Kang used Korean as a medium of instruction because TEE was not meaningful in her instructional practices focused on English reading and grammar. She attributed the reason for using Korean to students' low English proficiency.

¹¹ This is an example of Ms. Kang's activities typically shown during the observation periods. More detailed teaching procedures are provided in Appendix 7.

Interview Quote 3

It could be **not good for unprepared students to be taught in English**. And in reality **I focus on teaching reading and solving reading comprehension questions in CSAT prep materials**, so teaching English in English is **not helpful for my students**. Of course, I do teach in English for a demo class. But in a real class, I teach mostly English reading and grammar, so **explaining the content in Korean is easier for students to understand**. I do the same for grammar explanation. I provide the Korean translation of English texts, and then **there is no need to speak in English**. I explain the meaning of the text and the use of English grammar. (Ms. Kang, Interview 1)

Ms. Kang tended to use Korean extensively in providing text-translations and grammatical explanations associated with the reading texts. In reading instruction, she sometimes asked questions in English and encouraged students to answer in English; but it did not work well because none of them were accustomed to speaking English. This was also found in the previous studies in EFL contexts (e.g., Hobbs, Matsuo, & Payne, 2010; Kim & Elder, 2005; Liu *et al.*, 2004; Mitchell, 1988). The teachers in the studies used English just to read the English language instructions in the textbook, believing that their use of the first language helped the students understand their lessons more deeply. Ms. Kang, too, thought that TEE did not help her students understand the reading and grammar-focused instructions.

4.2.2.2. Exam as a Primary Instructional Goal

Ms. Kang's theoretical belief was placed on an enjoyable learning environment where students learn English with fun, regardless of exams. In her view, maintaining students' motivation to learn English was considered as an important factor contributing to successful language learning (Interview 1, line 28-29). In spite of her beliefs about English language teaching grounded on CLT, however, her actual instructional practices followed GTM. Incorporating her belief into exam-oriented context, she felt comfortable in teaching for the test. Thus, her instructions structured around school-based exams and college entrance exams, and the students passively sit in the class, listening to what she lectured.

Interview Quote 4

In my ideal class, **students participate in the class with full of joy**. Their eyes are twinkling with the joy of learning English. I feel fun and they feel the same in class. It is **so boring to teach CSAT**. Who wants this kind of lesson? But there is no way other than doing this. **The reality is that students are passive, not listening to me. Teachers are under pressure by the school, to prepare students for the exam**. There are so many problems in real classroom settings. **They don't want to study English and teachers should cover all of them**. (Ms. Kang, Interview 2)

In her view, students were solely interested in receiving good scores on exams, and teachers' primary duty was to teach exam-related contents. As previously discussed, school-based exams are high-stakes exams

determining students' future success in Korea, and the society considered an academic high school as a place for college entrance preparation. In this sense, most of academic high schools adopted their testing format after the CSAT format, and their instructions centered on English reading comprehension and grammar and vocabulary knowledge.

Interview Quote 5

The CSAT influenced the format of school-based exams. 25 questions in the CSAT are **about the reading comprehension only.** And the performance test asks to write English words in Korean or Korean words in English, which is **a simple vocabulary translation test.** That's not what I wanted to do. Why should these good teachers teach and assess students' learning like that? I believe that **it's because of the testing, the CSAT. I am forced to teach for the CSAT, and the curriculum focuses on English reading only.** (Ms. Kang, Interview 2)

Ms. Kang regarded the textbook and CSAT preps as a primary teaching resource. Covering the textbook and preparing students for the college entrance exams functioned as a barrier to realize her theoretical beliefs. Furthermore, grammar-and reading-oriented exams restricted her instructions to teaching vocabulary, grammar, and listening skills. The following excerpt is a typical example of teaching English listening skills related to CSAT preps.

Observation Excerpt 7. CSAT L/C Lesson (May. 4, Observation 2)

- 1 T: (passing out the handouts) 오늘은 17번까지 마무리하자. 실전문제
2 풀 차례지? Dictation은 이 정도면 된 것 같다. 오늘은 15번부터
3 할 차례죠?
Today we are going to cover up to question number 17. Dictation is enough now. Today, we go from the question number 15, shouldn't we?
(Ms. Kang is playing the audio file of the question number 15))
4 T: 다 들었지? 같이 확인해보자. (playing the file again) We are 다음에?
Okay, did you all listen to it? Let's check it together. What's next after 'we are'?
5 S: practicing
6 T: (playing the next part of the script) What?
7 S: Skit.
8 T: (playing the next part of the script) 무엇을 위한?
For what?
9 S: ...
10 T: Next week competition을 위한?
For next week competition?
11 S: ...
12 T: (playing the next part of the script) 너 스스로 대본을 직접 썼니?
Did you write the script by yourself?
13 S: 네.
Yes.

((Ms. Kang continues to ask questions to the students by parsing sentences in the listening scripts))

The English listening instruction above was intended to get students familiar with question types of the listening comprehension (L/C) section in CSAT. Ms. Kang spent approximately 20 minutes on solving the L/C questions in every class. She played an audio file and asked the students to solve the questions while listening (line 1-3). And then, she played the file again and translated the listening script into Korean part-by-part, and the students followed her lesson by reading the script (line 4-13). The purpose

of this activity was focused on preparation for CSAT reflecting her belief that teaching the exams was her instructional goal for the sake of the students. It was not related to any meaningful purpose of English listening activities; it simply covered some L/C questions and decoding the script.

4.2.2.3. Memorization of Vocabulary as a Requirement

Ms. Kang emphasized that memorizing English vocabulary was essential for students' language learning, arguing that they can develop four skills when vocabulary has been mastered (Interview 2, line 5-10). For instance, she indicated that they must memorize English words and key expressions first before entering a new lesson in the textbook so that they had no difficulty in moving onto the next level of instruction. By adopting Ms. Kim's teaching technique, *a survival game*, Ms. Kang checked whether or not the students memorized English vocabulary on the handouts.

Observation Excerpt 8. Checking vocabulary (May. 4, Observation 2)

- | | | |
|---|----|--|
| 1 | T: | 자 오늘은 뒷사람부터 일어나.
<i>Today, let's start with the students in the backseat.</i> |
| 2 | S: | 에이이이. (One student from each group stood up)
<i>Ehhhhh.</i> |
| 3 | T: | arrangement |
| 4 | S: | 정리
<i>arrangement</i> |
| 5 | T: | respect |
| 6 | S: | 존중 |

- 7 T: *respect*
불규칙적?
Irregular?
- 8 S: *unregular*
- 9 T: 그렇게 하면 안되지.
That's not correct.
- 10 S: *irregular?*
- 11 T: (marking a score on the blackboard) 그렇지
Yes.

When Ms. Kang presented a word in one language either in Korean or in English, students responded to her by saying the word in the other language (line 3-10). This activity continued for 10 or 15 minutes, making it the only time for her students to speak something in English. Contrary to Ms. Kim who believed that a survival activity was a basic speaking fluency activity, Ms. Kang thought that this activity was just a vocabulary checking activity. Generally, Ms. Kang's emphasis on memorizing English vocabulary aligned with her instructional practices.

4.2.2.4. Importance of Grammar for Exams

Standardized or high-stakes exams are a significant factor that shapes Ms. Kang's beliefs on grammar-focused instruction. Understandably, she had to teach grammar rules because the students' grammatical knowledge was tested on exams.

Interview Quote 6

If the two questions asking students' knowledge of English grammar were not tested on CSAT, I would not teach English grammar as I do now. There was a question asking to distinguish apposition *that* from conjunction *that* on the previous school-based exam. **Why do we make such kind of distinction between them? Just to solve the two questions in CSAT.** (Ms. Kang, Interview 2)

Her belief about the exam as an instructional goal was connected with another belief of hers about the emphasis on teaching English grammar in her instructional practices. School-based exams also tested discrete English grammar rules which forced the students to study grammatical rules.

Interview Quote 7

Actually **I didn't know English grammar very well when I was a high school student.** Now I just study it to teach my students. But as I study and teach it, I have become to be well-aware of it. ... I did take the CSAT without having any grammatical knowledge. (Ms. Kang, Interview 1)

Interestingly, Ms. Kang did not have profound grammar knowledge before working as an EFL teacher. Apart from her past learning experience, she had to study English grammar thoroughly in order to explain it to her students. Notably, her emphasis on English grammar primarily emerged from the exam-oriented attitudes of both herself and her students. The observations showed that her beliefs were consistent with her teaching practices in the classroom.

Observation Excerpt 9. A Grammar Instruction (May. 7, Observation 3)

- 1 T: 자, 문법 프린트 해보세요. 문장의 기본 요소. 자, 주어와
2 서술어를 구별해야지. 주어 수식하는 것까지 주어부. 자
3 첫 번째 보면 어디까지 주어부?
Well, let's look at the grammar handout. The basic components of the sentence. Well, you should distinguish a predicate from the subject. A subject clause includes a subject with parts that modify it. Look at the question number one. Can you find the subject clauses?
- 4 S: was 앞까지.
Before 'was.'
- 5 T: 맨 마지막 꺼 보면 어디까지?
Look at the last sentence. What is the subject clause?
- 6 S: is 앞에.
Before 'is.'
- 7 T: 어떤 품사만 주어할 수 있어?
What part of speech can be a subject?
- 8 S: 명사.
Noun.
- 9 T: 두 번째 꺼 밑줄.
Look at the second one. Underline it.
- 10 S: 명사, 동명사, to 부정사.
Noun, gerund, to-infinitive.
- 11 T: that 절, whether 절, what 절, if 절. If절 특징?
What are the characteristics of that-clause, whether-clause, and if-clause?
- 12 S: 주어 자리에 사용하지 않는다.
They can't come at the position of subject.
- ((Students checked the answers to grammatical judgment questions in pairs))

Similar to Ms. Kim's lesson, Ms. Kang's lesson utilized substantial grammatical terms (line 1-3, 7, 11). She believed that her students would be able to solve the grammar questions on the handout when they were well-aware of the grammatical terms. Like Ms. Kim's students, Ms. Kang's students seemed to be familiar with these terms because the instruction went smooth. Overall, Ms. Kang believed it was her responsibility to teach discrete grammar rules for exam preparation, and thus she carried out her instructional activities through traditional approaches.

4.2.2.5. *Emphasis of Grammar in Reading Instruction*

In her ideal reading instruction, Ms. Kang wanted to read an English novel together with her students and discuss the content of the book. More interviews and observation, however, revealed that she could not teach as she wanted due to students' low language proficiency and their expectations toward exam-oriented instructions. As a way of developing reading fluency, she believed that grammatical knowledge would contribute to reading comprehension (Interview 2, line 11-13).

Interview Quote 8

I teach English grammar in English reading instruction. If I **explain the grammar knowledge within the reading context**, students will **better remember and understand what I explain**. They seem to understand a grammar better when I remind them, saying “you knew it from the textbook the other day.” (Ms. Kang, Interview 2)

Ms. Kang's reading instruction reflecting her beliefs on the emphasis of grammar in reading is illustrated below.

Observation Excerpt 10. A Reading Instruction 1 (May. 7, Observation 3)

- | | | |
|---|----|--|
| 1 | T: | (presenting the power point on the TV) 오늘은 교과서 먼저 할게요
<i>Today let's start with the textbook first.</i> |
| 2 | S: | 우우. 평소대로 해요.
<i>Booooo... Just do as usual.</i> |
| 3 | T: | 제목이 뭐지? 읽어봐.
<i>What is the title? Read it aloud.</i> |
| 4 | S: | More is not always better. |

- 5 T: 많다고 항상 좋은 건 아니야. 이번 과에서 하려는 건 뭐니?
More is not always better. What are we going to learn about from lesson 5?
- 6 S: Light pollution.
((Ms. Kang asked several questions related to the PPT materials))
- 7 T: 본문 보면 답이 있어요. 선생님 프린트로 4페이지, 교과서 119
8 쪽. 자, 어떤 영향을 미치는지 봅시다.
There are the answers in the text. Look at the page 4 on the handouts, and Page 119 on the textbook. Let's see how light influences things.
((Students open their textbook and take out handouts))
- 9 T: Disturb는 여기서?
What is the meaning of disturb here?
- 10 S: 방해하다.
To disturb
((Ms. Kang kept checking the meaning of the English words in the text))
- 11 T: 그래서 ing나와. Being. Make 목적어 목적보어. 보어자리에 형용
12 사 나와야 해. And는 앞의 뭐랑 병렬구조야?
So -ing form comes out. Being. Make an object and an object complement. adjective should come in the complement position. What is 'and' parallel with?
- 13 S: Makes.
((Ms. Kang kept explaining English grammar related to the text))

In the beginning, she presented the power point on the TV screen to gain the attention of her students to the topic of the reading text (line 1-6). After this pre-reading activity, Ms. Kang began to cover the text by translating word-by-word and explaining grammar rules (line 9-13). Rather than giving a reading task, she explained grammar and asked the students to take a note of what she outlined. In this regard, her belief of teaching grammar in reading class aligned with her actual instructional practice.

During the observations, there was an activity that was not typical of Ms. Kang's reading instruction. While trying something new for her students, she came up with a summarizing activity.

Observation Excerpt 11. A Reading Instruction 2 (June. 4, Observation 10)

- 1 T: 교과서 오늘 다 챙겨오라고 했지? 저번 시간에 요약해오라고 한 거
2 있잖아.
Didn't I tell you to bring your textbook today? What about the handout I gave you last time?
- ((Students take out a handout and put in on their desks.))
- 3 T: Do you remember Kate? 자, OX야. 잘 들어. Kate was successful.
Do you remember Kate? It's an OX quiz. Listen carefully. Kate was successful.
- 4 S: O.
- 5 T: Kate gave up her plan because of three reasons. Give me three reasons.
- 6 S1: Feeling bad.
- 7 S2: Get angry.
- ((Ms. Kang continued asking questions))
- 8 T: 지금부터 143쪽을 읽어볼 건데요. 등장하는 인물도 찾아보고
9 새롭게 등장하는 인물도 보고 한 문장으로 summarizing해보자.
10 아주 쉬운 것부터 할 거예요. 그러니까 잘 읽어봐.
From now on, we are going to read page 143. Look for new characters and try to summarize it into one sentence. We will start with an easy one. So read carefully.
- 11 T: On Sunday, the two women were in the local park enjoying a sunny day
12 with their families. What is the topic of women's talking?
- 13 S1: Traffic jam.
- ((The teacher keeps asking questions related to the reading text))
- 14 T: What did Mrs. Johnson say?
- 15 S: We have obligation to our community to try harder.
- 16 T: 이 부분 한문장으로 요약하는 거 지금 한 번 해보세요. 다음
17 시간에 발표할 거야.
Try to summarize this part into one sentence now. You are going to talk about it next time.

First, she spent some time on building up the students' understanding of the text by asking some questions (line 3-7). She then

asked key expressions to the students so that they could use them in summarizing the text (line 8-13). During the activity, the students seemed to have difficulty in writing a summary, which caused the teacher to stop the activity and give it as an assignment (line 16-17).

During a follow up interview, Ms. Kang responded that she had thought that her students would be able to do the activity (Unstructured Interview 2, line 1-7). However, they rarely participated in this activity possibly because the difficulty level of the activity was beyond their language proficiency. After a few more try-outs, she went back to the original reading instruction focused on text-translation and grammar explanation. This reflects Richardson *et al.*'s (1991) argument that "the provision of practices without theory may lead to misimplementation or no implementation at all, unless teachers' beliefs are congruent with the theoretical assumptions of the practice" (p. 589).

Interestingly, despite her effort to develop the students' English reading comprehension ability, their reading ability and test scores were not improved as she had expected.

Interview Quote 9

The students cannot read the English texts well even though they do a lot of reading through studying the CSAT. **Although they do read the English text a lot, they feel difficulty in reading the texts.** Don't you

think the level of the English texts is too difficult for them? ... **They do this kind of reading practice and cannot read well when they go to college.** (Ms.Kang, Interview 1)

It was ironical that Ms. Kang's students still had low English reading ability. She attributed this to their poor English proficiency and the difficulty of the reading texts. Here, a question arose about whether grammar-oriented reading instruction is really effective for developing students' English reading comprehension skills. Ms. Kang's reading instructions were centered on discrete grammar points, not covering lower-level comprehension and higher-level reading skills which are critical in English reading comprehension (e.g., Grabe, 2009). Although her belief was linked to actual practices, it was debatable whether this reading instruction can be considered as teaching English reading skills.

4.2.2.6. Communicative Activities as a Fun Break

Ms. Kang held many theoretical beliefs on CLT, which largely originated from her prior experience from the ESL program. Although she thought that GTM-based instruction did not match with her theoretical beliefs, she chose the method for the sake of efficiency.

Interview Quote 10

Regarding language theories, I consider what I can actually do. **I think I should follow CTL but what I am following now is GTM.** In fact I have never thought about what approach I am taking. **Mostly GTM and sometimes CLT? I feel comfortable with my students when I prepare them for the exam.** I think providing diverse activities would be good, but I cannot do it every day. (Ms. Kang, Interview 2)

Ms. Kang expressed that she had never thought about what theoretical approach she was taking for her instructions before. Although she believed that CLT was useful for students' English learning, this belief was not strong enough to be realized in her actual practice. This posits that her contextually shaped belief on exam preparation overrides other shallow beliefs. Ms. Kang's shallow beliefs on discipline-domain skills, as a result, led her to adopt Ms. Kim's instructional practices.

During the observations, two sessions were notified to employ Ms. Kim's teaching materials and activities, a pop song activity and a TED activity (June. 11, Classroom Observation 11 & June. 18, Classroom Observation 13, See Appendix 10). Interestingly, although Ms. Kim and Ms. Kang utilized the same activities in their classes, the purposes of the activities were different. Ms. Kang thought that the activity provided a fun break from her typical instruction (Interview 2, line 14-16). More interviews revealed that Ms. Kang's beliefs about communicative activities slightly shifted. Although such changes in her instructions did not last long, it was

noteworthy that at least different teaching behaviors were observed, postulating that her beliefs and practices were susceptible to her contexts.

4.2.3. Incongruence between Beliefs and Instructional Practices

Ms. Kang’s initial theoretical beliefs of English language teaching in CLT weakened when contextualized into the exam-oriented school context. Her beliefs about preparing students for exams were generally consistent with her instructional practices. This made it challenging for the researcher to find the misalignments between her beliefs and practices. Despite the overall congruence between beliefs and practices, there was the need to investigate the tensions between her theoretical beliefs and teaching practices. The rationales for unrealized theoretical beliefs are conflicts between different beliefs, conflicts with contextual factors, and conflicts with others’ expectations. Table 4.7 shows the incongruence between Ms. Kang’s beliefs and her instructional practices.

Table 4.7
Incongruence between Ms. Kang’s Beliefs and Practices

Aspect	Theoretical Belief	Observed Practice	Affecting Beliefs/Factors
Teaching English	Developing English reading fluency by reading many English novels	Textbook-centered instruction	The mandatory textbook
Reading		Text-translation	The exam focused on the contents in the textbook
		Explanation of discrete grammar rules	Others’ expectation of exam preparation

Teaching English writing	Developing English writing fluency through the process-oriented approach	No English writing instruction	Beliefs on exam preparation No English writing assessment Insufficient time to teach English writing Others' expectation of exam preparation
Teaching English Speaking	Developing English speaking fluency through communicative activities	No English speaking instruction	Beliefs on exam preparation No English speaking assessment In sufficient time to teach English speaking Others' expectation of exam preparation
Teaching materials	Utilizing authentic target language materials (i.e., pop songs, movies)	Textbook-centered instruction A little use of authentic materials	Beliefs on exam preparation Insufficient time to prepare additional teaching materials Others' expectation of exam preparation

4.2.3.1. Conflicts between Different Beliefs

There was consistency between Ms. Kang's beliefs and her instructional practices regarding the exam-focused instruction. However, incongruence between two constructs existed because she may hold different beliefs. For example, although she believed that a communicative environment was critical to students' English learning, it seemed impossible to create such a communicative classroom in an EFL context like Korea where students feel no needs to speak English.

Interview Quote 11

The CLT approach involves a situation where **communicative needs arise and people communicate with each other in English**. It is difficult to relate it to CSAT. First, it needs to **create an environment where students can communicate with the useful expressions in the textbook**. (Ms. Kang, Interview 2)

It seemed that she had many ideas about how to teach English speaking and writing in language classrooms (Interview 2, line 17-33), but she did negotiate her theoretical beliefs with contextualized beliefs. For example, her focus of instruction was mainly on the target language forms and the contents of the textbook. Although Ms. Kang had a favorable attitude toward communicative activities, her stronger beliefs on preparing the students for exams overrode her other beliefs. It was obvious that she perceived that exams were an important component that had impact upon her choice of instructional methods.

4.2.3.2. Conflicts between Beliefs and Contextual Factors

Lack of Teachers' Autonomy

What is significant about Ms. Kang's statement is that she attributed the mismatches between her theoretical beliefs and practices to her limited freedom in the school context. Recognizing this limited sense of autonomy as a teacher, it is difficult for her to follow her own beliefs about English language teaching.

Interview Quote 12

In order to teach English as I believe, **the CSAT should be abolished.**
Take the English test out from the CSAT and do the real English listening

and speaking instruction. Also **the selection of the textbook should be on the teachers' hand.** (Ms. Kang, Interview 1)

Ms. Kang stated that her own beliefs and opinions were rarely reflected onto her instructional practices since she had to teach for the test. The expectation of her school administrators toward good exam results also constrained her instructional practices into a lesson only focusing on increasing students' scores on exams.

Interview Quote 13

The school administrators always ask me to increase students' exam scores, ... My opinions are not counted. I cannot teach what I want to teach. They think that obtaining high scores on exams is most crucial for the students. (Ms. Kang, Interview 2)

Overall, Ms. Kang felt that both the mandatory textbook and washback impact of assessments critically limited her autonomy in teaching practices.

Exam-oriented Atmosphere of School Context

Ms. Kang believed that both the teacher and the students were incredibly exam-oriented because exam scores were considered a determinant of one's college entrance. This contextual factor led her to consider traditional teaching methods as unavoidable, which conflicted with her theoretical beliefs on teaching English in a communicative way.

Interview Quote 14

The students were only interested in assessment. They only want to obtain good test scores. They don't have any motivation to study English hard such as majoring in English and studying abroad. ... **They think that they should do well on the exams to enter a good college.** That's too much pressure on them. (Ms. Kang, Interview 1)

In addition, the performance tests made mandatory by the Ministry of Education, Science and Technology were implemented as a way of checking students' memorized knowledge, not their ability to use the language. The test asked students to translate English words into Korean and fill the blanks in sentences (see Appendix 9). This was because both the students and parents were highly interested in the reliability and objectivity of the test, not trusting the subjectivity of teachers as raters in a speaking or writing performance test.

Interview Quote 15

Both students and parents care about the exam scores very much. ... Students do not complain about tests because everyone has the same material to memorize and takes a test on it. **If they had to take a speaking test, then there would be a lot of complaints. So we have no choice.** (Ms. Kang, Unstructured Interview 2).

The statement above exemplifies the pressure on Ms. Kang from the exam-oriented system and shows that preparing her students for high-stakes exams seems to be the rationale for emphasizing testing in her beliefs and practices.

Excessive Teaching Loads and Administrative Work

During the periods of the observation, Ms. Kang taught every week 18 hours of regular classes, 6 hours of after-school classes, and another 6 hours of advanced classes. Besides teaching the English language, she has many roles in her school, which implies that she has excessive administrative work.

Interview Quote 16

There are too many things that Korean teachers of English should do compared to teachers of other subjects. I am overwhelmed with excessive teaching loads and administrative work. (Ms. Kang, Interview 2)

Ms. Kang expressed that she had insufficient time to prepare communicative activities for her classes. Covering the textbook and the CSAT preps thus seemed to be a legitimate instruction for her situation.

4.2.3.3. Conflicts between Beliefs and Others' Expectations

Ms. Kang claimed that the members involved in the school community (i.e., teachers, administrators, students, and parents) exerted an influence on the relationship between her beliefs and practices. For instance, her students, who considered Ms. Kim's activity as effective, required Ms. Kang to adopt the teaching technique.

Interview Quote 17

Doing a survival game with English words is strenuous. ... But the students really love it, the thing they won against others in the game. **So I have no choice. It's hard to find an activity that both I and my students can enjoy.** (Ms. Kang, Interview 2)

Although Ms. Kang thought that *a survival game* is a simple repetition practice, she accepted the students' opinions because they enjoyed the activity. It was evident that she held a pressure to satisfy their needs for their language learning.

Another factor in changing Ms. Kang's beliefs was other Korean EFL teachers' comments on her instructions. She taught her class focusing on the textbook with pair and group activities (Interview 2, line 34-48). She recalled this teaching experience as fun and enjoyable.

Interview Quote 18

I spent a total of 75 minutes covering all the parts of the textbook last year. So I could focus on the contents in the textbook by conducting many activities with the students. **The activities were mostly group work for cooperative learning. ... it was interesting, but covering the textbook only was not enough for the students' language learning.** (Ms. Kang, Interview 2)

When she came to teach 11th graders, however, school colleagues advised her to teach not only the textbook but also the CSAT (Interview 2, line 49-50). Ms. Kang accepted their advice and restructured lessons to cover the textbook in a shortened time, spending additional time on CSAT practice.

Therefore, covering all of the four skills in the textbook became impossible due to the time constraint. In her view, the contents of the textbook were not appropriate to teach four skills altogether and therefore she only utilized it to cover the reading section for school-based exams.

4.2.4. Summary

The analysis of Ms. Kang's beliefs and instructional practices demonstrated that her beliefs about English language teaching generally coincided with her instructional practices, but there were times when the two constructs seemed misaligned. Table 4.8 summarizes Ms. Kang's beliefs that emerged from the data and indicates congruence and incongruence between her beliefs and practices.

Table 4.8
Summary of Ms. Kang's Beliefs and Practices

Aspect	Themes
Sources of beliefs	Schooling experience as a learner In-service teacher education Contextual factors
Congruence between beliefs and practices	Korean as a medium of instruction Exam as a primary goal of teaching Substantial use of repetition drills Memorization of vocabulary as a requirement Importance of grammar for exam Emphasis of grammar in reading instruction Communicative activities as a fun break

Incongruence between beliefs and practices	Teaching writing fluency (i.e., the process-oriented approach) Teaching speaking fluency (i.e., interactive communicative activities) Teaching reading by reading English books (i.e., extensive reading) Using communicative activities with authentic materials
Influencing factors	Conflicts between different beliefs Conflicts between beliefs and contextual factors (i.e., lack of teacher autonomy, exam-oriented atmosphere of school context, excessive teaching loads and school administrative work) Conflicts between beliefs and others' expectations (i.e., students, parents, school administrators' focus on exam)

As revealed in Ms. Kim's case, Ms. Kang's beliefs were also shaped by many factors – past language learning experiences, in-service teacher training programs and contextual factors, but the most influential factor, as shown in the data, seem to be the contextual factors. The interaction between her beliefs and the context supports the previous studies indicating the complex characteristics of beliefs interwoven within the context (e.g., Feryok, 2008; 2010). Her experiences in in-service teacher training programs had little influence on her beliefs, as found in the existing studies asserting that teacher education less influenced changes in teachers' beliefs (e.g., Flores, 2002; Peacock, 2001; Urmston, 2003).

In general, Ms. Kang's contextualized beliefs aligned with her actual practices. For example, she believed that learning English grammar rules was important to obtain high scores on exams. Her belief about the importance of grammar was closely linked to her emphasis of teaching grammar rules in

reading instruction. However, her grammar-focused reading instruction did not help the students to increase their reading comprehension skills.

There were inconsistencies between Ms. Kang's beliefs and her instructional practices, whereas her exam-oriented beliefs and practices generally aligned with each other. The inconsistencies were deemed to be result of conflicts with her different beliefs, other members' expectations, and contextual factors. First, the strongest belief that exam-oriented instruction was beneficial for her students overrode her other beliefs. In her instructional practices, text-translation and grammar explanation were predominant instructional strategies observed. The core beliefs exerted stronger influences on other peripheral beliefs as supported in the previous studies (Pajares, 1992; Phipps & Borg, 2009).

Secondly, conflicts between beliefs and others' expectations played a role in modifying her instructional practices. For instance, Ms. Kang borrowed some of Ms. Kim's teaching techniques. Although she attempted to use Ms. Kim's communicative activities, it ended up with a couple of try-outs. This is in line with S. Borg's (2003) assertion that "behavioral change does not imply cognitive change, and the latter ... does not guarantee changes in behavior either" (p. 91). Compared with Ms. Kim, a highly experienced teacher, Ms. Kang with relatively short teaching experiences tended to be more susceptible

in making decisions of instructional practices. In addition, she articulated fewer beliefs about English language teaching possibly because she felt difficult in identifying her beliefs and matching those with her instructional practices. This lack of awareness in her beliefs caused her to change her beliefs depending on others' expectations.

Finally, conflicts with contextual factors created the incongruence between Ms. Kang's beliefs and practices. Two most influential factors were the lack of her freedom and washback effect of assessments. She reported that the mismatch between her theoretical beliefs and actual practices arose from her lack of autonomy in choosing the textbook and the curriculum. Other factors included excessive teaching loads and administrative work.

CHAPTER 5. CONCLUSION

The present study was designed to explore two Korean EFL teachers' beliefs and classroom practices in a high school context. The study addressed two points in the research questions: (a) two Korean EFL teachers' beliefs about English language teaching and (b) the relationships between the teachers' beliefs and their instructional practices. Section 5.1 provides the summary of major findings, and section 5.2 discusses pedagogical implications. Lastly, section 5.4 provides some limitations of this study and suggestions on future research on teacher's beliefs.

5.1. Summary of Major Findings

The findings of the present study show a complex interplay between the teachers' beliefs and their instructional practices affected by their prior experiences and contextual factors. First of all, the teachers' previous experiences as language learners had a strong impact on their beliefs and practices. The teachers admitted that the way they learned English language had an influence on the way they taught (i.e., memorizing vocabulary and grammar rules), echoed in previous studies (e.g., Bailey *et al.*, 1996;

Johnson, 1994; Numrich, 1996; Richards & Pennington, 1998; Woods, 1996). However, the effect of in-service teacher training programs on their beliefs of English language teaching seems to be problematic. Unlike Ms. Kim who considered in-service teacher training programs to be helpful, Ms. Kang perceived them to be impractical. The teacher training programs may not significantly influence the teachers' beliefs and practices, as also revealed in other studies (e.g., Peacock, 2001; Flores, 2002; Urmston, 2003).

Secondly, the findings of the present study demonstrate that to what extent the teachers' beliefs were congruent with their practices was depending on the strength of the beliefs. Both of the teachers highly value grammar and vocabulary knowledge at the expense of the students' opportunities to use the target language in a meaningful way, supporting the findings of previous studies (e.g., S. Borg, 2003; Eisenstein-Ebsworth & Schweers, 1997; Farrell, 2008). The core belief on the importance of teaching grammar outweighed other peripheral beliefs that were not embodied into actual practices (i.e., beliefs on teaching other language skills).

Thirdly, the congruence between the teachers' beliefs and practices may not guarantee that their actual teaching practices reflect the theories of ELT literature. That is, their lack of awareness or shallow understanding of

beliefs was not connected with the proper enactment of the beliefs. For example, Ms. Kim's use of communicative activities showed that her beliefs were closely tied to her practices; however, the nature of the activities revealed that she held misconceptions of communicative language teaching. Other studies in EFL contexts also provide evidence to teachers' misconceptions of CLT (e.g., Spada, 2007).

Finally, the contextual factors interwoven with the teachers' beliefs and practices cannot be ignored, yielding the incongruence between their beliefs and practices. Instead of their beliefs on English language teaching, high-stakes assessment, mandatory curriculum, and other school members' expectations (i.e., students, co-teachers, and school administrators) determined the skills and contents that the teachers focused on in their lessons. It is an undeniable fact that the high-stakes reading-and grammar-oriented exams inevitably lead the way teachers teaches, since issues related to assessment are highly critical to English education in Korean high schools. This is in line with the findings of previous studies carried out in Korean middle and high school contexts (e.g., K. Ahn, 2009; E. Kim, 2008; C. Yook, 2011). The mandatory curriculum and textbook also hindered the teachers from teaching as they believed. The fact that Korean school teachers have to strictly follow the curriculum by the Ministry of Education

explains why the teachers in the study shared similar beliefs and practices. These institutional factors, which were represented as exam-oriented and textbook-centered, framed the perceptions which underlay the teachers' beliefs and teaching practices. Other school members' expectations also influenced both the way teachers thought and the way they taught. In other words, the teachers' rationales for instructional practices were largely forged through the interaction between their own beliefs and the teaching context, which framed their practices, as shown in other studies (e.g., S. Borg, 2006; Borg & Burns, 2008; Burns, 1996). Overall, all of the contextual factors contributed to the formation of their beliefs about English language teaching in varying degrees.

5.2. Pedagogical Implications

In light of the major findings above, the present study yields the following implications for pedagogical practices. The study reveals that the teachers' beliefs may not necessarily resonate with their actual instructional practices. Their beliefs and practices were situated within the social conditions of their school, and were affected by others' expectations in the school community. Thus, this study can provide some suggestions for

Korean English teachers, teacher educators, and the authorities concerned to improve the quality of English language education.

First of all, it is necessary to uncover teachers' beliefs underlying their instructional practices. Eliciting teachers' beliefs is beneficial for teachers as a way of enhancing the awareness of their behaviors and the reasons behind the behaviors (Calderhead, 1987; Malderez & Bodocsky, 1999; Richards, 1996). In this sense, the findings of the study confirm the need to provide teachers with opportunities to articulate their beliefs in light of their professional development, as corroborated by previous studies (e.g., Horwitz, 1985; Yang, 2000; Freeman, 1991).

Subsequently, the study shows that in-service teacher training programs need to be improved by connecting teachers' theoretical knowledge with their actual practices. In this study, it was evident that, as the primary sources of the teachers' beliefs, prior experiences were often cited to justify the rationales for their teaching practices. The overreliance on previous experiences, however, led to routinized teaching practices, thus minimizing changes in their teaching practices. Although the teachers in the study articulated many theoretical beliefs on English language teaching showing their abundant knowledge in ELT theories, the beliefs were rarely reflected in their classroom teaching. Thus, what in-service teacher training

programs should focus on is not only providing expert knowledge in ELT theories, but rather developing their theoretically-valid beliefs and actual practices.

Furthermore, this study offers valuable insights into Korean English teaching by illuminating what beliefs the teachers held and how they taught English language in their classrooms. A typical instruction type in Korean school classrooms is called ‘a lock-step instruction’ (Slavin, 1985). It refers to the teacher-centered classroom instruction where students are placed in the same instructional pace and content. This type of teaching has been considered as a barrier to language acquisition (Long, 1975 in Long *et al.*, 1976). A careful examination of the teachers’ classrooms in this study revealed that their teaching practices still focused on traditional teaching approach (i.e., reading-and grammar-oriented instruction). Ms. Kim’s communicative activity can be considered to be a partially modified teacher-centered instruction that might signal a state of transition, but it still needs some improvement. Korean EFL learners spend approximately 730 hours on learning English throughout their schooling, which is insufficient compared to their first language acquisition (Lee, 2003). Given this in mind, teachers should provide more beneficial instructions for the sake of their students’ English learning.

5.3. Limitations of the Study and Suggestions for Further Research

The current study has several limitations that lead to some suggestions for future studies. First of all, only two English teachers participated in the present study due to the availability of participants. Further research can include more participants from different school levels in order to obtain a comprehensive view of this field.

Secondly, this study investigated teachers' general beliefs about English language teaching, not about specific discipline-domain such as English speaking and writing. Considering that teachers' beliefs about teaching specific language skills are under-researched in EFL contexts, future research can investigate EFL teachers' beliefs on specific language domain in order to provide in-depth understanding of EFL classroom teaching in various contexts.

Thirdly, this study focused only on teachers' beliefs and their practices, not including students' beliefs of classroom activities. There are a few studies in the field of language teaching that elicited data from both teachers and students. For example, Horwitz's (1988) survey showed that there was a gap between teachers' and students' beliefs. However, little research has been undertaken to identify gaps between the two sets of

beliefs and bridge the gaps, using a qualitative method. Thus, further research by collecting qualitative data of students' beliefs on English language teaching and learning can expand our understanding of this gap.

Finally, for the future research, it would be fruitful to conduct a follow-up study with the same teacher who took part in this study. The present study examined two high school teachers' beliefs about English language teaching for ten weeks. However, changes of teachers' beliefs over time were not investigated. Longitudinal studies are, therefore, recommended to explore teachers' professional development in relation to their beliefs and practices over an extended period of time.

REFERENCES

- 이병민. (2003). EFL 영어학습 환경에서 학습시간의 의미. *Foreign Language Education*, 10(2), 107-129.
- Abdullah-Sani A. S. Z. (2000). *An analysis of the development of teacher belief construct during teaching practice and in the novice year of teaching: A case study of English language teachers in the Malaysian context*. Unpublished Ph. D. dissertation. University of Warwick: Warwick, UK.
- Ahn, K. (2009). *Learning to teach in the context of English language curricular reform in South Korea*. Unpublished Ph. D. dissertation. The Pennsylvania State University Park, PA.
- Allen, L. (2002). Teachers' pedagogical beliefs and the standards for foreign language learning. *Foreign Language Annals*, 35 (5), 518-529.
- Almarza, G. G. (1996). Student foreign language teachers' knowledge growth. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 50-78). Cambridge, UK: Cambridge University Press.
- Andrews, S. (2003). Just like instant noodles: L2 teachers and their beliefs about grammar pedagogy. *Teachers and teaching*, 9(4), 351-375.
- Anderson, J. (1993). Is a communicative approach practical for teaching English in China? Pros and cons. *System*, 2(1), 471-480.
- Anderson, L., Evertson, C., & Brophy, J. (1979). 'An experimental study of effective teaching in first grade reading group', *Elementary School Journal*, 79(4), 193-223.
- Bailey, K. M., Bergthold, B., Braunstein, B., Fleischman, N. J., Holbrook, M. P., Tuman, J., Waissbluth, X., & Zamboo, L. J. (1996). The language learners' autobiography: Examining the 'apprenticeship of observation'. In Freeman, D. and Richards, J. C. (Eds.), *Teacher Learning in Language Teaching* (pp. 11-29). Cambridge: CUP.
- Barcelos, A. M. F. (2003). Researching beliefs about SLA: A critical review. In P. Kalaja & A. M. F. Barcelos (Eds), *Beliefs about SLA: New research approaches* (pp.7-33). Dordrecht, the Netherlands: Kluwer Academic Publishers.
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25(2), 243-272.

- Birello, M. (2012). Teacher cognition and language teacher education: belief and practice. A conversation with Simon Borg. *Bellaterra Journal of Teaching & Learning Language & Literature*, 5(2), 88-94.
- Bogdan, R., & Biklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn & Bacon.
- Borg, M. (2005). A case study of the development in pedagogic thinking of a pre-service teacher. *TESL-EJ*, 9(2), 1-30.
- Borg, S. (1997). *Unifying concepts in the study of teachers' cognitive structures*. Unpublished manuscript.
- Borg, S. (2001). Self-perception and practice in teaching grammar. *ELT Journal*, 55 (1), 21-9.
- Borg, S. (2003a). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109.
- Borg, S. (2005). Experience, knowledge about language, and classroom experience in teaching grammar. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 325-340). New York, NY: Springer.
- Borg, S. (2006). The distinctive characteristics of foreign language teachers, *Language Teaching Research*, 10(1), 3-31.
- Borg, S., & Burns, A. (2008). Integrating grammar in adult TESOL classrooms. *Applied Linguistics*, 29(3), 456-482.
- Breen, M., Hird, P. B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching: teachers' principles and classroom practices. *Applied Linguistics*, 22(4), 470-501.
- Burns, A. (1992). Teacher beliefs and their influence on classroom practices. *Prospect*, 7(3), 56-66.
- Burns, A. (1996). Starting all over again: From teaching adults to teaching beginners. In D. Freeman, & J. C. Richards (Eds), *Teacher learning in language teaching* (pp. 154-177). Cambridge, UK: Cambridge University Press.
- Calderhead, J. (Ed.) (1987), *Exploring teachers' thinking*. London: Cassell.
- Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. C. Berliner and R.C. Calfee (Eds), *Handbook of educational psychology* (pp. 709-725). New York, NY: Macmillan.
- Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching and Teacher Education*, 7, 1-8.
- Campbell, A., McNamara, O., & Gilroy, P., (2004). *Practitioner research and*

- professional development in education*. Paul Chapman, London.
- Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4), 639-662.
- Cheng, X., & Cheng, H. (2012). Review of mediation from the social constructivist perspective and its implications for secondary school EFL Classrooms in China. *Theory and Practice in Language Studies*, 2(4), 808-819.
- Choi, J. (2008). Teacher-learners' beliefs about proficiency goals and teaching methods for Korean secondary English education. *English Teaching*, 63(1), 3-27.
- Choi, S. (2000). Teachers' beliefs about communicative language teaching and their classroom teaching practices. *English Teaching*, 55(4), 3-32.
- Cohen, L., Manion, L., Morrison, K., (2000). *Research Methods in Education*, (5th Ed). Routledge Falmer, London.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. London: Sage.
- Cross, R. (2010). Language teaching as sociocultural activity: Rethinking language teacher practice. *The Modern Language Journal*, 94(3), 434-452.
- Denzin, N. K. (1989). *The Research Act* (3rd Ed). Englewood Cliffs, NJ: Prentice-Hall.
- Duffy, G. (1982). Fighting off the alligators: What research in real classrooms has to say about reading instruction. *Journal of Reading Behavior*, 14, 157-73.
- Duffy, G., & Anderson, L. (1984). Teachers' theoretical orientations and the real classroom, *Reading Psychology*, 5 (1/2), 97-104.
- Eisenstein-Ebsworth, M. E., & Schweers, C. W. (1997). What researchers say and practitioners do: Perspectives on conscious grammar instruction in the ESL classroom. *Applied Language Learning*, 8(2), 237-260.
- Ellis, G. (1996). How culturally appropriate is the communicative approach? *ELT Journal*, 50(3), 213-218.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47-65.
- Farrell, T. S. C. (2008). *Reflective language teaching: From research to practice*. Continuum, London, UK.
- Farrell, T. S. C., & Lim, P. C. (2005). Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices. *TESL-EJ*,

- 9(2), 1-13.
- Feryok, A. (2008). An Armenian English language teacher's practical theory of communicative language teaching. *System*, 36(2), 227-240.
- Feryok, A. (2010). Language teacher cognitions: Complex dynamic system? *System*, 38(2), 272-279.
- Flores, M. A. (2002). *Learning, Development, Change in the Early Years of Teaching: A Two-Year Empirical Study*. Unpublished Ph. D. dissertation. University of Nottingham.
- Fong, P. M. & Jones, J. F. (2005). Investigating the influence of secondary EFL teachers' beliefs and experience on their practice: The case of Macau. *CamTESOL Conference on English Language Teaching: Selected Papers, 1*.
- Fung, L., & Chow, L. (2002). Congruence of student teachers' pedagogical images and actual classroom practices. *Educational Research*, 44(3), 313-321.
- Freeman, D. (1991). "To make the tacit explicit:" Teacher education, emerging discourse, and conceptions of teaching. *Teaching and Teacher Education*, 7(5/6), 439-454.
- Freeman, D. (1993). Renaming experience/reconstructing practices: Developing new understandings of teaching. *Teacher and Teacher Education*, 9(5/6), 485-497.
- Freeman, D. (1996). The "unstudied problem:" Research on teacher learning in language teaching. In D. Freeman & J.C. Richards (Eds), *Teacher learning in language teaching* (pp.351-378). New York, NY: Cambridge University Press.
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from North American educational research on teacher education in English language teaching. *Language Teaching*, 35(1), 1-13.
- Freeman, D., & Richards, J. (Eds.) (1996). *Teacher learning in language teaching*. Cambridge: Cambridge University Press.
- Glaser, B. & Strauss, A. (1967). *The discovery of grounded theory: strategies for qualitative research*. New York City, NY: Aldine.
- Golombek, P. R. (1998). A study of language teachers' personal practical knowledge. *TESOL Quarterly*, 32(3), 447-464.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York : Cambridge University Press.
- Graden, E. C. (1996). How language teachers' beliefs about reading instruction are mediated by their beliefs about students. *Foreign*

- Language Annals*, 29(3), 387-395.
- Green, T. F. (1971). *The activities of teaching*. New York: McGraw-Hill.
- Guilloteaux, M. J. (2004). Korean teachers' practical understanding of CLT. *English Teaching*, 59(3), 53-76.
- Hall, J. K., & Walsh, M. (2002). Teacher-student interaction and language learning, *Annual Review of Applied Linguistics*, 22, 186-203.
- Heaton, R.M. & Mickelson, W.T. (2002). The learning and teaching of statistical investigation in teaching and teacher education, *Journal of Mathematics Teacher Education*, 5(1), 35-59.
- Hobbs, V., Matsuo, A., & Payne, M. (2010). Code-switching in Japanese language classrooms: An exploratory investigation of native vs. non-native speaker teacher practice. *Linguistics and Education*, 21(1), 44-59.
- Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, 18 (4), 333-340.
- Hsieh, W. C. (2002). The implementation and difficulties of school-based management. *Bulletin of Educational Research*, 48(2), 1-36.
- Jin, L. & Cortazzi, M. (1998). The culture the learner brings: A bridge or a barrier? In M. Byram & M. Fleming (Eds.), *Language learning in intercultural perspective* (pp. 98-118). Cambridge: Cambridge University Press.
- Jin, L., & Cortazzi, M. (2011). Re-evaluating traditional approaches to second language teaching and learning. In Hinkel, E. (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 558-575). New York: Routledge.
- Johnson, K. E. (1992). The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of Reading Behavior*, 24(1), 83-108.
- Johnson, K. E. (1994). The emerging beliefs and instructional practices of preservice ESL teachers. *Teaching and Teacher Education*, 10(4), 439-452.
- Johnson, K. E. (1996). The vision versus reality: The tensions of the TESOL practicum. In D. Freeman & J. Richards (Eds.). *Teacher learning in language teaching* (pp. 30-49). Cambridge University Press.
- Jones J. F., & Fong, P. M. (2007). The impact of teachers' beliefs and educational experiences on EFL classroom practices in secondary

- schools. *Asian Journal of English Language Teaching*, 17, 27-47.
- Kagan, D. (1992). Implications of research on teacher beliefs. *Educational Psychologist*, 27(1), 65-90.
- Kalaja, P., & Barcelos, A. (2003). *Beliefs about SLA: New research approaches*. (Eds.) Kluwer Academic Press, Dordrecht.
- Kim, E. (1997). A survey on effective English teaching methods in elementary schools. *English Teaching*, 52(2), 157-174.
- Kim, E. (1999). Effective English teaching methods based on communicative language teaching and task-based learning: With the focus on the 7th national curriculum. *The Journal of Curriculum and Evaluation*, 2(1), 155-167.
- Kim, E. (2008). *In the midst of curricular reform: An activity theory analysis of teachers' and students' experiences in South Korea*. Unpublished Ph. D. dissertation. The Pennsylvania State University Park, PA.
- Kim, S. H., & Elder, C. (2008). Target language use in foreign language classrooms: Practices and perceptions of two native speakers in New Zealand. *Language, Culture, and Curriculum*, 21(2), 167-185.
- Ko, J., Cho, C., Lee, D., & Park, W. (2006). *English is a power*. Retrieved September 9, 2006 from <http://news.hankooki.com/lpage/society/200603/h2006030519301981030.htm> and <http://news.hankooki.com/lpage/society/200603/h2006030519462222020.htm>.
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. Yale University Press. New Haven, CT.
- Kwon, O. (2000). Korea's English education policy changes in the 1990s: Innovations to gear the nation for the 21st century. *English Education*, 55(1), 47-91.
- Li, D. (1998) "It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea". *TESOL Quarterly*, 32(4), 654-677.
- Liao, X. (2003). *Chinese secondary school teachers' attitudes towards communicative language teaching and their classroom practices*. Unpublished Ph. D. dissertation. University of Auckland, New Zealand.

- Lindlof, T. R. & Taylor, B. C. (2002). *Qualitative Communication Research Methods* (2nd Ed), Thousand Oaks, CA: Sage.
- Littlewood, W. (2011). Communicative language teaching. In Hinkel, E. (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 541-557). New York: Routledge.
- Liu, D., Ahn, G. S., Baek, K. S., & Han, N. O. (2004). South Korean high school English teachers' code switching: Questions and challenges in the drive for maxima use of English in teaching. *TESOL Quarterly*, 38 (4), 91-104.
- Long, M. H., Adams, L., Mclean, M. & Castaños, F. (1976). Doing things with words— verbal interaction in lockstep and small group classroom situations. In J. F. Fanselow & R. H. Crymes (Eds.) *On TESOL 76: Selections Based on Teaching Done at the Tenth Annual TESOL Convention New York* (pp. 137-153). Washington: TESOL.
- Lortie, D. (1965). *Schoolteachers: A sociological study*. Chicago: University of Chicago Press.
- Mak, S. H. (2011). Tensions between conflicting beliefs of an EFL teacher in teaching practice, *RELC Journal*, 42(1), 53-67.
- Malderez, A., & Bodocky, C. (1999). *Mentor courses: A resource book for trainer-trainers*. Ernst Klett Sprachen.
- Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research*. (3rd Ed.). Thousand Oaks, CA: Sage.
- Matsuura, H., Chiba, R., & Hilderbrandt, P. (2001). Beliefs about learning and teaching communicative English in Japan. *JALT Journal*, 23(1), 69-89.
- McDonough, J. & McDonough, S. (1997). *Research methods for English language teachers*. London: Arnold.
- Meijer, P. C., Verloop, N., & Beijaard, D. (1999). Exploring language teachers' practical knowledge about teaching reading comprehension. *Teaching and Teacher Education*, 15, 59-84.
- Mercer, S. (2011). Language learner self-concept: complexity, continuity and change. *System*, 39(3), 335-346.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Merriam, S. B., & Simpson, E. I. (2000). *A guide to research for educators*

- and trainers of adults*. Malbar, FL: Krieger Publishing.
- Ministry of Education, (1998). *The 7th national (foreign language) curriculum*. Seoul: Daehan Printing & Publishing, Co. Retrieved from http://www.kice.re.kr/upload/article/10136/20080422174110_68506_0.pdf
- Ministry of Education, (2006). *An English language education reform plan*. Retrieved from http://www.mest.go.kr/ms_kor/inform/1/2/1207966_8686.jsp
- Ministry of Education, (2008). *A plan to activate major policies for English language education*. Retrieved from <http://www.nhrd.net/nhrd-app/jsp/tre0202.jsp>
- Mitchell, R. (1988). *Communicative language teaching in practice*. London, UK: CILT.
- Mitchell, R., & Lee, J. H. (2003). Sameness and difference in classroom learning cultures: Interpretations of communicative pedagogy in the UK and Korea. *Language Teaching Research*, 7(1), 35-63.
- Munby, H. (1982). The place of teachers' beliefs in research on teacher thinking and decision making, and an alternative methodology, *Instructional Science*, 11, 201-25.
- Murphy, E. (2000). *Strangers in a strange land: Teachers' beliefs about teaching and learning French as a second or foreign language in online learning environments*. Unpublished Ph. D. dissertation. Université Laval, Quebec.
- Nation, I. S. P. (2011). Second language speaking. In Hinkel, E. (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 444-454). New York: Routledge.
- Nation, I. S. P., and Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.
- Negueruela-Azarola, E. (2011). Beliefs as conceptualizing activity: A dialectical approach for the second language classroom. *System*, 39(3), 359-369.
- Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19(4), 317-328.
- Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. (4th Ed.). Boston: Allyn and Bacon.
- Ng, E. K. J., & T.S.C. Farrell. (2003). Do Teachers' Beliefs of Grammar Teaching Match their Classroom Practices? A Singapore Case Study. In D. Deterding. Brown A & Low E L (Eds. 2003) *English*

- in Singapore: Research on Grammar* (pp.128-137): McGraw Hill, 128-137.
- Numrich, C. (1996). On becoming a language teacher: Insights from diary studies. *TESOL Quarterly*, 30(1), 131-153.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL Quarterly*, 37(4), 589-613.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Palmer, H. E. (1933). *Second interim report in English collocations*. Tokyo: Kaitakusha.
- Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System*, 29, 77-196.
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.
- Poynor, L. (2005). A conscious and deliberate intervention: The influence of language teacher education. In D. Tedick (Ed.), *Second language teacher education: International perspectives* (pp.157-175). Mahwah, NJ: Lawrence Erlbaum Associates.
- Richards, J. C. (1998). *Beyond training*. New York: Cambridge University Press.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Basingstoke: Palgrave Macmillan.
- Richards, J. C., Ho, B., & Giblin, K. (1996). Learning how to teach in the RSA Cert. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., Li, B., & Tang, A. (1998). Exploring pedagogical reasoning beliefs. In J. C. Richards (Ed.), *Beyond training*. New York: Cambridge University Press.
- Richards, J.C., Gallo, P. B., & Renandya, W. A. (2001). Exploring Teachers' Beliefs and the Processes of Change. *PAC Journal*, 1(1), 41-58.
- Richards, J. C., & Pennington, M. (1998). The first year of teaching. In J. C. Richards, *Beyond Training* (pp. 173-190). Cambridge: CUP.
- Richards, J.C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge, UK: Cambridge University Press.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach.

- In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 102-119). New York: Macmillan.
- Richardson, V., Anders, P., Tidwell, D. & Lloyd, C. (1991). The relationship between teachers' beliefs and practices in reading comprehension instruction, *American Educational Research Journal*, 28, 559–586.
- Rokeach, M. (1968). *Beliefs, attitudes and values*. San Francisco: Jossey-Bass Inc.
- Sato, K., Kleisasser, R.C., (2004). Beliefs, practices and interactions of teachers in a Japanese high school English department. *Teaching and Teacher Education*, 20, 797-816.
- Slavin, R. E. (1985). An introduction to cooperative learning research. In R. Slavin, S. Sharon, S. Kagan, R. Hertz-Larowitz, C. Webb & R. Schmuck (Eds.) *Learning to Cooperate, Cooperating to Learn* (pp. 5-15). New York: Plenum.
- Spada, N., & Massey, M. (1992). The role of prior knowledge in determining the practice of novice ESL teachers. In J. Flowerdew & M. Brock & S. Hsia (Eds.), *Perspectives on second language teacher education*. Hong Kong: City Polytechnic.
- Strauss, A. L. & Corbin, J. (1990). *Basics of Qualitative Research, Grounded Theory and Procedures and Techniques*. Thousand Oaks, CA: Sage.
- Thoms, J. (2012), Classroom Discourse in Foreign Language Classrooms: A review of the literature, *Foreign Language Annals*, 45, 8-25.
- Tsui, A. B. (2003). *Understanding expertise in teaching*. New York: Cambridge University Press.
- Tsui, A. B. (2005). *Expertise in teaching: Perspectives and issues*. In Johnson, K. (Ed.), *Expertise in second language learning and teaching* (pp. 167-189). New York: Palgrave Macmillan.
- Tsui, A. B. (2011). Teacher education and teacher development. In Hinkel, E. (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 21-39). New York: Routledge.
- Tudor, I. (2003). Learning to live with complexity: Towards an ecological perspective on language teaching. *System*, 31(1), 1-12.
- Wada, M. (2002). Teacher education for curricular innovation in Japan. In S. J. Savignon (Ed.), *Interpreting communicative language teaching: Contexts and concerns in teacher education*. (pp. 31-40). New Haven, CT: Yale University Press.
- Widdowson, H. G. (2003). *Defining issues in English language teaching*. Oxford, UK: Oxford University Press.
- Woods, D. (1996). *Teacher cognition in language teaching*. New York:

Cambridge University Press.

- Wu, K. Y. (2006). *Teachers beliefs and grammar teaching practices: Case studies of four ESL teachers*. Unpublished Ph. D. dissertation. University of Hong Kong.
- Verloop, N., Van Driel, J., & Meijer, P. C. (2001). Teacher knowledge and the knowledge base of teaching. *International Journal of Educational Research*, 35, 441-461.
- Urmston, A. (2003). Learning to teach English in Hong Kong: The opinions of teachers in training. *Language and Education*, 17(2), 112-126.
- Yang, N. D. (2000). Teachers' beliefs about language learning and teaching: A cross-cultural comparison. *Texas Papers in Foreign Language Education*, 5, 39-52.
- Yin, R.K. (1993). *Applications of case study research*. Newbury Park, London: SAGE Publications.
- Yook, C. (2011). Interactions between beliefs, practices, and perceptions of Korean ELT teachers. *English Teaching*, 66(4), 3-26.
- Zheng, X., & Adamson, B. (2003). The pedagogy of a secondary school teacher of English in the People's Republic of China: Challenging the stereotypes. *RELC Journal*, 34(3), 323-337

APPENDICES

APPENDIX 1. Consent Form	124
APPENDIX 2. Questions for 1st Interview	125
APPENDIX 3. Questions for 2nd Interview	126
APPENDIX 4. Classroom Activities (Ms. Kim)	127
APPENDIX 5. Classroom Activity Worksheet (Ms. Kim)	128
APPENDIX 6. Classroom Activity Worksheet (Ms. Kim)	129
APPENDIX 7. Classroom Activities (Ms. Kang)	130
APPENDIX 8. Interview Quotes (Ms. Kim)	131
APPENDIX 9. Interview Quotes (Ms. Kang)	135
APPENDIX 10. Classroom Observation Excerpts	140

APPENDIX 1

CONSENT FORM

연구 자료 수집 동의서

안녕하세요. 저는 서울대학교 사범대학 영어교육과 석사과정에 재학 중인 김지영입니다. 현재 석사논문 작성을 위한 연구를 진행 중이며, 제 연구 주제는 한국 고등학교 교실의 영어 수업이 어떻게 이루어지고 있는가를 살펴보는 것과 관련이 있습니다.

따라서 귀교에서 2012 년 1 학기 동안 행해지는 영어 수업과 관련된 자료를 수집하려고 하며, 제 연구에 참여하실 선생님은 1, 2 학년 영어를 가르치시는 선생님입니다. 저는 1, 2 학년 담당 영어선생님에 의해 실시되는 영어 수업을 관찰하고, 기록하고, 필요한 경우에는 녹취하고자 합니다. 연구에 참여하시는 선생님들은 총 두 번에 걸친 면담을 가지게 될 것이며, 필요에 따라 수업과 관련하여 비공식적인 면담을 가질 수 있습니다. 연구에 참여하는 학교, 교사, 학생들의 실명 대신에 가명이 사용될 것입니다. 연구에 행해질 일련의 관찰과 면담의 목적은 영어 교사들이 영어 수업과 관련해서 가지고 있는 생각과 판단 및 수업활동의 기저에 깔려있는 인식을 알고자 하는 것입니다.

귀교가 제 연구에 참여해주신 것을 매우 감사하게 생각합니다. 만약, 어떠한 이유에 의하여 본 연구에 참여하기를 원하지 않으시면, 어느 때라도 자료 수집은 중단될 수 있으며, 수집된 자료는 반환되거나 폐기될 것입니다. 본 연구와 관련하여 질문사항이나 궁금한 점이 있으시면 하단에 기재된 전화번호나 이메일로 연락을 주십시오. 감사합니다.

서울대학교 사범대학 영어교육과 석사과정
김지영 드림

본인은 연구자가 작성한 연구계획서를 받고 그 내용을 확인하였고, 본 연구와 관련된 본인의 질문이나 궁금한 사항들은 충분히 답변을 받았습니다.

본인이 근무하고 있는 학교의 참여는 자발적임을 안내 받았고, 어떠한 이유로 연구에 참여하기를 원하지 않는다면 중도에 그만둘 수 있으며, 이 경우에 수집된 자료는 반환되거나 폐기될 것임을 안내 받았습니다.

본 연구의 자료는 연구자가 연구목적 외의 용도로 활용할 수 없다는 사실을 안내 받았으며, 연구에 언급되는 학교, 교사, 학생들은 신원을 확인할 수 없도록 가명이 사용된다는 사실을 알고 있습니다.

본 연구와 관련해 추가 질문이 있다면, 연구자의 전화번호나 이메일로 연락할 수 있다는 사실을 인지하고 있습니다

이 양식에 서명함으로써, 본인은 이 연구에 대한 본교의 참여에 동의합니다.

이름:

서명:

날짜:

APPENDIX 2

QUESTIONS FOR THE 1ST INTERVIEW

The purpose of this interview is to buildup the rapport with interviewees and to understand the teacher participants' past and present experiences.

Personal Background

1. Can you tell me about yourself briefly?
2. Can you describe your early experiences with English?
3. What is your attitude toward English?
4. Have you ever lived abroad to study English? And how do you think your abroad-experience influence your English learning and teaching?
5. How long have you been teaching English?
6. Which grade are you teaching this year?
7. How did you become an English language teacher?
8. What kinds of teacher training programs have you attended since you became a teacher?
9. How do you define learning L2 language skills (speaking, listening, reading, writing)?
10. What do you think is the best method for learning English?
11. What do you think is the purposes of learning the English language?
12. What is your role as a teacher in your classroom?
13. Can you describe your typical class?
14. What guides how and what you teach?
15. What particular approach do you take when you teach and why?
16. How would you describe your teaching for the class?
17. How would you describe your goals for your students in the class?
18. How do you teach L2 language skills (listening, speaking, reading, writing)?
19. What are the challenges and difficulties when you teach English in your classroom?

APPENDIX 3

QUESTIONS FOR THE 2ND INTERVIEW

The interview two aims to explore the teacher participants' match/mismatch found from their beliefs, instructional practices, and contexts.

1. What do you think about L2 teaching?
2. What do you think about L2 learning?
3. What do you think about your students?
4. How do the three kinds of beliefs influence your instruction?
5. Can you describe a particularly successful classroom occasion when you think teaching and learning were going well?
6. What is your ideal language classroom situation? Can you describe the classroom specifically?
7. How would you set up your curriculum for your class?
8. What is your instructional goal in your classroom? What goals can your students achieve?
9. What textbook are you using? And how do you utilize the textbook in your classrooms?
10. Are you using other teaching materials? And what are the purposes and sources of the materials?
11. How much do you know about language theory? How do you apply what you know to the practice?
12. What are the purposes for your instructional activities specifically? And what can your students achieve from the activities?
13. Why do you take English/Korean as the medium of instruction?
14. What strategies do you utilize most in your classroom? And why?
15. Are there any specific language skills you emphasize compared to other skills? And why?
16. What influences most on your instruction?
17. Can you describe about your school? What do you enjoy about teaching at your school?
18. What are the challenges or difficulties in teaching at your school?
19. What different roles do you serve at your school? Describe each role.
20. In what ways has your school affected your beliefs and instructional practices?
21. Do you think what you believe about your teaching match with your practice? If not, what are the reasons?

APPENDIX 4

CLASSROOM ACTIVITIES (Ms. Kim)

Date	4/17	4/30	5/1	5/4	5/7	5/8	5/11	5/14	5/15	5/18	5/21	6/1	6/4	6/5	6/8	6/11	6/12	6/15	6/18	7/2	7/11	7/12	
Observation	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	#20	#21	#22	
Textbook	Lesson 4				Lesson 5				Lesson 6				Lesson 7				Lesson 8				Re view	10	
Riddle	5	6	8	4	5	5	5	5	5	6	10	13	7	8	7	12							
Storytelling																	10	8	5	6			13
HEAT V	10	10	8		7			10				4	7	5	5	6	5	5	5	7			10
HEAT G	7	5			6		5	7				10	7			2			13	5			10
HEAT Quiz					15	19										13	20						12
Textbook V	6	5	5	10		6	7	10		5	10	8			5					3	10		7
Textbook L/C	6			5					5			4											
Textbook R/C	14	19		20	15		4	17	10	18	10	6	13	17	7	18		5	12	20			
Textbook G			5			10	14							5	9	2	20						
Textbook L/C									10		10												
Formation test			15					10			10												
Culture								8	20			2											
CSAT practice												20	31	32	10	12	15	15	22	10			
TED/You Tube	15	15	15		7	13	15																
Bingo				20																			
Speed quiz																							
Spelling Bee						10				10													
Proverb	5	4			8	4		5				5	3			3							
occupation	2	3			7	3		5	10														
Department	3	3																					
Superstition			17																				
E-something								10	8														
Movie lines															20								
Popsong																7							21
Synonym/Antonym																							7
Jeopardy																							70
Announcement	2	5	2	16	5	5				11	10	3	7	8	12		5	2	15	5	5	5	7
Total minutes	75	75	75	75	75	75	75	75	60	75	75	75	75	75	75	75	75	75	75	75	75	75	75

APPENDIX 5

CLASSROOM ACTIVITY WORKSHEET (Ms. Kim)

♡ HEAT(H English Ability Test)자료

★ Today's English
(5 월 30 일 ~ 6 월 1 일)

1) Practical English

Day	vocabulary	phrase	expression
D-56	vending machine 자동 자판기	consist of = be composed of ~로 구성되다	For here or to go? 여기서 드실 건가요, 가져가실 건가요?
D-57	washing machine 세탁기	pull oneself together 힘내세요.	I'm impressed(touched/moved). 감동이에요.
D-58	brochure 소책자/팜플렛	account for = explain 설명하다	Are you being waited on? 주문하셨어요?
D-59	souvenir 기념품	break up with~ ~와 헤어지다	You are pulling my leg. 놀리는거야?
D-60	duty-free shop 면세점	make up for~ = compensate for ~을 보충하다/보상하다	It's none of your business. (=It's no concern of yours.) 남의 일에 신경 쓰지 마세요.

2) Grammar

Day	Key Point	Example
D-1	<동명사>를 목적으로 가지는 동사(3 형식) : enjoy, finish, mind, deny, avoid, practice, admit, consider, quit, suggest, give up, postpone... cf) 뒤에 to부정사를 쓰는 동사와 구별하기	1) Do you think we should consider <u>hiring</u> a baby-sitter? (부모 구하는 것을 고려해봐야 한다고 생각해?) 2) Didn't I suggest <u>leaving</u> the car at home? (집에 차를 두고 나올 것을 제안하지 않았니?) 3) The police seemed to avoid <u>looking</u> into the case. (경찰이 그 사건 조사하기를 피하는 것처럼 보였다.)
D-2	<부정대명사 another> : 또 다른/한 개의 (것) another + 단수명사 cf: another: an + other로 만들어짐	1) One man's meat is another man's <u>poison</u> . (갑의 약은 을의 독 / 사람마다 기호는 다른 법.) 2) Scarcity of parking space is another serious <u>problem</u> . (주차 공간의 부족도, 또 다른 심각한 문제죠.)
D-3	<과거완료> : had +p.p. 과거를 기점으로 과거보다 먼저 일어난 사실을 나타낼 때 사용	1) I <u>went</u> to my office after I <u>had finished</u> the work. (나는 일을 끝낸 후에 사무실에 갔다.) → 사무실에 간 사실: 과거(went), 그 전에 일을 끝냈으므로: 과거완료(had finished) 2) I <u>lost</u> the watch which I <u>had bought</u> the day before. (나는 전 날에 산 시계를 잃어버렸다.) → 시계를 잃어버린 사실: 과거(lost), 시계를 산 것은 그 전이므로: 과거완료(had bought)

APPENDIX 6

CLASSROOM ACTIVITY WORKSHEET (Ms. Kim)

Teaching Material (Kim, Lesson 5, Pop Quiz)

★ Have fun in Grammar!

<Preliminary Test>

※ Read carefully and Correct the errors.

1. Please keep your room tidily.
 2. I'm sorry to keep you from waiting.
 3. I don't know where does he live.
 4. He was so a good runner that I couldn't catch him.
 5. Physics are my favorite subject.
 6. That sounds strangely.
 7. The exam results were extremely disappointed.
 8. Going to the movies with you are boring.
 9. My happiness depend on your love.
 10. I was such busy that I didn't have time to shave.
 11. We used to going hiking every weekend.
 12. I'd like to treat you to special something .
 13. The higher we go up, cooler it becomes.
 14. She is wondering how old is he.
 15. Put it back the place which you found it.
 16. It was very better than was anticipated.
 17. Camels were used to carrying goods.
 18. I believe which he said during his apology.
 19. You should try to stop to obsess about food.
 20. Nothing will keep me completing my mission.
 21. It may sound weirdly, but it wasn't odd at all.
 22. If he liked the job, he will work hard.
 - 23 I saw him to stay up many nights burning the midnight oil.
 24. We were very satisfying with the food.
 25. I have lost the watch what my father bought for me.
 26. I remember to receive a phone call before the meeting.
 27. It is a pleasure and honor my to be here today.
 28. Do we have to vacate the room while vacation?
 29. Despite I'm broke, I don't need your help.
- ♥ A man can be destroyed but not defeated. – Ernest Hemingway –

APPENDIX 7

CLASSROOM ACTIVITIES (Ms. Kang)

Date	5/1	5/4	5/7	5/8	5/14	5/15	5/21	6/4	6/5	6/11	6/12	6/18	7/2	7/11	7/12
Observation	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15
Textbook	Lesson 4		Lesson 5		Lesson 6		Lesson 7		Lesson 8			No textbook			
CSAT V	10	10	15	25	10			5	5	10	7	15	9		
Textbook V	5	5		5	10	12	30	5	5	5	8		10		
CSAT L/C	20	30	15	15	17	8		5	25		25				
Textbook Activity	5	9	5												40
Textbook RC	20	15	20	20				12	15	17	15	15	20		
Textbook G					20					8			30		
Textbook RC (summarizing)								5	5						
CSAT R/C						30		28	15		12				
CSAT G	5		10	5	13										
Jeopardy														65	
Popsong										30					
TED												20			
Tongue twister												17			
Riddle												8			9
Proverb															13
Acronym															8
Announcement	10	6	10	5	5	10	10	15	5	5	8		6	10	
Self-study							35								5
Total minutes	75	75	75	75	75	60	75	75	75	75	75	75	75	75	75

APPENDIX 8

INTERVIEW QUOTES (Ms. Kim)

Interview Quotes in Chapter 4.1

Interview Quote 1

1학년 선생님은 무조건 문법이었고 그 설명이 지금도 저한테 남아있는 게 있어요 ... 저는 옛날 쌤이 무조건 잘했다는 건 아닌데 하나는 확실히 하지 않았나 ... 저는 제가 교사라서 팔이 안으로 굽는 건 아닌데 옛날 선생님들이 반드시 잘못 한 건 아닌 것 같아요. 옛날 선생님들은 문법 지식은 확실히 줬던 것 같아요.

Interview Quote 2

4년차 때 울곡연수원에 2개월 정도 있었고 작문연수도 받았고 해외연수 1년도 받았어요. UNESCO 연수는 10년차 정도에 갔었는데 우리 문화를 영어로 소개해야겠다, 그런 reflection을 할 수 있었던 것 같아요. 거기서 배운 것들을 제 수업에도 많이 사용하고, 그대로는 못 쓰지만 how to apply, how to adapt 같아요.

Interview Quote 3

영어교사는 영어를 많이 써야죠 ... 교사가 영어를 많이 쓰고 학생들이 듣는 것도 리스닝이잖아요. ... 그것도 제가 치밀하게 준비를 하면 좋은 것 같은 게 애들이 배운 범위 내에서 어휘나 표현을 써주면 좋은 것 같아요. 회화에도 도움이 되고.

Interview Quote 4

영어 교과서는 무조건 안 좋다. 이렇게 생각하는 선생님들이 있어요. 그것도 전문가들이 쓴 건데 왜 안 좋아. 결국은 how to apply, how to adapt인데, 내용 다 좋죠 ... 좋은 단어 천지인데 ... 앞에도 선생님들 진도 안 나가는데, 저는 핸드아웃으로 다 만들잖아요. 그것도 다 시키는 거거든요. ... 이런 게 다 생활영어니까. 그런 거를 반복을 많이 하면서, 내신에 대비를 하는 거도 있고 ... 저는 철저하게 활용을 하는 편이죠.

Interview Quote 5

제가 수업을 할 때 four skills 를 엄두에 두는 것 같아요. Story-telling 은 writing 을 조금 더 중점을 두고 한 거고, 그리고 speaking 은 제가 평소에 그래도 많이 하니깐요. 저는 작은 것도 speaking 이라고 생각을 하거든요. 많이 시키는게, 리스닝. 1학년 때는 스피킹이랑 라이팅을 조금이라도 시도하자는 게 제 목표예요.

Interview Quote 6

저는 학생들한테는 기본적인 스피킹은 말할 수 있는 기회를 주는 거라고 생각을 해요. 그게 초보적인 단계의 스피킹이죠. 어떻게 생각하면 근데 그거마저 안시키면 애들이 영어시간에 아무 말도 안하고 있잖아요.

Interview Quote 7

제가 하는 서바이벌 활동이 CLT 에서 말하는 communicative needs 가 있고, meaningful interaction 이 발생하는 그런 건 아니지만 최소한 교실 상황에서는 정해진 시간 내에 최선의 효율성을 뽑아낼 수 있는 것이 아닌가 하는 생각이 들어요. 애들이 배운 걸 한 마디라도 말해보고, 그게 비록 mechanical drill 일지라도요. 어차피 애들이 밖에 나가서 영어를 써먹을 상황은 아니니까. 교실 상황에서 할 수 있는 최선의 말하기 수업인거죠...학생들이 input 을 받을 기회가 별로 없으니까 수업시간에 최대한 효율적으로 하려면 알고 있는 걸 바탕으로 말하게 해야 하잖아요. 그러니까 제가 준 자료를 바탕으로 공부를 해서 수업시간에 연습을 해보고 그런 거죠.

Interview Quote 8

옛날 선생님들은 문법 지식은 확실히 줬던 것 같아요. 그런데 지금 저희는 아무것도 못 주는 것 같아요. 문법도 주는 것도 아니고 회화를 주는 것도 아니고 독해를 주는 것도 아니고. 조금

조금씩 주는데 확실하게 주지 못하는. 왜냐면 애들이 문법을 완벽하게 다 알고 졸업하는 것이 아니잖아요. 근데 저는 문법을 완벽하게 다 알고 졸업했잖아요. 그걸 바탕으로 지금 영작도 하고 있는 거고. 근데 애들은 그것도 없으니까. 지금 문법이 시험에도 많이 안 나오고 중요하지 않다고 생각하는데 나중에 영작할 때 힘들 거예요.

Interview Quote 9

한국인이 grammar 를 싫어하는 이유는 용어가 너무 어려운 거야. 분사구문, 종속절 이런 거요. 그래서 일학년 때 그런 용어들에 익숙해지게 하고 중요한 내용들은 파악하게 하는 게 제 목표예요. (문법적 용어를 아는 것이) 영어능력 향상에 무조건 도움이 되죠. 첫째는 용어에 익숙해야 해요. 분사구문이 뭔지, 동명사가 뭔지 알고 나서, 그 다음에 하는 게 좋은 것 같아요. 용어를 모르면 애들이 아예 감을 못 잡아요.

Interview Quote 10

영어는 단어랑 표현 많이 아는 게 중요하잖아요. 단어 모르면 아무말도 못하고, 글도 못 읽잖아요. 그리고 교과서 단어만으로는 부족하니까 ... (HEAT 만들 때)제가 이거 회화 표현 자료 만든 것도 엄청 고생해서 만든 거예요. 회화 책 열권도 넘게 보고 수능 듣기 기출문제도 다 보고. 텡스랑 토익이랑 이런 것도 다 참고해서 만들었어요.

Interview Quote 11

옛날 우리가 받았던 (리딩)수업은 리딩과 문법 위주였잖아요. 그래서 머리 속에 문법과 리딩은 진부한 것, 옛날 것, out of date 라고 생각을 했었나봐요. 그래서 제가 리딩을 좀 더 해야겠다고 생각을 한 거예요. ... 제가 하는 리딩수업은 하나 하나 다 일일이 해석해주고 그러진 않아요. 애들이 핸드아웃에 있는 거 보고 다 아는 내용이니까. 수업 시간 전에 미리 다 외워오잖아요? 보통 뭐, CD 틀어주고 들으면서 읽고, 읽은 내용은 제가 토픽이나 키워드, 사건들에 대해서 질문하고 그렇게 이해 확인하고. 그 다음에 간단하게 설명해주고 그렇게 하는 편이죠.

Interview Quote 12

(리딩을 할 때)저는 문장 형식이 기본이 되는 거 같아요. 형식을 알아야 글도 읽고, 말도 정확하게 하고, 글도 쓰고. 근데 애들 하는 거 보면 형식 잘 알지 않아요? 몇 형식이라고 물어보면 바로 대답도 하고. 제가 형식을 항상 강조해요. 그런 구조 틀을 알아야지 실제로 영어 사용할 때도 도움이 되고요.

Interview Quote 13

(작년에는 discussion 도 하고 그랬는데) 올해는 제가 막 cut 시켜요. 왜냐면 과제를 제가 많이 가져가니까. 제가 이 시간에 이걸 이만큼 해야겠다는 생각이 있어요 ... 평소에는 제가 교과서를 몇 주 안에 끝내야 한다 이런 계획에 제 머리 속에 있거든요. 7 과를 몇 주 안에 끝내야 된다. 이런 거요. 계속 그런 활동을 할 수는 없어요. 너무 많은 걸 해야 한다는 부담감에 그런 것만 계속 할 수는 없다는 생각이 들어요.

Interview Quote 14

저는 시험기간이 되면 그 시험에만 완전히 포커스를 맞춰요. 그러니까 애들이 수업을 잘 듣는 거예요. 왜냐하면 선생님이 시험기간이 되면 알아서 해줄 거거든. 그런데 맨날 유튜브 같은 수업만 하다가 진도를 대충 끝냈다 그러면 애들 엄청 불만 가지죠. 저는 그러면 안 된다고 생각해요. 진심으로. 왜냐하면 내가 학생이어서 당장 시험이 중요하지. ... 그래서 저는 내신 기간에는 철저히 해줘요.

Interview Quote 15

저는 한국에서 학생들이 수업시간에 회화를 배워서 한다는 거는 솔직히 불가능하다고 생각해요. 지금 학교 상황에서는 시험도 회화 능력을 평가하는 게 아니잖아요. 내가 해주는 최소한 그리고 최대한의 범위가 지금 하는 방식인 것 같아요. 미래의 사용을 위한 scaffolding 이라고 해야 할까?...제가 라이팅을 가르치고 있지 않는 이유는 결국 평가를 안하고 있다는 거죠. Evaluation 을 안 하니까. 수능에 라이팅이 없고. 그리고 사실 서술형 평가를 실시하기는 하지만 그게 정답이 있는 시험이라서 진정한 의미의 라이팅이라고 볼 수는 없죠.

Interview Quote 16

만약에 제가 수업만 한다면은 제가 (쓰기 과제를 내주고) 첨삭을 다 해주겠죠. 근데 뭐 다른 일도 같이 하면서 하니까. 영작 수업 자체가 없기 때문에 힘들죠. 교과서도 해야하고. 회화도 해야하고. 수능 문제도 풀어줘야 되고 ... (제가 배운 원어민 강사들은) 일일이 첨삭을 다 해주는 거예요. 사소한 것도 다 해주고. 그런 것 하면서 그래도 아 나도 애들한테 노트 걷을 때마다 해줘야 하는데 그런 생각 들어요.

Interview Quote 17

애들에게 미치는 영향이 동학년 선생님들끼리 합심을 해서 하면 더 좋은 결과를 낳지. 그게 좀 아쉬운 상황이에요. 같이 하고 노력하고 그게 아니고. 애들한테 핸드아웃 나눠주고 끝나요 ... 너무 힘든 거예요 선생님들도. 양이 많다는 등 교과서만 나가기도 벅차다는 등. 힘들다는 등. 그러니까 저는 아쉬운 거예요 ... 제가 이런 이렇게 해보자 하고 건의했을 때 자기 스타일이 너무 확고해서 안 하겠다고 하는 분들도 있거든요. 모델 수업 보면 완전 옛날식이지. 착각하는 게 있어요. 학교에서 모의고사 성적 올려주라고 하니까 모의고사 문제만 많이 풀어주면 된다고 생각하는데, 그건 아닌 거지. 애들에게 motivation 을 주고, 적절한 방법을 사용해서 하게 하는 게 중요한 거지.

1th Interview Quotes

- 1 저는 항상 영어공부는 classic 하게 해야 한다고 생각해요. Classic 한 게 나쁠 수도
- 2 있는데 저는 좋은 게 있다면 영어라고 생각한다. 그래서 영어는 써서 공부해야
- 3 하고 사전을 찾아 공부해야 한다고 가르쳐요. 저는 모르는 게 있으면 사전을 보는
- 4 게 습관이에요.
- 5 문법이 언어사용에 확실히 도움이 되죠 ...제가 지금 영작을 하는 게 문법에
- 6 베이스가 있어서 한다고 생각하거든요.
- 7 선생님이 수업시간에 자기 경험 같은 거 많이 얘기해주시고 그랬거든요. 그때부터
- 8 생각했어요.
- 9 아 교사는 경험을 많이 해야하는구나. 지금 생각해봐도 그 선생님이 참 잘
- 10 가르쳤었어요. 되게 재밌게 교과서랑 연관된거 가르쳤었는데.
- 11 Steve Goh 라고 시사에. AKFN 그 수업을 했어요 ... 수업이 되게 열정적이예요.
- 12 그리고 소스가 정말 많아요. 그리고 특이한게 시켜요 한국학생인데. 되게 많이
- 13 시키고 말도 빨리해요 ... 그 사람 수업이 영향을 미치긴 미친 것 같아요. 저도
- 14 그렇게 잘 가르치고 싶다 생각을 했겠죠?
- 15 캐나다나 호주가서 라이팅 수업들은건 좋았던 것들이 많아요. 원어민들이 일일이
- 16 첨삭도 다 해주고 그 다음에 뭐지 일단은 첨삭을 해줘요. 쓰게 시키고. 그런거는 음.
- 17 아주대 연수에서 배웠던 것도 그렇고. 개인적으로 제가 좋아해서 그랬던 것 같아요.
- 18 그래서 교사하고 나서 방학 때 마다 자의로 간건 캐나다 두번 나머지는 연수로
- 19 공짜로 선발이 되서 몇 번 갔다는 것 같아요. 운 좋게 선발이 되서 세번, 그리고 제
- 20 자의로 두번. 그래서 갔다고 하면서 가서 배우는 거는 많지 않은데 확실한 거는
- 21 stimulating 한 것 같아요 ...
- 22 CLT 를, 영어를 많이 써야 한다고 생각해서 염두에 두는 편이에요. 영어교사는
- 23 영어를 확실히 많이 써야 하고... 스피킹은 평소에도 많이 하잖아요. 애들한테도
- 24 항상 영어로 하라고 강조하고... 수업시간에 하는 활동들 다 리스닝, 스피킹이죠.
- 25 communicative needs 가 있고, meaningful interaction 이 발생하는 그런 거죠
- 26 ...욕심은 항상 라이팅에 늘 가있어요 연수에서 배운 것처럼 process-oriented 로
- 27 가르치고 싶죠 ... 리딩을 어떻게 할 거냐가 관건이에요. 저는 그냥 해석해주는
- 28 거는 싫거든요. (수업시간에) 저는 문법을 많이 했다고 생각은 안 하거든요?
- 29 문법은 재밌게 가르치는 게 목표예요 ... 문법설명하고 해석만 줄줄이
- 30 하기보다는 내용 전반적으로 이해 확인하고 그런 거죠.
- 31 처음에는 진짜 애들이 제가 자꾸 자꾸 push 를 하니까 고거 HEAT 에 있는 자료만
- 32 써요. I'm moved, I'm touched 쓰고. 그러면 제가 이제 그만 하기. 다음에
- 33 incredible 이렇게. 그러니까 저는 되게 감동해요. 진짜 의도하는 건 그거거든요.
- 34 원어민을 만났을 때 can I take a rent? 이런 걸 써먹기를 바라거든요? ... 그런 게
- 35 그냥 단계가 되지 않을까.

2nd Interview Quotes

- 1 (교과서 활용한 수업을 할 때)가능한 한 그 적은 시간을 활용해서 내용을 머리에
- 2 다 넣어주는 걸 목표로 수업하는 편이에요. ... 내신에 대비를 하는 거도 있고.
- 3 응용을 잘 하면 교과서도 충분히 좋은 단어예요. 구성도 잘 되어 있고. 저는
- 4 철저하게 활용을 하는 편이죠.
- 5 수업을 어떻게 짜는지... 주로 교과서 중심으로 하는 편이죠. 제가 레슨 플랜을
- 6 플랜은 따로 안하는데. 제가 말하지만. 어디 내는 것처럼 그런 건 안하지만 구도는
- 7 잡고 시작하죠.
- 8 매 시간 뭘 해야 한다 그런 있어요. ... 제가 따로 레슨 플랜을 작성하지는 않지만
- 9 그게 제가 있죠. 머리 속에. 이 시간에 뭘 끝내야 한다는 걸. 그리고 단원 마다도
- 10 항상 새로운 거 뭘 해야 한다는 그런 게 제 머리 속에 다 있어요. 그리고 할 때가
- 11 되면 다 하죠. 계속 책을 보고
- 12 여기에서는 어떤 걸 하겠다. 그리고 시험이 끝나면 이번에는 뭘 더 하겠다. 그런 게
- 13 있어요.
- 14 그리고 내신 시험이 있으니까 동학년 선생님들끼리 진도도 맞추고 시험에 뭘
- 15 내겠다 합의를 하죠. 거기에 맞춰서 하는 편이에요. 사실 교과서를 한 학기에 한
- 16 권 다 끝내야 하니까 관련된 것들을 다 가르치려면 시간이 빠듯하긴 하죠.
- 17 수업시간에 할 게 얼마나 많은데요. 그래서 시간이 많이 걸리는 활동 같은 건
- 18 하기 어려운 것 같아요.
- 19 문법 용어는 진짜 절대적으로 알아야하죠. 애들이 접하는 게 다 그런 거잖아요.
- 20 요즘도 문법 용어 많이 쓰지 않나? 다들 그렇게 수업 하잖아요. 예전처럼 어렵고
- 21 복잡한 것까지 다 하진 않지만 그래도 애들이 익숙해지게 쓰는 거죠. 글을
- 22 읽으면서도 문장 구조가 어떻게 성분이 어떻게 그런 걸 알아야 독해가 더 잘되지
- 23 않겠어요?

1st Unstructured Interview

- 1 애들이 수업 시간 말고는 영어로 뭘 할 기회가 없잖아요. 그러니까 이렇게 자료로
- 2 해서 input 을 주는 거죠. 실제로 밖에서 말하는 것도 아니고. 근데 저한테 수업
- 3 들어본 애들이 그래요. 제가 가르친 애들 중에 실제로 교환학생이나 유학 간
- 4 애들이 말하는데 막 저한테 선생님 나가니까 선생님이 가르쳐준 표현 진짜 써요.
- 5 막 수업시간에도 쓰고. 그 때 많이 외워서 그런지 생각나서 쓰게 되요.
- 6 막 고맙다고 그래요.

2nd Unstructured Interview

- 1 저는 리딩할 때 꼭 예전처럼 문법하고 단어 그런 것만 하지는 않아요. 수업시간에
- 2 보셨잖아요?애들이 써바이벌 하면서 표현이랑 이런 건 다 외워서 알고 있어요.
- 3 그러니까 저도 편하게 CD 듣고 그 다음에 내용 질문하고 그런 거죠. 애들 대답
- 4 엄청 잘하지 않아요? 지들끼리 서로 잘하려고 미리 준비해와요. 제가 질문하고
- 5 내용 대답하면서 애들이 아무래도 중요한 표현 같은 것도 익숙해지고 지들이
- 6 이해한 것도 확인하고 그런 식으로 해요. 그 다음에 제가 본문 내용 같은 거
- 7 간단하게 설명해주죠.

APPENDIX 9

INTERVIEW QUOTES (Ms. Kang)

Interview Quotes in Chapter 4.2

Interview Quote 1

ESL 클래스 가서 졸업하고 왔어요. 근데 좋았어요. 왜냐면은 언어만 가르치니까. 거기서. 언어를 배우면서 teaching skill 도 같이 보고. 그리고 언어를 배우고. 대학 전공 수업을 듣는 친구도 있었는데 저는 그게 더 나왔던 것 같아요. ESL 코스가.

Interview Quote 2

(ESL 프로그램에서 배운 것 같은 거) 이런 거 안했어요. 거기 진짜 허접하게 했어요. Reading and writing 해서 reading 어떻게 할건지 학습지도안 내고 writing 어떻게 할건지 학습지도안 내고 그게 다였어요. 그래서 나는 한국에서 연수원 다닐 때 그 정도 퀄리티의 수업은 못받았던 것 같은데. 미국에서는 튜터도 되게 많고 그랬는데. 아무튼 저는 평택 연수 프로그램 수업은 진짜 도움이 안됐어요. 내가 SIT 에서 배운 거 그냥 써먹고 온 그런 느낌? 그게 차라리 inspiration 이 있었죠. 열정적인 선생님들 모아놓고 일주일에 한 번씩 model 수업 했잖아요. 그렇게 hard training 을 시켰는데. 연구 수업 용으로는 도움이 되었죠. 실제로는 별로 안쓰지만. 왜냐면은 매시간 그런 ppt 를 어떻게 만들어요. 이렇게 매일 학교에서 엄청난 잡무 하면서 어떻게 그걸 다 만들어.

Interview Quote 3

실력도 준비도 안 된 애들한테 무작정 영어로 진행하면 무리가 있지 않을까요? 그리고 현실적으로는 이렇게 독해와 수능 위주로 수업을 하는데 영어로 수업을 진행하는 건 학생들한테 도움도 안 되고 무리인 것 같아요. 연구수업 해야 영어로 진행을 하죠. 그런데 막상 실제 수업에서는 독해 문법 위주로 하기 때문에 한글로 설명해주는 게 훨씬 애들이 이해가 빠르죠. 문법 설명도 그렇고. 영어로 된 글을 한글로 독해를 해주는 건데 굳이 영어로 수업을 할 필요가 없죠. 이 부분은 무슨 뜻이야. 여기에는 이런 문법적 용법이 쓰였어. 이렇게 해주는 건데요.

Interview Quote 4

이상적인 수업 같은 건가? 평가에 연연하지 않고, 재밌게 영어를 배울 수 있는 수업? 애들이 다 즐거워하고 다 참여하고, 눈빛이 반짝반짝 하고 그런 거. 나도 재밌고, 애들도 재밌게 하는 수업이요. 수능 가르치는 거 너무 재미없어요. 누가 이렇게 수업 하고 싶어. 그런데 이렇게 할 수 밖에 없지 않나? 학생들이 너무 수동적이거든요. 가만히 있어도 내가 알아서 수업자료도 주고 모르는 거 알아서 알려주고 그러니까 스스로 알아서 하는 게 없는 것 같아요. 선생님이 알아서 모든 걸 다 해주길 바라는 자세가 문제인 것 같아요. 현실은 애들은 말도 안 듣고 수동적이고, 선생님은 학교에 쫓이고 시험공부 시켜줘야 하고. 현실의 벽이 커요.

Interview Quote 5

(학교 시험의 구성은) 다 독해 문제예요. 25 문제 다 독해 문제고. 수행평가는 쓰기. 단어 외워서 보는 거. 말이 쓰이지 단어시험이에요. 한국어 뜻 영어로 쓰고. 영어 단어 보고 한국어 뜻 쓰고. 그런 식으로. 쓸쓸해요. 저도 근데 진짜 원하지 않는 수업이에요. 이렇게 훌륭한 선생님들을 두고 이렇게 저급한 수업을 할 수 밖에 없게 만드는 건지. 수능의 문제죠. 평가의 문제라고 생각해요. 수능을 보니까 거기에 맞춰서 수업을 해줘야 하고. 교육과정도 지금 완전 독해위주잖아요.

Interview Quote 6

수능에 그거 문제 두 개 나오니까 하는 거죠. 만약에 그 두 문제가 나오지 않는다면 지금처럼 문법을 열심히 가르치진 않았을 거예요. 이번에 교과서에 나온 문법에서도 동격의 that 과 접속사의 that 을 구별하는 문제가 있었는데, 그런 구별을 하는 이유가 뭘겠어요? 수능에 나오는 그 두 문제를 풀기 위한 거죠.

Interview Quote 7

저는 사실 문법 잘 모르거든요. 그냥 제가 애들 가르쳐주기 위해서 공부하는 거예요. 그런데 저도 가르치다 보니까 저도 문법을 잘 알게 된 거죠. 그니까 저는 완전 반대 케이스인 거예요. 저도 잘 몰라서 가르치기 위해서 공부하다 보니까 알게 된 케이스. 저는 진짜 문법 하나도 모르고 수능시험 봤어요.

Interview Quote 8

문법은 평소에 그렇게라도 다뤄줄 수 밖에 없어요. 이거는 이런 문법이다라고 아무 맥락없이 설명해주는 것보다는 독해를 하면서 이 부분은 이런 문법이고 이런 뜻을 가졌다고 설명을 해주는 게 학생들이 기억하고 이해하기에 좋다고 생각해요. 저번에 교과서에 여기 나왔었잖아. 그렇게 말하면 알아듣는 애들이 있으니까.

Interview Quote 9

(그렇게 시험 준비를 하면서도 애들은) 리딩 진짜 못해요. 아니 그렇게 리딩을 많이 해도 어려워해요. 리딩 솔직히 어렵잖아요. 우리가 봐도 지문이 어렵지 않아요? ...이 애들이 이런 리딩을 읽고 대학을 가도 못해요. 그러니까 대학 가서 대학 원서를 읽으면서 리딩을 하게 되는 것 같아요. 대학은 아예 책 자체를 영어로 읽어버리니까.

Interview Quote 10

내가 현실적인 여건 상 할 수 있는 부분을 많이 생각해서 참고하는 편이에요. language theory 는 CLT 를 항상 머리 속에 염두에 두고 있지만, 실제로 하는 건 GTM 이네요. 뭐 실제로 내가 어떤 approach 를 취하고 있나 그런 생각은 별로 안 해본 것 같아요. 거의 GTM 이고 간혹 CLT 를 섞어주는 수업? 시험 대비를. 그게 그렇게 준비하면 애들한테 덜 미안하긴 해요. 다른 것도 많이 준비하면 좋다고 생각은 해요. 그런데 확실히 현실적 여건이 안 되는 것 같아요.

Interview Quote 11

CLT 상황이 그런 거잖아요. communicative needs 가 발생하는 상황이 주어지고 그 안에서 의사소통을 하게끔 만들어주는 건데, 그걸 능이랑 연관짓기가 쉽지 않죠. 우선은 정말 교과서에 나오는 중요한 표현들을 의사소통을 할 수 있는 상황을 만들어 주는 것. 길찾기가 주제면 길찾기에 관련된 표현을 배우고 그 길찾기 게임을 하면서 롤플레이도 하고, 그러면서 그 표현들이 자연스럽게 내재화되도록 연습하는 거죠. 뭐 이런 것도 authentic 하다고 볼 수는 없지만 상황을 만들고 말을 해봐야죠. 어휘를 가르쳐주고, 표현을 연습시킨 다음에, 롤플레이를 해보는 거요. 롤플레이를 통해 연습을 하고 그걸 친구들 앞에서 demonstration 을 하면서 수업이 마무리 되는 거죠.

Interview Quote 12

(영어수업을) 진짜 제대로 하려면 수능을 없애야 해요. 수능에서 영어를 없애고 말하기, 듣기 수업을 진짜 그렇게 해서, 교과서도 아예 폐지해야 해요. 선생님들이 알아서 하게. 시중의 문제집이라도 자기가 원하는 걸을 선택해서 할 수 있게.

Interview Quote 13

학교 측에서는 영어 성적을 올리는 것을 강조하니까 영어 시간에 최대한 많은 시수를 부여하고, 성적 나오면 바로 바로 선생님들 압박하고, 학력 향상 방안 마련하라고 하고, 이런 것들을 봤을 때는 학교 측에서는 학교의 목표에 맞게 영어교육을 하는 것 같아요. 그런데 저의 의견은 반영하지 않아요. 정작 성적 올리는 게 중요하다고 생각하니까.

Interview Quote 14

(학생들이 가지는) 동기나 흥미가 거의 평가에 대한 것 밖에 없어요. 시험 잘 봐서 좋은 성적 받는 거. 뭐 지금 애들이 내가 영어를 열심히 해서 전공도 하고 해외에 나가겠다 그런 동기는 거의 없어요. 시험 잘 보기 위해서, 그 정도? 쓸쓸해요. 시험이라는 게 너무 부담을 주니까. 시험 잘봐야 하고, 성적 잘나와야 좋은 대학 간다 그런 관념이 애들한테 박혀있고 그런 것들이 너무 압박이 되니까.

Interview Quote 15

학생들이랑 학부모들이 점수에 민감하잖아요. 원래는 EBS 듣기 평가도 수행평가에 듣기 영역으로 넣고 했는데. 부장님이 이런 식으로 하자고 제안하신 거예요. 이렇게 딱 학습지 주고 애들이 외워서 그거 시험보면 별 말 없잖아요. 공정하다고 생각하니까. 말하기 같은 거 시험 보면 진짜 말 많을 거예요. 그러니까 이런 식으로 밖에 볼 수 없는 거죠.

Interview Quote 16

영어 교사에게 요구하는 게 너무 많아요. 다른 교과목 선생님들과 비교해봤을 때 영어 교사는 수업 준비나 업무량이나 전반적인 면에서 하는 일이 훨씬 많은 것 같아요.

Interview Quote 17

어휘 서바이벌 수업 진짜 힘들어 죽겠어요. 제가 그 게임 하는 동안 얼마나 말을 많이 하는데요. 내가 몇 번을 말을 하는지 정말. 문제도 해야 하고. 어마어마하게 말을 많이 해요. 그런데 애들이 너무 좋아하니까. 자기가 그걸 맞췄다는 거, 옆의 애들을 이겼다는 걸 너무 좋아해요. 그래서 안 할 수가 없어요. 애들도 즐거워하고 나도 즐겁게 할 수 있는 그런 수업은 없나. 애들은 속담을 해달라고 하고, Acronym 을 해달라고 하고... Ms. Kim 이 수업 때 하시는 거 있잖아요.

Interview Quote 18

작년에는 75 분 수업을 거의 다 교과서로만 해서 여유롭게 활동도 하고 그랬는데. 작년에는 거의 협동수업으로 진행을 해서 모둠학습으로 활동 위주 수업을 했어요. 그렇지만 교과서만 다루니까 아무래도 지식 면에서는 부족한 게 있었을 것 같긴 해요 ... 이렇게 하니까 수업 시간도 지루하지 않고 엄청 빨리 지나갔어요. 재밌고 좋긴 했는데 한계가 있었죠. 교과서만 한다는 한계.

1th Interview Quotes

- 1 아무래도 제가 배운 방식은 GTM 이죠. 학교 다닐 때 선생님들은 교과서 본문
- 2 해석해주고 문법 설명해주고 그랬는데. 그렇게 좋진 않았던 거 같아요. 지켜왔죠 뭐.
- 3 다 비슷하지 않나? 사실 그렇게 문법 열심히 배웠는데도 정작 수능 볼 때는 문법
- 4 하나도 몰랐어요. 그냥 그 문제는 포기했죠. 차라리 ESL 에서 배운 게 훨씬 도움이
- 5 많이 되었던 것 같아요.
- 6 (ESL 경험 묘사) 앞에 나와서 한 사람씩 스피치를 하는 거예요. 앞에 나와서 그냥
- 7 하는 거예요. 아무 주제나 준비해와서 하나씩 돌아가면서 근데 정말 문법이나
- 8 이런 거 다 고려 안하고 그냥 말하는 거예요. 말. 처음에는 되게 긴장하고 대본쓰고
- 9 외우고 그랬는데. 나중에 그냥 진짜 그냥 말하는 거예요. 레벨이 올라갈수록.
- 10 긴장하지 않고 그냥 하게 됐어요. 그리고 리스닝하고. 그 다음에 발음하는 거
- 11 배우고. 그 발음 하는 거. Popper peter 이런 거. 그런 자료들도 되게 좋았고.
- 12 오히려 영어 실력 향상시키는데 도움도 되고. 그게 도움이 되는 거죠. 정말 들을 줄
- 13 알고 정말 말할 줄 알고. 그리고 발음. 원어민이랑 비슷하게 하고. 리스닝, 스피킹
- 14 수업에서는 그렇게 했었고. 리딩 수업에서는 소설책 하나 정해서 읽으면서 매일
- 15 저널 썼었고. 이런 거 해보고 싶어요. 저도 수업에서 애들한테 시켜보고 싶어요.
- 16 그런 것도 했고. 리딩 수업은 그거였어요. 리딩 책 있잖아요. Reading for thinking
- 17 은 아니지만 그런 리딩 책으로 지문 읽고 질문에 답하고 그런 거. 그리고 리딩
- 18 스킬 배웠었잖아요. Skimming, scanning 이런 거 배운 것도 좋았고. 그 답에
- 19 라이팅은 정말 좋았어요. 라이팅 수업이 제일 좋았어요. 개요 짜고 그 다음에
- 20 prewriting 해보고 그 답에 first draft 하고 revise 하고 또 final draft 하고.
- 21 현실은 애들은 말도 안 듣고 수동적이고. 선생님은 학교에 쫓이고 시험공부
- 22 시켜줘야 하고. 현실의 벽이 커요. 현실은 애들은 하기 싫어하고, 교사는 그런 애들
- 23 을 끌고 가야하죠. 다 끌고 가지 못한다는 게 문제인 거죠. ... 정상적으로는 영어
- 24 실력을 높이기 위한 수업이어야 하겠죠. 그런데 전체적인 목적은 그게 되어야
- 25 하겠지만, 구체적으로는 아무래도 평가 때문에 시험을 위한 수업이 되는 것 같아요.
- 26 그리고 사실 애들을 위해서도 시험 잘보도록 가르치는 게 맞죠. 제가 원래 하고
- 27 싶었던 수업은 아니지만 현실적으로 애들한테 도움이 되는 거는 그런거니까.
- 28 그렇게 가르쳐야 맞는 것 같아요. 교사는 아이들이 지루해 하지 않고 수업에 많이
- 29 참여할 수 있도록 노력을 해야겠죠. 학생들의 흥미를 유지하는 것이 중요해요. ...

2nd Interview

1 가장 단기간에 성적을 올릴 수 있는 방법이 수능 유형 문제를 풀어주는 건데,
2 유형을 파악하고 문제 푸는 요령을 배우고, 자주 나오는 어휘를 암기하고, 이런
3 게 가장 단기간에 점수를 올릴 수 있는 방법이잖아요. ... 그리고 우선은 뭐든지
4 단어를 알아야 해결되요. 독해를 할 때도 그렇고
5 말을 한 마디 하고 싶어도 단어를 알아야 하죠. 작문도 그렇고요. 그래서 애들한테
6 단어를 많이 외우라고 늘 강조하는 거예요. 단어를 따로 특별히 하지는 않지만
7 늘 교과서 단어나 수능 모의고사 단어를 프린트로 주잖아요. 애들이 그걸 보고
8 외우면 써바이벌 해서 확인하는 거죠. 단어 안외워오면 수업시간에 멍때릴 거
9 아니에요. 수업시간에 보면 확실히 애들이 단어 잘 외워온 날은 수업이 잘되는
10 것 같아요.
11 독해를 해보시면 알겠지만, 문장 구조를 알아야죠. 애들이 문장 구조를 알아야지
12 독해를 할 수 있긴 하죠. 글을 잘 이해하려면 문장이 어떻게 구성되는지 알아야
13 하고. 그러니까 문법을 가르쳐야죠.
14 아무래도 모의고사만 공부하는 지루함을 탈피하고 즐거움을 주기 위해서. 머리를
15 식히게 하기 위해서 인 것 같아요. 맨날 어려운 독해책만 들고 공부하면 힘들어
16 하고 지루해하니까. 잠시나마 재밌고 즐거운 시간을 가지자는 거죠.
17 communicative 한 상황을 만들어야죠. ... 어떤 주제를 가지고 토론하는 것 정도는
18 할 수 있을 것 같아요. debate 같은 것. 주제 하나 가지고 스피킹해보는 것.
19 그런데 CLT 상황이 그런 거잖아요. communicative needs 가 발생하는 상황이
20 주어지고 그 안에서 의사소통을 하게끔 만들어주는 건데. ... 쉬운 것부터. 주제를,
21 내러티브 에세이부터 시작을 하는 거예요. 어디 갔다운 거, 놀러갔다운 거, 여행
22 갔다운 거, 뭐 이런 것들을 영어로 써보기. 많이는 아니고 한 paragraph 정도
23 그리고 첨삭해주기. 그 다음에 거기서 뭐, 계속 연습하고 익숙해지면 paragraph
24 개수를 늘리고, 그 다음에 introduction, body, conclusion 이렇게 형식 맞춰서
25 써보고. 그렇게 체계적으로 하고 싶을 것 같아요. 시간이 주어진다면. 우선
26 처음에는 애들이 잘 못하니까, 영어사전을 보든 인터넷으로 번역을 해보든, 한 번은
27 알아서 써오라고 해볼 거예요. 그 다음에, 기본적인 문장 구조는 알려줘야겠죠.
28 샘플도 보여주고. 이런 식으로 문장을 구성하고 글을 쓰는 거야. 이거 보고 글
29 한 번 써와라. 그런 건 당연히 가르쳐 주겠는데, 주요 표현들, 예를 들어, 여행
30 경험에 대한 글을 쓰면, 나는 어디에 갔다왔다는 주요 표현들, key expression 을
31 주고 그 안에서 연습을 해보라고 처음에는 시킬 것 같아요. 아예 처음부터 알아서
32 하라고 하면 중구난방이니까. 시키고 나서 그 다음에 단어만 바꿔서 글 써보고,
33 연습해보고 그런 식으로 할 것 같아요.
34 작년에는 75분 수업을 거의 다 교과서로만 해서 여유롭게 활동도 하고 그랬는데.
35 작년에는 거의 협동수업으로 진행을 해서 모둠학습으로 활동 위주 수업을 했어요.
36 그렇지만 교과서만 다루니까 아무래도 지식 면에서는 부족한 게 있었을 것 같긴
37 해요. 작년 수업은... 자료를 한 번 볼까요...1 과부터 수업을 했을 때 이렇게 단어
38 카드를 만들어서 애들한테 나눠주고 내가 영어 단어를 말하면 애들이 그 단어에
39 해당하는 카드를 잡는 거예요. 그러니까 시간 한참 걸리지. 이렇게 어휘활동을
40 한 다음에 짝활동을 하는 거예요. 우선 해당 지문을 읽어보게 한 다음에 내용을
41 물어보고, 방금 읽은 부분을 그림으로 표현해보라. 중요한 거 얘기해봐라. 한
42 다음이 이 핸드아웃을 나눠줘요. 그럼 애들이 문제를 풀면서 문제를 읽어요.
43 서로 다른 문제를 줘서 각자 풀어보게 한 다음에 서로 설명을 해줘요. 그래서
44 애들이 서로 답을 다 확인한 다음에는 제가 답을 알려주고 퀴즈를 내요. 그 다음에
45 스티커를 나눠줘요. 스티커를 나눠줘서 이런 칭찬판에 붙이고, 그 다음에 과가
46 끝나면, 최종 복습 한 번 풀어보고 다 끝난 다음에는 리뷰 퀴즈 하고. 이렇게
47 하니까 수업 시간도 지루하지 않고 엄청 빨리 지나갔어요. 재밌고 좋긴 했는데
48 한계가 있었죠. 교과서만 한다는 한계.
49 그러다가 2 학년 올라와서는 바뀌었죠. 동료교사에 의해서 리스닝도 해줘야 한다고
50 하고, 스피킹도 해줘야 한다고 하고, 뭐 모의고사도 풀어줘야 한다고. 그래서 수업
51 방식이 많이 바뀌었어요. 1 학년 가르칠 때 이런 정도의 수업 준비를 하는 것도
52 정말 많은 시간이 걸렸어요.
53 (작년에 수업한 방식이랑) 방식이나 자료 구성은 비슷해요. 차이가 있다면 작년에는

54 짝활동이나 그룹활동을 많이 했고 올해는 내가 가르쳐준다는 거지. 애들이 하면
55 시간이 많이 걸리니까. 내가 그냥 알려주면 시간이 별로 안걸리잖아요. 다른 것도
56 해야 하고 하나까 시간이 부족하잖아요. 그리고 이제 1학년도 아닌데 스티커 주고
57 한다고 잘하고 그럴 것도 아니고. 75분 동안 교과서만 나가던 거를 교과서 진도를
58 단축해서 나가고, 모의고사 하고, 어휘 서바이벌하고.

1st Unstructured Interview

1 리스닝은 좀 하죠. 모의고사 듣기 문제 풀어주니까. 이런 리스닝을 하면서 스피킹
2 같은 것도 조금 하는걸까? 그러니까 이런 표현들, 자주 쓰는 표현들. 그런 표현들
3 익히는 거. 그게 스피킹의 전부인 것 같아요.

2st Unstructured Interview

1 (리딩 수업을 할 때 독해 지문을 읽고 나서 summarizing 활동의 목적은) 처음에는
2 독해한 걸 이해하고, 써머라이징이라는 거는 주제 파악을 하는 거잖아요. 독해를
3 제대로 했는지 확인을 하고, 그러면서 라이팅도 같이 시켜보는 거죠. 한두 문장
4 정도에 불과하지만. 직접 한 번 써보게. 그런 것도 괜찮았던 것 같아요 근데 애들이
5 너무 어려워하더라고요. 그래서 계속 하기는 힘들었어요. 나름대로는 사용할
6 표현이랑 정리하고 쓰게 하려고 했는데. 애들이 읽는 것도 힘들어하는데 수준에
7 안맞는 활동이었던 것 같아요.

APPENDIX 10

CLASSROOM OBSERVATION EXCERPTS

Ms. Kim

Classroom Observation 3 (May, 1)

- 1 T: Do you know what? I saw 유빈 holding hands with 수연. It's PDA.
2 Do you know what it stands for?
3 S: ...
4 T: (writing PDA on blackboard) PDA is public display of affection.
5 T: Today is the first day of May.
6 S: 근로자의 날이요.
7 T: In English?
8 S: Labor's day
9 T: May day. Labor day. It's American way. May day is a different day in
10 Europe.

Ms. Kang

Pop song Activity (June. 11, Classroom Observation 11)

- 1 T: 오늘은 팝송할거야. 대신 자는 사람있으면 포인트 깎 거예요.
2 Flo-rida 의 노래야.
*Today we are going to listen to a pop song. If you sleep, I will take your points.
It's a song by Flo-Rida.*
3 S: (핸드아웃을 들여다보며) 뭐 하는 거예요?
(looking at a handout) What are we going to do with this?
4 T: 이거 순서가 뒤죽박죽이야. 그래서 가사를 맞는 순서로 놓는
5 거야. 7-a, 7-b, 7-c 이건 뭐야? 7 번이 4 번 반복된다는 소리야.
*It's scrambled. so you should unscramble the lyrics. 7-a, 7-b, 7-c. What's this?
It means 7 is recurring four times.*
6 S: 왜 순서를 섞어 냈어요?
Why did you mix the order?
7 T: 전략이지. 영어교육학에 나오는 거야. 한번만 들려주고 순서
8 맞추게 할 거예요. (노래를 틀며) 자 순서를 맞춰보세요.
*It's a strategy. It's something related English education pedagogy. You will
going to listen to the song one time and make the scrambled sentences in order.
(playing the music) Ok, unscramble them.*
9 S: (Students are doing this activity as a group)
10 T: 2 조
Group 2.
11 S: 7, 4, 7a, 7c, 6, 3, 1, 7b, 8, 5.
12 T: 자, 정답입니다. 자, 이 노래를 한 번 더 듣고, 이 노래의 main
13 idea 를 듣고 주제를 한 번 생각해보세요.
That's right. Listen to the song one more and think about the main idea.

- 14 S: C-Y 가 야성적인 사람을 좋아해. 그게 Flo-rida 야.
C-Y likes a wild guy. That's Flo-rida.
 ((Ms. Kang continues to check students' comprehension of the pop song))

Ms. Kang

TED Activity (June. 18, Classroom Observation 13)

- 1 T: 자, 그 다음에 듣기를 할 건데, 우선 학습지 하나씩 받아보자.
 2 듣기 전에 문제 한 번살펴보자. 자, 질문들 다시 한 번 보시고
 3 요. 성공을 이루는 8 가지. Number 5 에 일을 정말 재밌게 하는
 4 사람들을 어떻게 부르는지 알아두세요.
Okay, then we are going to do a listening activity. First have this handout.
Before listening, let's look at the questions on the handout. 8 things that lead to
success. Make sure to know what call a people who enjoy their work in number
5.
- 5 S: (Students are listening to the video clip and do the activity)
 6 T: 내용을 들었으면 서로 답을 얘기해보면서 작성해보세요.
If you understood what you listened, talk about the answers each other.
- 7 S: (Students are checking their answers each other)
 8 T: 자, 그럼 알면 답 얘기해주면 되요. 1 번?
Okay then, tell me the answers. Number one?
- 9 S: What leads to success.
 10 T: 좀더 자세하게?
More specifically?
- 11 S: Eight things that lead to success.
 12 T: Number two?
 13 S: What leads to success.
 14 T: Number three.
 15 S: Passion, work, good. Focus, push, serve, ideas, persist.

국 문 초 록

지난 이십 년간 교사의 신념과 교수행위의 복잡한 연관성에 대한 많은 연구가 있었다. 그 결과 교사의 신념이 교수행위에 영향을 준다는 것이 인정이 되었다. 그럼에도 불구하고, 영어 교육에 대한 교사의 신념을 살펴본 사례 연구는 많지 않았다.

본 연구는 한국 고등학교의 영어교실 상황에서 한국인 영어교사의 영어 교육에 대한 신념과 실제 교수행위와의 연관성을 사례 연구를 통해 살펴보고자 한다. 특히 교사가 지니고 있는 영어교육에 대한 구체적인 신념과 실제 교수행위의 관계에 초점을 두어 살펴본다. 이에 따라 본 연구는 다음과 같이 연구문제를 설정하였다: (1) 교사들이 지니고 있는 영어 교육에 대한 신념이 무엇인가? (2) 교사들의 신념은 그들의 교수행위와 어떻게 연관되는가?

본 연구의 참여자는 한국의 인문계 고등학교에서 1학년과 2학년 일반 영어 과목을 담당하고 있는 교사 2명이다. 연구자는 교사 2명을 대상으로 한 여러 차례의 인터뷰, 10주에 걸친 수업관찰, 그리고 수업에 사용된 교수자료를 연구 자료로 수집하였다. 인터뷰와 수업관찰은 모두 녹음 또는 녹화되었으며 자료 분석을 위해 전사된 후 한국어에서 영어로 번역되었다. 자료 분석은 a grounded content analysis 방법을 이용하여 실시되었다.

본 연구의 결과는 교사의 신념이 과거의 경험 요인과 다양한 상황적 요인에 의해 영향을 받음을 보여준다. 교사의 신념을 형성하는데 있어 이 두 가지 요인이 교사연수 프로그램보다 더 중요한 역할을 했다. 교사들의 신념은 일반적으로 그들의 교수행위와 일치하는 편이었으나, 그들의 신념과 교수행위 사이에 몇 가지 불일치 역시 존재했다. 이 불일치는 교사의 다른 신념들과의 갈등, 상황적 요인과의 갈등, 다른 구성원과의 갈등으로 인해 발생하는 것으로 보였다. 이 갈등 요인 중에서는 상황적 요인이 교사의 신념을 실천하는데 있어 가장 크게

영향을 미치는 것으로 나타났다.

이러한 연구 결과는 교사 교육과 학교 현장의 실제 영어 수업과 관련하여 다음과 같은 시사점을 준다. 먼저 한국의 영어 교사들은 스스로 그들이 영어 교육에 대해 가지고 있는 신념에 대해 반추해볼 기회를 가져야 한다는 인식을 가질 필요가 있다. 또한 실제 교실 상황에서 발생하고 있는 일들에 대한 세밀한 관찰을 통해 영어 교육 현장에 대한 정교한 이해를 제공할 것으로 기대된다. 더 나아가 본 연구는 교사의 신념과 교수 행위의 관계에 상황적 요인이 크게 작용함을 확인함으로써 교사의 교실수업에는 학교 현장의 복잡한 상황적 관계가 얽혀있음을 보여준다.

주요어: 교사 신념, 교수 행위, 교사의 신념과 교수행위의 관계, 외국어 교실, 외국어 교수, 교사 인식

학번: 2011-21522