



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

Four First-Year English Teachers' Experiences in  
Korean Secondary Schools: Focusing on  
Socialization and Professional Development

네 명의 한국의 중등학교 일년 차 초임 교사들의  
경험: 사회화와 전문성 신장 중심으로

2014년 8월

서울대학교 대학원  
외국어교육과 영어전공  
이 지 영

Four First-Year English Teachers' Experiences  
in Korean Secondary Schools: Focusing on  
Socialization and Professional Development

by  
Ji-young Lee

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

At the  
Graduate School of Seoul National University

August 2014

Four First-Year English Teachers' Experiences  
in Korean Secondary Schools: Focusing on  
Socialization and Professional Development

네 명의 한국의 중등학교 일년 차 초임 교사들의  
경험: 사회화와 전문성 신장 중심으로

지도교수 이 병 민

이 논문을 교육학 석사 학위논문으로 제출함

2014년 6월

서울대학교 대학원

외국어교육과 영어전공

이 지 영

이지영의 석사학위논문을 인준함

2014년 8월

위 원 장 \_\_\_\_\_

부위원장 \_\_\_\_\_

위 원 \_\_\_\_\_

Four First-Year English Teachers' Experiences  
in Korean Secondary Schools: Focusing on  
Socialization and Professional Development

APPROVED BY THESIS COMMITTEE:

---

JIN-WAN KIM, COMMITTEE CHAIR

---

JIN-HWA LEE

---

BYUNGMIN LEE

# ABSTRACT

It has been acknowledged that teachers' first-year experiences affect their socialization and professional development. However, despite the considerable influence of teachers' first-year experience on their future career, its importance has been rather neglected in Korea. This research thus aims to explore four first-year English teachers' experiences to find out the features of the teachers' socialization and professional development with the following research questions: 1) What are the characteristics of four first-year English teachers and how are they influenced by their backgrounds and experiences? 2) What are the major issues and possible difficulties the four English teachers encounter in their first-year teaching experiences?

Four first-year English teachers of Korean secondary schools participated in the study. The participants were selected by purposeful sampling in terms of their personal background, teaching experiences and school levels. Data were examined through in-depth interviews and casual conversations, along with relevant documents. The multiple cases were then analyzed through a critical event analysis following narrative inquiry perspectives, which places an importance on human stories constructed by the individual around whom the event circles.

Several significant findings emerged from this study. First, the four first-year teachers were developing themselves professionally in their different school and classroom contexts. They perceived the classroom environment not only from an educator's point of view but also from a learner's perspective, and formulated different characteristics as a teacher. Over the course of their narratives, they emphasized the need for guidance to build their career including practical pre- and in-service educations, mentor teachers, and peer teachers with whom they can share their experiences. Second, the teachers had several issues and difficulties in the socialization process at their schools. They experienced difficulties in applying the National Curriculum in the classroom and in adapting to the school environment. In addition, these contexts did not provide appropriate assistance but rather caused confusion. With regard to these findings, the study concludes with some research implications and suggestions for future studies.

Key words: Teachers' Experiences, First-year English Teachers, Korean Secondary Schools, Narrative Inquiry, Multiple Case study

Student Number: 2010-21467

# TABLE OF CONTENTS

|   |      |
|---|------|
| ABSTRACT .....  | i    |
| TABLE OF CONTENTS .....   | iii  |
| LIST OF TABLES.....   | vii  |
| LIST OF FIGURES.....  | vii  |
| LIST OF ABBREVIATIONS .....   | viii |
| CHAPTER 1 INTRODUCTION.....   | 1    |
| 1.1 Context of the Study .....  | 1    |
| 1.2 Statement of the Problem.....   | 3    |
| 1.3 Research Questions.....   | 6    |
| 1.4 Organization of the Thesis .....  | 7    |
| CHAPTER 2 LITERATURE REVIEW .....   | 8    |
| 2.1 Definition of Novice English Teachers .....   | 8    |
| 2.2 From Teacher Preparation to First Year of Teaching .....                                      | 10   |
| 2.2.1 Pre-service English Teacher Education .....   | 11   |
| 2.2.2 Pre-Service English Teachers’ Experiences .....   | 16   |
| 2.2.3 First Year English Teachers’ Experiences in Terms of<br>Socialization and Development ..... | 18   |
| CHAPTER 3 METHODOLOGY .....   | 23   |
| 3.1 Research Design .....   | 23   |
| 3.1.1 A Multiple Case Study .....   | 23   |
| 3.1.2 Participants .....  | 25   |
| 3.1.3 Research Approach: Narrative Inquiry .....  | 26   |
| 3.1.3.1 Narrative Inquiry perspective .....   | 26   |

|  |           |
|--|-----------|
| 3.1.3.2 A critical events approach as a framework for narrative research.....        | 29        |
| 3.1.4 Data Collection Procedures .....   | 30        |
| 3.2 Data Analysis Procedures .....   | 33        |
| 3.3 Establishing Trustworthiness .....   | 34        |
| 3.4 Researcher’s Position .....  | 36        |
| <b>CHAPTER 4 THE CHARACTERISTICS OF FOUR FIRST-YEAR TEACHERS .....</b>               | <b>37</b> |
| <b>4.1 Hyerim: An Intriguing Educator .....</b>                                      | <b>37</b> |
| 4.1.1 Hyerim’s Personal Background .....   | 37        |
| 4.1.2 Working at Two schools: “So Much Different” .....                              | 38        |
| 4.1.3 How to Teach: “Make It Interesting” .....                                      | 42        |
| 4.1.4 To Become a Professional: “I Want to Learn Something New” .....                | 48        |
| <b>4.2 Boram: A Perfect Organizer.....</b>   | <b>49</b> |
| 4.2.1 Boram’s Personal Background .....  | 49        |
| 4.2.2 Boram’s School Context .....   | 50        |
| 4.2.3 How to Teach: “Make It Perfect” .....  | 52        |
| 4.2.4 To Become a Professional: “What Teacher Training Can Be Helpful?” .....        | 56        |
| <b>4.3 Juyeon: A Motivating Counselor.....</b>                                       | <b>58</b> |
| 4.3.1 Juyeon’s Personal Background .....   | 58        |
| 4.3.2 Juyeon’s School Context .....  | 59        |
| 4.3.3 How to Teach: “Guidance and Motivation” .....                                  | 61        |
| 4.3.4 To Become a Professional: “The Need of a Discussion on Practical Issues” ..... | 65        |
| <b>4.4 Eunyoung: An Attentive Listener .....</b>                                     | <b>66</b> |

|  |            |
|--|------------|
| 4.4.1 Eunyoung’s Personal Background.....  | 66         |
| 4.4.2 Eunyoung’s School Context.....   | 67         |
| 4.4.3 How to Teach: “Listen to the Students First” .....                                 | 69         |
| 4.4.4 To Become a Professional: “Teaching Practicum Period<br>Should Be Prolonged” ..... | 74         |
| 4.5 Discussion: Pathways into Professionalism .....                                      | 76         |
| <b>CHAPTER 5 THE DIFFICULTIES OF FOUR FIRST-YEAR<br/>TEACHERS .....</b>                  | <b>83</b>  |
| 5.1 The National Curriculum into the Classroom .....                                     | 83         |
| 5.1.1 Teaching Method: “GTM instead of CLT” .....  | 84         |
| 5.1.2 Level-Differentiated Classes: “Is It Necessary or Not?” .....                      | 85         |
| 5.1.2.1 Students’ proficiency level: Far below expectations .....                        | 86         |
| 5.1.2.2 Different views on level-differentiated classes .....                            | 88         |
| 5.1.3 Assessment: “A Pie in the Sky” .....   | 89         |
| 5.1.3.1 Issues on the school-based exam .....  | 90         |
| 5.1.3.2 Difficulties in performance assessment .....                                     | 91         |
| 5.1.4 Summary and Discussion.....  | 95         |
| 5.2 School Environments beyond Their Control.....  | 97         |
| 5.2.1 School Facilities and Teaching Materials: “They Vary<br>Widely” .....              | 97         |
| 5.2.2 Teacher Culture: “My Own Bootstrap” .....  | 99         |
| 5.2.3 Implicit Rules at Schools: “Just Need to Do It” .....                              | 101        |
| 5.2.4 Summary and Discussion.....  | 103        |
| <b>CHAPTER 6 CONCLUSION .....</b>  | <b>105</b> |
| 6.1 Major Findings.....  | 105        |
| 6.2 Implications of the Study & Suggestions for Further Research                         | 106        |

|                         |            |
|-------------------------|------------|
| <b>REFERENCES .....</b> | <b>110</b> |
| <b>APPENDICES.....</b>  | <b>123</b> |
| <b>국 문 초 록.....</b>     | <b>133</b> |

## **LIST OF TABLES**

|  |     |
|--|-----|
| Table 2.1 Qualifications of Secondary School Teachers in Korea .....               | 13  |
| Table 3.1 Background Information of the Participants.....                          | 26  |
| Table 3.2 Definition of Terms Critical, Like, and Other .....                      | 34  |
| Table 4.1 Characteristics of Four First-Year Teachers.....                         | 77  |
| Table 5.1 Performance Assessment Type for the Schools of each Participant<br>..... | 91  |
| Table 5.2 Four First-Year Teachers' Experiences in Educational Context ...         | 95  |
| Table 5.3 Four First-Year Teachers' Experiences in the School Environment<br>..... | 103 |

## **LIST OF FIGURES**

|  |    |
|--|----|
| Figure 3.1 Understanding a Critical Incident ..... | 32 |
|--|----|

# LIST OF ABBREVIATIONS

The following abbreviations are used in this research:

|         |  |
|---------|--|
| ESL     | English as a Second Language   |
| EFL     | English as a Foreign Language  |
| SLTE    | Second Language Teacher Education  |
| TESOL   | Teaching English to Speakers of Other Languages  |
| ESOL    | English for Speakers of Other Languages  |
| ELT     | English Language Teaching  |
| CLT     | Communicative Language Teaching  |
| GTM     | Grammar Translation Method   |
| TEE     | Teaching English in English  |
| TETE    | Teaching English Through English   |
| CSAT    | College Scholastic Ability Test  |
| PELT    | Practical English Language Test  |
| KOTESOL | Korea Teachers of English to Speakers of Other Languages<br>(professional organization for English teachers) |

# **CHAPTER 1**

## **INTRODUCTION**

This study aims to investigate four beginning English teachers' experiences in their first year of teaching in Korean secondary schools. The first section introduces the context of the study, and the second states research problem. The third section addresses the research questions. The final section presents an outline of the organization of the thesis.

### **1.1 Context of the Study**

As most Korean learners of English have difficulties in communicating with foreigners even after receiving ten years of English education, the changes in the current national policies have mainly occurred in relation to practical English skills in the global era (Ministry of Education, Science, and Technology, 2008). Recent years have witnessed the amendment in the seventh National Curriculum, a “dramatic change in Korean English language education both in the policy and actual classroom implementation levels” (M. Lee, 2011, p. 9). Nonetheless, many researchers still assert that the classroom setting is much the same as before (e.g, Ahn, 2008; Shin,

2012; Stronkhorst & van der Akker, 2006).

English teachers are assumed to play a key role in enhancing such classroom environment as they are the actual implementers of the new curriculum in the class (Borg, 2006; Hargreaves, 1994; Lee, Y. 2014). This explains why the pre- and in-service teacher educations have surfaced as important sources that enable teachers to bring desirable changes into the classroom (Ahn, 2009; Chang, 2012; Kwon, 2000).

Thus, there have been studies on pre-service teachers' experiences in teaching practicum, including their perception on curriculum (D. Kim, D. Pae, & I. Kim, 1992; K. Ahn, 2009; Song, 2006; Song & Park, 2004; Pyo, 2006). Much research on pre-service English education has been concerned with the development of practical programs which reflect the current national policies. It has also been related to how English teachers apply the skills they learned in pre-service education to real classroom.

Studies on in-service English teachers are mostly about expert teachers' classroom practices, their beliefs in relation to those practices, and their in-service educations (e.g, C. K. Min, 2006; C. Yook, 2011; E. J. Kim, 2009; E. Ko, 2013; H. Lee, 2006; J. Kim, 2013; Li, 1998; S. Choi, 2000; S. Y. Yang, 2009; Y. Lee, 2014). These studies investigated the factors inhibiting successful classroom practice and the degree to which in-service educations

are helpful for the English teachers.

Given that teachers act as the principal agents of changes in the classroom, not only the pre- and in-service English teachers but the novice English teachers have recently come into light. Positioned in bridging phase between pre-service education and in-service development (Farrell, 2012), the novice English teachers were expected to apply the practical methodologies and theories they learned in teacher preparation programs to the classroom effectively. However, it has generally been agreed that the transition from pre-service to in-service educators is not a simple or directly connected process.

## **1.2 Statement of the Problem**

According to Farrell (2006), many teachers, teacher educators, and administrators have taken it for granted that the novice teachers, immediately after receiving their pre-service education, will successfully apply what they learned to the classroom. It has been argued that the novice teachers are successfully capable of implementing their beliefs and knowledge on teaching, which are formulated through teacher preparation program, into their teaching activities. However, the problem is that the role shift from student to teacher is not a smooth transition (Farrell, 2006; Urzua,

1999). For example, Tarone and Allwright (2005) argue that the academic course content in pre-service education programs is hard to implement in the real classroom situations, causing “reality shock” for novice teachers (Veenman, 1984, p.143).

The first year of teaching experience can be especially meaningful in that it is the time when teachers’ ideals, formed in pre-service teacher education programs, are the most vulnerable to the social and political context they are in (Bruckerhoff & Carlson, 1995; Featherstone, 1993; Freeman, 1994; Freeman & Johnson, 1998; Richards & Pennington, 1998; Solomon, Worthy, & Carter, 1993). A first-year teacher tends to choose to be socialized to the context rather than sticking to earlier ideals since they might want to be recognized as a competent teacher by the existing teachers. Thus, this socialization processes may affect the first-year teachers’ professional development in that period (Bliss & Reck, 1991).

Little is known of the processes by which the first-year English teachers are socialized and developed to be experienced teachers. There are only two studies concerning the socialization process in Korea, which are concerned with the novice English teachers’ limited use of CLT or TETE in the class (Ahn, 2008; Shin, 2012). The current study is thus motivated to explore the characteristics of the first-year English teachers’ socialization and

professional development.

Many approaches have been proposed to investigate teacher's experiences. *Emic* approach<sup>1</sup> among them has widely been used since it is known to reflect teachers' experiences well due to its function "as mechanisms for change in classroom practices" (Johnson, 2006, p.241) and as "forums for professional development over time" (Johnson & Golombek, 2002, p.2). In particular, *narrative inquiry*, which is an *emic* approach, has emerged as a useful means to understanding *teachers' ways of knowing* (Carter, 1993; Doyle, 1997; Johnson, 2006). Given that a teacher's knowledge is "ordered by story and can best be understood in this way" (Elbaz, 1991, p.3), narrative inquiry makes it possible for teachers to uncover their beliefs and practices by framing and reframing the issues arising out of the contexts in which the teachers are situated (Johnson & Golombek, 2002). This process encompasses a "new sense of meaning and significance" (p. 42) in the teachers' experiences (Clandinin & Connelly, 2000).

Research on first-year teachers' experiences has increasingly adopted the narrative research method to better understand first-year teachers'

---

<sup>1</sup> It includes not only the narrative inquiry but the reflective teaching movement, action research, and the teacher research movement. For more information, refer to Johnson & Golombek (2002) and Johnson (2006).

experiences. The teachers' narrative is assumed to be effective in showing how the teachers cope with the problems they can encounter in the classroom (Farrell, 2006; Huberman, 1993; Smith et al., 1991). Moreover, it has a potential to sustain professional development (Johnson & Golombek, 2002). Through this narrative, novice teachers can share their own stories and challenges in their career during the first year (Farrell, 2012).

In short, the novice teachers' experiences in their first year are significant for their socialization and professional development. A narrative approach can be useful in revealing the reality first-year teachers face, the processes by which they are socialized, and the progress they make as professional educators.

### **1.3 Research Questions**

The current study explores four first-year English teachers' experiences to see how they are socialized and professionally developed. The four teachers' narrative is expected to offer insightful lights on these issues. The two overarching questions guiding this study are as follows:

1. What are the characteristics of four first-year English teachers and how are they influenced by their backgrounds and experiences?

2. What are the major issues and possible difficulties the four English teachers encounter in their first-year teaching experiences?

## **1.4 Organization of the Thesis**

This thesis consists of six chapters. Chapter 1 introduces the context and the purpose of the present study with research questions. Chapter 2 provides a review of the literature relevant to this study. Chapter 3 depicts the methodological approach adopted in the study. Chapter 4 describes the key findings of each case. Chapter 5 reports cross-case analysis results. Chapter 6 summarizes major findings of the study with research implications.

## **CHAPTER 2**

# **LITERATURE REVIEW**

This chapter reviews the literature on the related topics of the present study. The definitions of novice English teachers are presented in section 2.1. An investigation of specific ways of becoming an English teacher, pre-service English teacher education, pre-service English teacher experience, and first-year teachers' experiences is demonstrated in section 2.2.

### **2.1 Definition of Novice English Teachers**

When Farrell (2012) first presented his proposal on novice teachers' experiences to the *TESOL Quarterly* advisory board, there were some discussions on defining a "novice teacher". Some stated that a novice teacher is the one who might teach a new course for the very first time, and others suggested that anyone could be a novice teacher if he or she receives a second license or endorsement in ESL regardless of the experiences. A person who enters a new cultural context was also included in the discussion. Reflecting the diverse views on novice teachers, Farrell provided an agreed general definition as follows: "teachers who have completed their teacher-education program (including the practicum) and have just commenced

teaching in an educational institution” (Farrell, 2009, p.182). Considering that they are qualified as a teacher after finishing the teacher education program and start working, the novice teachers can also be called Newly Qualified Teachers or beginning teachers (Farrell, 2009).

As the novice period is career entry years, age or other background information is not critical in defining beginning teachers (Huberman, 1989, 1993). Regardless of his (or her) background, any person with teacher’s license can be an ESOL teacher in any context (Farrell, 2012). However, there are no agreements as to until when a teacher can be called a novice. Moon (2007) claimed five years as an adequate novice period after seeing 40 to 50% of North American teachers quit their job within five years (e.g., Ingersoll & Smith, 2003; Maciejewski, 2007). Veenman (1984) argued that new teachers face difficulties like stress or conflicts with their ideals within just three years. The novice period suggested by researchers generally differs from one year to as many as five years (Farrell, 2012). However, there is no objection to the notion that the first year of teaching is the most important and critical time for the teachers (Faez & Valeo, 2012; Farrell, 2003, 2006). This research inquires into the novice teachers’ experiences in their first year of teaching. With an emphasis on the significance of the first year in the profession, teachers’ journey from the pre-service education to

the teachers' first year is fully discussed in the next section.

## **2.2 From Teacher Preparation to First Year of Teaching**

The research focusing on novice English teachers has a long history in general education (Farrell, 2006). In ESL contexts, however, it had remained a less spotlighted research area until the 1990s. The research focus was mostly on pre-service education curriculum and the student teachers' experience in ESL contexts to guide English teachers and improve the SLTE program. Since it was recognized that novice English teachers had trouble with relating their teacher training course experiences to the actual teaching practice, a new perception of and a new attitude toward their first-year teachings were formulated. Many researchers showed the significant effects of beginning English teachers' first-year experiences on their future career (Farrell, 2003, 2006, 2008, 2009; Gatbonton, 2008). In Korea, however, the research on novice English teachers is in its infant stage. Only recently does the research start to draw researchers' attentions.

This section introduces the pre-service English teacher education courses and student teachers' experiences in ESL and Korean contexts. Research on the features of the first year teachers' experiences is then

presented in terms of their socialization and professional development.

### **2.2.1 Pre-service English Teacher Education**

In ESL contexts, teachers take the TESOL course to become a certified English teacher. In the SLTE program, linguistics and SLA theories were posited as the basis of practical knowledge in 1990s (Richard, 1990). This view is now regarded as inadequate since complex practical knowledge cannot be directly affected by SLA theories (Ellis, 2009). Accordingly, the current SLTE course generally covers both in-class session and the practice of teaching (Fae & Valeo, 2012; Kiely & Askham, 2012). Johnson (2009) indicates that the knowledge base of SLTE curriculum should inform “(1) the content of L2 [second language] teacher education programs: *What L2 teachers need to know*; (2) the pedagogies that are taught in L2 teacher education programs: *How L2 teachers should teach*; and (3) the institutional forms of delivery through which both the content and pedagogies are learned: *How L2 teachers learn to teach*.” (p. 11)

However, there is no consensus on what to include in the program (Faez, 2011) because SLTE programs are too diverse in “nature, content, length, and even philosophical and theoretical underpinnings” (Farrell, 2012). For example, the course length varies from four- or five-week short programs

(Kiely & Askham, 2012) to three- or four-year Bachelor of Education degree programs (Ogilvie and Dunn, 2010; Peacock, 2009).

In Korea, the process of becoming an English teacher is more standardized than in general ESL contexts. There are two types of teachers in Korea: elementary school teachers and secondary school teachers. To become an elementary school teacher, one has to graduate from university of education and pass the teachers' exam. Compared to this, being a secondary school teacher is more complicated. If one completes pre-service education in "colleges of education, graduate school of education, or the departments of education in graduate schools" (Korean Ministry of Education, 1997; M. Lee, 2011, p.4), he or she will receive a certificate of second level teacher. The qualification descriptions of the certificate are described in Table 2.1. Working in a public<sup>2</sup> or private school with the second level teacher qualification, one can obtain the first level teacher qualification if he or she has three years of teaching experience and is reeducated by the Ministry of Education.

---

<sup>2</sup> In Korea, one must pass the national teacher employment test to become a regular teacher in a public school.

**Table 2.1**  
**Qualifications of Secondary School Teachers in Korea**

---

**The first level teacher of secondary schools**

---

- A person who went through the re-education among those had more than three years of teaching experience with the certificate of the second level teacher of secondary schools.
- A person who had more than one year of teaching experience and acquire master's degree in graduate schools of education with the certificate of the second level teacher of secondary schools.

---

**The second level teacher of secondary schools**

---

- A person who graduated from the universities' college of education
- A person who got a master's degree in graduate schools of education or at the department of education in graduate schools designated by the Ministry of Education.
- A person who graduated from the department of education in other colleges.
- A person who acquired the credits of teachers training courses as a graduated of other colleges.

---

(adapted from M. Lee, 2011, p. 3)

The program length of pre-service education for secondary school teachers is generally consistent: four years of university course and two to three years of graduate school course. In English Education departments for

prospective secondary English teacher education, even if specific subjects are varied (J. Lim, 2010; M. Lee, 2011), the courses can be classified into three common categories: theory of pedagogy such as EFL theories of teaching, pedagogy of a subject like English grammar, and teaching practice akin to one month of teaching practicum (M. Lee, 2011).

The English education department's curriculum is closely associated with the educational policies in Korea. In the 1990s, the dominance of General English<sup>3</sup> in English education departments was challenged by the rising demand for practical English in accordance with the policy changes. Therefore, content subjects like literature and linguistics decreased whereas English skill and ELT pedagogy subjects increased (O. Kwon, 2000). In the 2000s, the National Curriculum paved its way to providing more communication-oriented classes, with practical English as its objective. In line with that, four skills are equally emphasized using the whole-language approach, and the use of various methods with group activities in class was encouraged. Implementing level-differentiated classes or after school class was suggested for offering better learning conditions to a variety of students. In addition, self-disciplined learning is promoted, and speaking and writing

---

<sup>3</sup> "General English is a part of General Education purported to cultivate the college students' understanding of literature, history, philosophy, and so forth through English" (O. Kwon, 2000, p.63).

tests have been adopted. However, after reviewing 108 syllabi of fourteen pre-service English teacher education institutions, M. Lee (2011) maintained that the educational policy is not well represented in the college curriculum. She concluded that, in required courses of English education department, “(1) Communicative competence and communicative functions are discussed significantly, (2) Speaking and listening are emphasized to some extent, but not enough, (3) Activity-, process-, task-based learning is dealt with in the surface level, (4) Proficiency level-based curriculum is weakly reflected, and (5) Learner-centered education has long way to go” (M. Lee, 2011, p.13).

In Korean education, there is still an on-going discussion on how to improve pre-service English teacher education curriculum. As the English teacher training programs have an effect on student teachers’ notions of teaching (Morine-Dersheimer, 1989), pre-service English teachers’ perceptions of the curriculum are worth investigating. In addition, student teachers’ experiences regarding teaching practicum and other aspects of their education may affect their future career (Johnson, 1996). In this regard, pre-service English teacher’s experiences are illustrated in the next section.

### **2.2.2 Pre-Service English Teachers' Experiences**

Most ESL studies addressing the aspects of transition from pre-service education course to teaching practicum focus on how the student teachers learn to teach (e.g, Almarza, 1996; Johnon, 1996; Pennington & Urmston, 1998; Richards et al., 1996). The student teachers are faced with unexpected difficulties in transferring what they previously learned from the teacher education to the classroom setting during the teaching practicum (Hodges, 1982; Hollingsworth, 1989; Ross, 1987, 1988; Staton & Hunt, 1992). The real classroom situation is far more difficult than the pre-service English teachers have expected. After witnessing pre-service teachers lay aside their plans to become language teachers when faced with the overwhelming reality at school, Johnson (1996) suggested that more practical teacher education programs should be implemented in order to resolve the situation.

In Korea, research on pre-service English teachers' experiences can be divided broadly into three categories: the pre-service teachers' curriculum experience, their expectations and perceptions of the curriculum, and the teaching practicum experience. The need for a practical English program has been raised in several studies on the university curriculum (e.g., Pyo, 2006; Song, 2006; Yun, 2012). Song (2006) revealed that when asked for the

opinion on the curriculum, prospective English teachers in six universities answered that the courses did not provide adequate practical language skill programs. Interviewing nine student teachers in three universities, Yun (2012) disclosed that student teachers experienced an English divide in the department. This distinct disparity in the English proficiency levels required the need for practical English among pre-service teachers.

Centering on the enactment of CLT-based curriculum in teaching practicum, Ahn (2009) observed two practicum teams, comprised of one mentor teacher and several student teachers, for a one-month-teaching-practicum period. She reported that the student teachers' apprenticeship of observation (Lortie, 2002), the mentor teacher, and the teacher education program collectively influenced the student teachers' perception and enactment of the National Curriculum reform.

It has been documented in Korea and ESL studies that practical programs are needed to educate future teachers. During the teaching practicum, student teachers seem to be perplexed by the reality and have difficulty in adjusting to unexpected classroom situations. However, it should be noted that they are not yet real teachers. They have mentor teachers who are available when necessary, and they complete the practicum not as teachers but as learners. This being the case, when they teach students

later in a real classroom setting, they may have considerable difficulties. This possibility renders the beginning English teachers' experiences a key research topic in teacher education.

### **2.2.3 First Year English Teachers' Experiences in Terms of Socialization and Development**

With the aforementioned limitations of the research on pre-service English teachers' experiences, most studies on novice English teachers attend to their difficulties as newcomers in the field. Novice English teachers tend to quit their job early in the profession (Crookes, 1997; Peacock, 2009) after they experience "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of classroom life" (Veenman, 1984, p. 143). As the novice teachers are not prepared to teach in a real classroom (Peacock, 2009; Farrell, 2012), they need to be supported from the school authorities or colleagues for better teaching skills and emotional support (Odell & Ferraro, 1992).

The first year of teaching greatly affects the teacher's future career (Solomon, Worthy, & Carter, 1993; Featherstone, 1993; Bruckerhoff & Carlson, 1995). The first-year experience is unpredictable and idiosyncratic (Johnson, 2002). The first-year teachers are thus required to not only learn

how to teach but form an identity in the school context at the same time (Farrell, 2006).

In this connection, the beginning English teachers need to deal with structural influences and personal influences for socialization during the first year (Farrell, 2003). Structural influences are formed from societal, school, or classroom experience, while personal influences come from people like other teachers, students, parents, or administrators. In the process of teasing out these influences from the very first day of teaching, the novice English teachers are bound to forget what they learned from pre-service education (Freeman, 1994). In this regard, the first-year experience is critical for the novice teachers' socialization and professional development (Farrell, 2003, 2006; Richards & Pennington, 1998).

Teacher socialization can be defined as “the process by which an individual becomes a participating member of the society of teachers” (Bliss & Reck, 1991, p. 6). First-year teachers tend to adopt the existing teachers' practices, rules, and school culture (Bliss & Reck, 1991; Danziger, 1971) as how fast they acquire these rules determines the degree of teacher competency (Feiman-Nenser, 1983; Johnston & Ryan, 1983; Kuzmic, 1994; McDonald, 1980).

Several researchers have proposed the developmental stages of

beginning teacher in the first year (e.g., Bullough & Baughman, 1993; Fuller & Brown, 1975; Maynard & Furlong, 1995). Fuller and Brown (1975) have presented two stages of development, the first being survival and mastery, and the second either resistance of change or openness to change. In the first stage, the first-year teachers realize that the real situation at school is far from what they have expected. They are mainly concerned with their teaching practice and instruction. Later, they choose to remain unchanged, or to be reconfigured, reckoning on the limitations of the classroom situation. In the second stage, teachers tend to call their attentions to the effectiveness of lessons on their students' ability to learn. Maynard and Furlong (1995) developed and subdivided these two stages into five sub stages: early idealism; survival; recognizing difficulties; reaching a plateau; and moving on. With already formed ideals, novice teachers deny becoming like older teachers in the field. However, facing the difficulties in the real class situation, they are frustrated and struggle to survive. They begin to be aware of the limitations in what they can do, and doubt if they can achieve something as teachers. Finally, they can handle the classroom situation and teach well in the plateau stage; however, they are reluctant to try to develop new approaches or methods of teaching. Their focus is on teaching practice and classroom management in this stage, but as Fuller and Brown (1975)

indicate, their concern moves to student learning in the moving-on stage. This professional developmental model arranges the sequence of developmental phases clearly, but not all researchers agree that the stages exist in sequence. For example, Bullough and Baughman (1993) insist that the beginning teachers do not move through clear-cut stages because they face problems “in clusters not rows”, and stages “inevitably introduce distortion” (p. 94).

Korean English teachers undergo a similar socialization process as set forth by previous research (Ahn, 2008; Shin, 2012). Korean novice teachers tend to simply follow the existing teachers’ characteristics as a way of being socialized into the school culture. Novice teachers realize that whoever quickly accepts the rules and cultures of the school is regarded as a competent teacher. They are liable to discard what they learned in their teacher preparation program and adopt the practices of existing teachers instead.

Ahn (2008) examined one fourth-year novice teacher and the students taking her class in university by interview and classroom observation. She discovered that CLT was not well implemented in the classroom practice because the teacher’s beliefs formed by socialization experiences led her to conduct the class using traditional teaching method.

By surveying and interviewing novice teachers who have one to four years of experiences, Shin (2012) investigated the constituents “influencing the socialization of new teachers” (p. 542) to provide insight as to why the innovative policy, TETE is ignored and why beginner teachers ultimately adopt the same teaching style as the existing teachers in secondary schools. He claimed that the institutional constraints and school culture affect the teachers’ teaching methods and instructional language. Though these studies stress the importance of novice teachers’ experiences, they do not pay any attention to the importance of first-year experience.

Given the importance of the first year in the profession, the present study delves into the novice teachers’ experiences in their initial teaching years. An in-depth investigation of the first-year teachers’ experiences is expected to determine the factors influencing both the socialization of new teachers and their developmental processes. Furthermore, such examination may offer some valuable ideas for the novice teachers’ successful socialization and professional development.

## **CHAPTER 3**

# **METHODOLOGY**

This chapter introduces, and contains a discussion of the methodological approach and research design best suited to examine the research questions. An overview of a multiple case study for the research design is presented in Chapter 3.1, followed by the information of participants in this study. The research approach, narrative inquiry perspective and the critical event approach framework for the study, and an outline of the key methods employed are also described in this chapter. The subsequent section, 3.2, includes an illustration of the specific process of data collection with an overview of methods used for data analysis. In addition, trustworthiness concerning the research and researcher's position are clarified in section 3.3 and 3.4 respectively.

### **3.1 Research Design**

#### **3.1.1 A Multiple Case Study**

A case study is “not a methodological choice but a choice of what is to be studied” (Stake, 2008, p.119). To investigate the four English teachers’

experiences, this study employs a multiple case study format.

Thomas (2011) defined case studies as “analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an *object* — within which the study is conducted and which the case illuminates and explicates” (p.513).

There are three categories of case studies according to the purpose of the study: Intrinsic case study; instrumental case study; and multiple case study or collective case study (Stake, 2008). Intrinsic case study is used to understand a particular case, and instrumental case study is selected when examining a particular case “to provide insight into an issue or to redraw a generalization” (Stake, 2008, 123p). A multiple case study is an extended version of the instrumental case study. For a multiple case study, several cases are chosen for better understanding of an issue in a phenomenon, population, or general condition through comparing and contrasting each case (Stake, 2008; Creswell, 2013). As the topic of this study is to investigate all four first-year teachers’ experiences, comparison and contrast between each case is necessary for deeper understanding of the teachers’ experiences. In addition, as the choice of case is pivotal to understand the

phenomena (Patton, 1990; Vaughan, 1992; Yin, 1989), purposeful sampling is done for this research; the participants in this study all have different backgrounds and are in different school environments.

### **3.1.2 Participants**

There are four participants in this study: two middle school teachers and two high school teachers. All participants are females. Among them, three are in their late 20s and one is in her early 30s. All of the participants have at least six months of experiences abroad, and they all have different educational backgrounds.

Their schools are located either in Seoul or Gyeonggi. As some of the teachers had worked as part timers or instructors at schools before they became regular teachers, their total teaching experiences are also provided in the brackets. Here, only teaching experiences at Korean secondary schools are counted for the purpose of the study. The participants all have eight months of experiences as regular teachers, but the school level, school type, and school location are varied. Table 3.1 describes the background information of the participants. All the participants' names are under pseudonym to respect their privacy.

**Table 3.1**  
**Background Information of the Participants**

|                                | Hyerim                        | Boram                  | Juyeon                        | Eunyoung                                |
|--------------------------------|-------------------------------|------------------------|-------------------------------|---|
| Gender                         | Female                        | Female                 | Female                        | Female                                  |
| Age                            | 30                            | 28                     | 27                            | 26                                      |
| B.A.                           | English Literature            | English Literature     | English Education             | English Education                       |
| M.A                            | English Education             | N/A                    | English Education             | English Education<br>(not finished yet) |
| Experiences abroad             | 2 years                       | 6 months               | 1 year                        | 1 year                                  |
| Teaching Experience (in total) | 8 months<br>(1 year 8 months) | 8 months<br>(8 months) | 8 months<br>(1 year 8 months) | 8 months<br>(8 months)                  |
| School Level                   | Middle                        | Middle                 | High                          | High                                    |
| School Type                    | Private                       | Public                 | Private                       | Public                                  |
| School Location                | Seoul                         | Gyeonggi               | Seoul                         | Seoul                                   |

\*Under Pseudonym

### 3.1.3 Research Approach: Narrative Inquiry

#### 3.1.3.1 Narrative Inquiry perspective

Thanks to postmodernists' point of view, in the educational field, truth

and knowledge start to be seen as a constructed reality (or worldview) in diverse culture and subculture (Carson, 1996). It is acknowledged that the same event can be looked at or interpreted differently by different people in different contexts. In other words, there is no objective truth. The person who perceives any outside event in conjunction with his inner world is valued, and human-centered approaches are emphasized. The narrative inquiry stems from this postmodern philosophy (Webster & Mertova, 2007).

According to Josselson (2011), narrative research starts from the premise that the stories constructed by people based on their life experiences show how they understand their lives. People select what to tell and what to omit, and link their experiences in their own unique fashion. Consequently, this reveals how they formulate meanings in their lives. After all, the focus of narrative research is not what objectively happened but how the state of affairs is connected and interpreted (Clandinin & Connelly, 2000; Doyle, 1997; Josselson, 2011).

Clandinin and Connelly (1990) point out that “education is the construction and reconstruction of personal and social stories; teachers and learners are storytellers and characters in their own and others’ stories” (p. 2). The stories can facilitate the teachers’ understanding of teaching, and help them to identify their personal knowledge and thoughts (Clandinin &

Connelly, 2000; Lyons & LaBoskey, 2002). The story adopted in narrative inquiry displays a teacher's thoughts to thereby better explicate issues in educational field (Carter, 1993). Thus, narrative inquiry has been applied to educational research.

Teachers' experiences can be understood through the process of telling and retelling their own stories (Clandinin & Connelly, 1996; Craig, 2007; Tsui, 2007). The teachers tend to construct stories based on important events from their teaching experiences, keeping a certain distance from their educational background. These events are the objects they try to describe, analyze, and clarify. This process induces them to explore their teaching activities more deeply (Johnson & Golombek, 2002). Moreover, in the course of that, teachers do not try to find easy and quick solutions to their situation but "theorize about their work as they organize, articulate, and communicate what they have come to understand about themselves and the activity in teaching" (Johnson & Golombek, 2002, p. 7).

Thus, even if the teacher's story ends on an unsuccessful note, it can offer meaningful insights into their professional lives (Edge & Richards, 1998; Johnson & Golombek, 2002). With recognition of the advantages of narrative inquiry, this study adopts a narrative approach to the four first-year teachers' experiences.

### ***3.1.3.2 A critical events approach as a framework for narrative***

#### ***research***

Narrative is event-driven; we all have critical events in a certain context, and when we tell the story of the events, we unfold the story of our experiences (Webster & Mertova, 2007). Critical events, also called critical incidents, can be defined as “highly charged moments and episodes that have enormous consequences for personal change and development” (Woods, 1993b, p. 356). An event becomes critical when it impacts the storyteller (Bohl, 1995). This event is unplanned, unpredicted, and uncontrolled.

An adoption of the critical events framework can allow the researcher not only to understand the complex life experiences, but to explore how they have an effect on personal thoughts or changes. Critical events are considered in teaching and learning for this very benefit. According to Woods (1993a), critical events are significant because they promote student learning, aid teacher development, restore ideals and commitment in teachers, and boost teacher morale. Even if they are not apparent, critical incidents have distinctive pattern that can facilitate the understanding of the complex issues in education.

Woods (1993b) deems that critical events may affect teacher development. Posing critical questions about teaching may help teachers to be aware of their beliefs and practices (Webster & Mertova, 2007). Also, “compiling a file of critical incident reports can serve as a useful resource” (p. 117) for new teachers (Farrell, 2006). Speculating on the benefits of exploring critical incidents, critical event narrative analysis is adopted as a framework to investigate the four teachers in this study.

### **3.1.4 Data Collection Procedures**

This research was conducted from March 2013 to October 2013. Both oral form and written form of narratives were collected during that period. Oral narration was achieved through in-depth interviews and casual conversations, and written narratives of critical incidents, journals, and documents related to the teachers’ experiences were collected.

In-depth interviews were conducted two to five times for each teacher, and informal conversations related to the teachers’ experiences were also carried out. Whenever the researcher had any further questions, telephone interviews were conducted without delay.

For interview questions, Straus and Corbin (1998)'s three types of open-ended questions<sup>4</sup> and the questions suggested for critical incident analysis by Richards and Farrell (2005)<sup>5</sup> were taken into account.

As interviews limited to one hour “can have participants watch the clock” (p. 20) and two-hour-interview is too long (Seidman, 2006), the 90-minute format suggested by Dolbeare and Schuman (Schuman, 1982) is adopted in this research. Also, the interviewer and interviewees met occasionally and had casual conversations to catch up with recent events and issues in a more relaxed and informal atmosphere. All participants

- 
- <sup>4</sup>
1. *Sensitising* questions – What is going on here (issues, problems, concerns)? Who are the actors involved? How do they define the situation? What is its meaning to them?
  2. *Theoretical* questions – What is the relationship of one concept to another (how do they compare or relate)? How do events and actions change over time?
  3. *Practical and structural* questions – Which concepts are well developed and which are not? What, when and how is data gathered for an evolving theory? Is the developing theory logical?

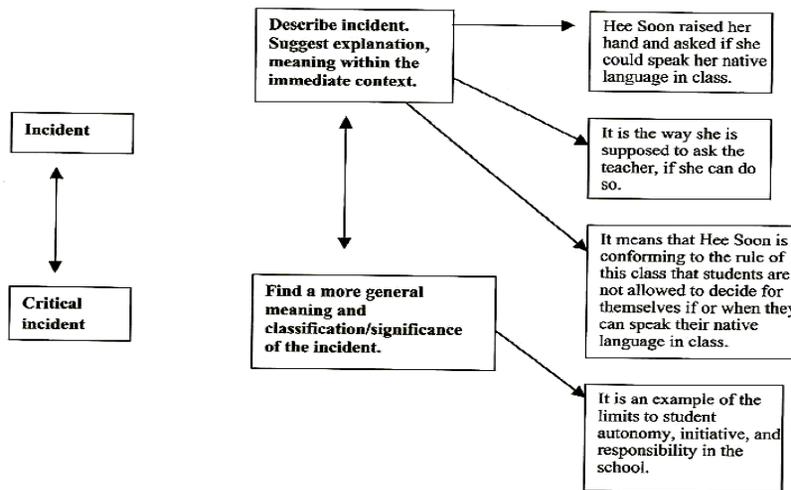
(Adapted from Webster & Mertova, 2007)

- <sup>5</sup>
1. Why did I become a language teacher?
  2. Do these reasons still exist for me now?
  3. How has my background shaped the way I teach?
  4. What does it mean to be a language teacher?
  5. What is my philosophy of language teaching?
  6. Where did this philosophy come from?
  7. How was this philosophy shaped?
  8. What are my beliefs about language learning?
  9. What critical incidents in my career shaped me as a teacher?
  10. Do I teach in reaction to these critical incidents?

(from Richards, J. C., & Farrell, T. S. C., 2005, p. 122).

agreed to have the interviews recorded, and the recordings were transcribed immediately after the meeting.

The participants discussed critical events during interviews and casual talks, but sometimes wrote critical incidents of their experiences for the researcher. There are two steps to understanding critical incidents. An example of critical incident analysis is shown in Figure 3.1. For this research, both stages—describing incidents and explaining their general meaning —were carried out in both oral and written forms.



(adapted from Tripp, 1993, p.26)

**Figure 3.1 Understanding a Critical Incident**

The participants' journals posted on social networking services such as Facebook were reviewed if the subjects permitted. Mostly, their stories were used to conjure up what happened and how they felt on a certain event or occasion. Such stories are helpful to grasp their characteristics as teachers.

Finally, documents related to the participants' experiences were collected and analyzed. Their teaching plans, teaching materials, text books, and school documents were reviewed if they were related to their experiences.

### **3.2 Data Analysis Procedures**

To describe result, stories are categorized in critical events, like events, and other events as shown in table 3.2 to approach the complexity and extent of collected data. When categorizing critical events, particular attention was paid to statements about self experiences and the descriptions of other teachers, students, school environments, and so on.

**Table 3.2**

**Definition of Terms Critical, Like, and Other**

|                |  |
|----------------|--|
| Critical event | An event selected because of its unique, illustrative and confirmatory nature  |
| Like event     | Same sequence level as the critical event, further illustrates and confirms and repeats the experience of the critical event |
| Other event    | Further event that takes place at the same time as critical and like events  |

To identify themes in critical events, all passages including interview transcription were closely examined and grouped according to the broad categories, then reread to find their interrelationships. Furthermore, as it is emphasized to look for not only patterns, themes, and regularities, but for contrasts, paradoxes, and irregularities in investigating critical incidents (Coffey, A. & Atkinson, P., 1996), special attention was paid to locate those categories. The categories were intertwined in complex ways, which is a good sign of a well-done narrative research.

### **3.3 Establishing Trustworthiness**

Guba and Lincoln (1981) have asserted that human instrument in naturalistic inquiry has no big difference from ‘paper-and-pencil instrument’

in quantitative research. They believe humans can get to a certain level of reliability in the condition where subjects negotiate with a researcher while scrutinizing both the fact they provided and the interpretation the researcher did. Therefore, the confirmation of the participants regarding their reported story has been received. Also, four sets of questions suggested by Guba and Lincoln (1981) are considered for the trustworthiness of the present study.

The questions are about:

|                      |  |
|----------------------|--|
| <i>True value</i>    | How can one establish confidence in the ‘truth’ of the findings?                                     |
| <i>Applicability</i> | How can one determine the extent to which the findings of the inquiry are applicable elsewhere?      |
| <i>Consistency</i>   | Are there any patterns emerging?   |
| <i>Neutrality</i>    | Are conditions of an inquiry not influenced by the biases, motivations or interests of the inquirer? |

(by Webster & Mertova, 2007, p. 98)

Finally, the translation of Korean data of interview, casual talk, and journal quotations were checked by one native speaker of English for its accuracy.

### **3.4 Researcher's Position**

Even if the researcher is not a regular teacher, she has teaching experiences in the field. She has taught TOEFL speaking & writing, grammar, and vocabulary courses in an international middle school in Seoul for one year, and was in charge of extensive reading class for one year at one high school in Gyeonggi area. She taught English from elementary school students to adults in several institutes. Like many narrative researchers, she wrote about what she felt during the interview in the reflection of her experience in the field and tried to understand the participants' point of view as much as possible.

The relationship of the researcher and the first-year teachers was quite intimate. The researcher had already known all the participants and shared a lot of stories in their lives before starting this research. Therefore, the rapport and the atmosphere of the interviews were natural, spontaneous, and relaxed. Casual conversations provided lots of meaningful stories of the first-year teachers. The participants could share anything with the researcher that they could talk about sensitive issues without reluctance.

## **CHAPTER 4**

# **THE CHARACTERISTICS OF FOUR FIRST-YEAR TEACHERS**

This chapter presents the four cases of this study. Each first-year teacher's background information and experiences in pre- and in-service levels is provided. Investigating the teachers' experiences, each participant's characteristic is noticed and described as follows in each section: Hyerim, an intriguing educator; Boram, a perfect organizer; Juyeon, a motivating counselor; and Eunyong, an attentive listener. Finally, in light of each participant's experiences, their pathways into professionalism is addressed and discussed.

### **4.1 Hyerim: An Intriguing Educator**

Hyerim turned 30 years old this year. She started the new-year with good news—she became a full-time teacher in March 2013.

#### **4.1.1 Hyerim's Personal Background**

Hyerim spent one year in America when she was a first grade elementary school student, but she cannot remember those days well. All

she can remember is how much more she liked English compared to other subjects in her childhood. She thus chose English Literature as her major in a university in Dongdaemungu, Seoul. When she was a junior, she went to America again to develop her English skills. She took language courses at the University of Boulder, where her professor recommended she go. After coming back to Korea, she took a few courses related to English education such as English Education Pedagogy and English Textbook Development. She found the courses interesting and received fairly good grades at their completion. That was why she entered graduate school of English education. Obtaining a Master's degree, she took a TESOL course at another university in Seongdonggu, Seoul, and worked as an English instructor at a girls' middle school in Jongrogu, Seoul for one year. Then she took a teachers' exam at a private middle school in Eunpyeonggu, Seoul. For the exam, she completed a paper-based English ability test, did a teaching demonstration, and was interviewed. She passed the test and became a full-time English teacher at the school. She has taught the students in her new school since then.

#### **4.1.2 Working at Two schools: “So Much Different”**

After working at two schools, Hyerim was surprised to see the

difference between the school facilities, teaching materials, students' English proficiency level, and education opportunities at schools.

Her previous school, a girls' middle school, was an English characterization school. There were a lot of teaching materials, and the school was equipped with a state-of-the-art system including the latest computers in every classroom. On the contrary, her new school is notorious for its poor facilities. There are computers in the classrooms, but the computers are broken so frequently that she always has to be prepared for unexpected situations. One day, teaching grammar, Hyerim had to continue the lesson without PowerPoint slides when the computer was broken.

**DATA EXCERPT 4.1) Interview Quotation**

*I had to shout at students to look at the third line in the print, or tenth line in the print, but they could not find where they were. They began to make noises and were distracted. Instead of continuing the instruction, I had to wait for someone to fix the computer and projector.(Interview, Hyerim)*

In her opinion, middle school students have short attention spans, so various media like PowerPoint slides, video clips, and prints should be presented in the class to grab the students' attention. However, she has trouble quite often conducting a smooth class due to the poor facilities at the school.

Secondly, the students' English proficiency level differs between the

two schools. Compared to the girls' middle school students in her previous school, there are many students at her new school who are unable to read basic English.

**DATA EXCERPT 4.2) Interview Quotation**

*In my previous school, English only class was possible. The students could understand and sometimes even discussed or wrote in English. They did it well. It was natural to let them speak or write in English. (Interview, Hyerim)*

In her previous school, she could teach students English in English, but at her new school environment, many students do not fully understand her even when she teaches them in Korean. There is nothing she can do, though. She has to teach what the examination covers. She feels sorry for the students who try hard to study English.

**DATA EXCERPT 4.3) Interview Quotation**

*Of course, bad students do not even listen to what I say. They slumber. I just hope for them not to interrupt the class. But others, they want to be good at English. They want to participate in the class, but they can't because the textbook is too difficult for them. They think it's too late for them to study English. I give stamps when students finish assignments, and they are always like, "Ah, I really want to do that. I want to get that stamp, too." (Interview, Hyerim)*

Lastly, the learning opportunity varies between the two schools. In the girls' middle school, there were summer and winter camps which provided a variety of interesting programs like screen English and English pop songs.

At her current school, however, there is no summer camp or winter camp. English courses are offered during the summer and winter breaks, but the classes are only for English vocabulary or grammar. She deems that it would be good for students to have a new learning opportunity. She wants to open new types of classes for the summer break session at her current school, but it seems impossible to her. At first, she gave an opinion to open a new type of summer class during a meeting of the English teachers, but other teachers did not want to be bothered. She had to give up on the idea.

There are seven English teachers at her new school. Two teachers are in their 40s, three are in their 30s, and two are in their 20s. Among them, four were full-time teachers but two have been granted maternity leave. Accordingly, there are now two regular teachers, four substitute teachers, and one English conversational instructor.

Hyerim is in research department<sup>6</sup> and her job is managing after school classes including education plans, program development, and school newsletters. She did not know that she had to spend this much time for administrative work. Hyerim had an especially hard time using the system, NEIS<sup>7</sup>. The system is highly complicated; though she read instruction

---

<sup>6</sup> Yeongubu(연구부)

<sup>7</sup> NEIS is an abbreviation of National Education Information System. All the teachers have

manuals and received one hour training on how to use the program from the education office, she sometimes did not know what to do with the program. She had no choice but to ask other teachers. However, she was not able to get the answer easily.

**DATA EXCERPT 4.4) Interview Quotation**

*I had to manage clubs for after school classes using the system, but it was too complex. I could not do it alone. I knew nothing of it. I was reluctant to ask other teachers, but I had to. They were irritated because they were busy, and explained very briefly, like, “You have to input the attendance record by the end of the month.” That’s all. I had to do it alone. (Interview, Hyerim)*

### **4.1.3 How to Teach: “Make It Interesting”**

Hyerim is a homeroom teacher for 31 third graders, and teaches first grade and third grade students. For both grades, she generally teaches one chapter in six hours following this order: vocabulary; important expressions; listening; grammar; reading; and wrap-up. She thinks one of the most important things regarding English teaching is not to bore students during the class. Even if it takes a long time to create interesting teaching materials, she makes plenty of interesting handouts and PowerPoint slides every week.

It was not easy at first. She focused on preparing English classes so much that she sometimes handled administrative affairs a little late. She was

---

to use this system to take care of almost all work at school.

reprimanded by the other teachers.

**DATA EXCERPT 4.5) Casual Talk Quotation**

*Now I know. I'm so certain that the acknowledged teacher at school is not a teacher who teaches well. It is a teacher who deals with the administrative work well. Teachers rarely assess other teachers by their teaching abilities, and when I try hard to prepare my English classes, most teachers say "it is too much". The only way to achieve recognition is to handle administrative work well at a proper time. (Casual Talk, Hyerim)*

However, she could not stop preparing interesting materials for students. All her hard work became fruitful when students came to her asking, "What interesting things are we going to do today?" or saying, "English class is the most interesting and active." Thus, Hyerim describes a desirable teacher as one who:

- 1) provides an interesting atmosphere with a variety of interesting activities;
- 2) is ready to give lectures in systematic orders such that students can anticipate what they will do next time and be prepared;
- 3) is always energetic and promotes participation among students;
- 4) prepares lots of helpful materials regarding the theme of the lecture;
- 5) always tries to learn something new without hesitation.

As noted, Hyerim's students' English proficiency level is generally low. However, Hyerim tries to teach using only English during listening class

because she thinks it is better for students to be exposed to English as much as possible, at least in listening classes. For Hyerim, when she practiced giving lectures in English for the teachers' exam in graduate school, her focus was on giving a fluent lecture. She has changed her mind now. A new English instructor came to her school and every student was amazed at the teacher's pronunciation at first. The teacher lived her whole life in America, so she could not speak Korean well. After a few weeks, the students began to complain about her lesson because they did not understand what the teacher wanted to express in English.

**DATA EXCERPT 4.6) Casual Talk Quotation**

*I think a teacher speaking English fluently and fast is not good for students. It is just putting on airs in front of them. The teacher's job is to make students understand. Considering this, teacher talk is really important. It is so much different from English conversation; it is about giving directions in English. (Casual talk, Hyerim)*

After realizing this, when giving directions in English for listening class, she tries to be more careful about her language. She had a hard time at first because she never learned about teacher's language when giving English lectures. After she found that the teachers' guide provided teacher talk examples, she referred to the guidebook and used the examples in the book during the class. She noticed that her students understood her better when

she consulted the teacher talk examples. She has totally relied on the book since that time. However, she contemplates that it could have been better had she learned about teacher talk before she became a teacher.

Hyerim received an in-service teacher training course on how to teach English using English pop songs. She really enjoyed that program because there were a lot of pop songs that she could use in English class. She employed pop songs or movies related the theme of the text book, *High school Musical* for example, and her students clearly enjoyed them. Through their proper use, students participate in the classroom activities eagerly. She perceives that these kinds of courses which can be applied to real classroom situations should be increased.

Hyerim emphasizes the importance of teaching materials to make English class interesting and to make students understand. After using two different textbooks from different publishing companies, Hyerim concludes that the supplementary materials vary depending on the publishing companies. She liked the textbook at her previous school. The CD and the guidebook for the textbook contained a lot of useful Internet sites and pictures for use in the class. However, with the textbook she must use now, she has to make all supplementary material by herself. The book contains a

CD and a guidebook of course, but provides just few useful sites which are typically not engaging.

**DATA EXCERPT 4.7) Interview Quotation**

*We study teaching materials in university focusing on textbooks. I analyzed several textbooks and thought it was meaningful to do it, but now I believe the guidebook is much more important. Textbooks are quite similar but guidebooks are so much different. One guidebook provided moving pictures and sound which students really liked, but another did not. To motivate students, we had better focus on the guidebook. It would have been better if I had analyzed the guidebooks. (Interview, Hyerim)*

Aside from the guide book, she points out the problems with the activity book: “Every textbook includes an activity book, but there is not enough time to cover it and the activities there in different levels are not very helpful for conducting level-differentiated classes” (Hyerim, Interview). Accordingly, Hyerim uses it only for assignments.

**DATA EXCERPT 4.8) Interview Quotation**

*I heard the activity book was made to aid teachers to reduce time for designing activities. But we don't use it much. The questions in that book are classified in level A, B, and C, but there're not so many differences among the activity levels. Mostly, the difference is in the direction - whether it is in Korean or in English. I only use that book to give students assignments for the grammar and reading section, and check the answer. (Interview, Hyerim)*

Hyerim wants to know what kinds of teaching materials other teachers use in the class. However, schools and teachers do not seem to share their experiences and materials. When she was a graduate school student, she

took a Methodology II class taught by a high school teacher. The high school teacher gave teaching materials like games and activities on the theme of a methodology covered in the class to the students every time. No one understood why he gave that many materials during that time. Now, however, she recalls it as the most helpful course she took during her time in graduate school. While working as an instructor, she shared with other English teachers all her teaching materials. She regarded it as natural, but when she asked the same thing to other English teachers, surprisingly, they did not want to give any of their materials to her. One English teacher told her that it would be a bad idea to distribute her materials to others because the teachers were sensitive to the teacher assessment or did not want to show their poor teaching materials to others.

This is not the end of the story. There was one incident at her current school. All the English teachers at her school agreed to show the speaking test questions with PowerPoint slides only, but one English teacher printed out the test questions and distributed them to her students. She mistook the speaking test procedure. Then, an English teacher in her 40s summoned all the English teachers at her school together and told them not to distribute any handouts to the students in order to prevent future problems. Hyerim always made handouts for students, so she told the older teacher that she

had to use prints to make students understand. The teacher thereupon said that if a teacher wants to give students a handout, he or she should share it with all of English teachers. Hyerim could not understand the situation because she believed the choice to use handouts or not totally was dependant on a teacher's teaching style. She knew she was the only one who would make the prints. All the English teachers at her school would likely use Hyerim's materials without putting any effort into preparing their lectures. Hyerim did not know what to do.

#### **4.1.4 To Become a Professional: “I Want to Learn Something New”**

Hyerim is always eager to learn something new. She is not sure when she can use them, but whenever she finds new books that have a possibility to be applied during the class she attaches notes to the relevant pages. She wants to review new materials and books, and wants to go to KOTESOL to learn something interesting that she can incorporate into her lecture. It would be better for her if there were a colleague who could study and discuss issues related to teaching English. However, there is no one with whom she can share teaching materials or work together to improve the classroom situation at her school now. She definitely wants to have “some

peers to share the successful stories and effective teaching materials”  
(Interview, Hyerim).

## **4.2 Boram: A Perfect Organizer**

Boram is 28 years old. She took a teacher’s exam in Gyeonggi province, and became an English teacher at a public middle school in Siheung area this year.

### **4.2.1 Boram’s Personal Background**

In Boram’s case, some teachers in her middle school and high school knew her parents since her parents were public school teachers themselves. She had to behave in ways not to disgrace her parents at that time. She always earned good grades in Korean and English subjects, and she chose to major in English Literature at a university in Jongrogu, Seoul. It became so like a habit to study in a conscientious manner that even after being accepted into the university, she always felt like she had to be a perfect student and did her best. She always received scholarships, and was told her GPA was sufficient to start and complete a course in teacher education. That was the reason why she got her teacher’s certificate—just in case. However,

she decided to become an English teacher after experiencing teaching practicum. The students she met were adorable and she enjoyed the teaching at that time. She conducted three English classes using games and activities, and she was consistently praised.

After graduation, she went to Australia to study English. Among many other courses, she found a three-month-*TESOL* course appropriate for her level. She did a sort of teaching practicum for the program, but she did not find it challenging because it was not in front of real students but classmates. After returning to Korea, she studied approximately two years for the national teachers' exam and, finally, she started to teach real students as a real teacher at a middle school in Gyeonggi province.

#### **4.2.2 Boram's School Context**

Boram' middle school is in the center of an apartment complex in Siheung area. Even though the villagers are not very wealthy, the parents are very interested in their children's education. They visit the school often, call the teachers frequently, and want to know every single detail of which is going on at school. The citizens depend on the public school rather than a private institute. That makes the teachers at her school struggle to satisfy the parents and students. Also, the administrators including the principal at her

school have more powers compared to those at other schools.

Boram is in the first-year department<sup>8</sup> and her work is concerned with school counseling and guidance for the first grade students. For her, rather than the subjects related to her major, counseling and educational psychology that she learned in pre-service education are much more helpful to work in her position. She hopes to learn more about counseling and career education for students.

The English teachers at Boram's school are caring and considerate, and help one another. However, when Boram has a question to ask, she cannot get a satisfactory answer because the English teachers at her school do not have a satisfactory answer in some cases. Boram thinks that she absolutely needs a mentor teacher, but there is no one at her school who can fill this void.

**DATA EXCERPT 4.9) Interview Quotation**

*Even if I ask other teachers, sometimes I cannot get the answer. Many of the teachers even do not know the procedure of doing it, either. I had to learn what to do and how to do it for myself. When I took a course concerning educational administration at university, I learned about the organization chart at school and so on. I do not think it is necessary. It is provided at your working place and you will see what it is. Using the system like NEIS or writing official documents is much more difficult. (Interview, Boram)*

---

<sup>8</sup> Ilhaknyenbu (1학년부)

There are six English teachers at her school: four regular teachers including Boram, one temporary teacher, and one conversational instructor. Except for Boram, the other English teachers are all in their 30s or 40s. She is a homeroom teacher for 38 first-year students, and also teaches second grade students.

### **4.2.3 How to Teach: “Make It Perfect”**

On the first day of teaching, Boram entered the class with a variety of interesting materials she had prepared on weekends. As she used those in another institute successfully once before, there was no doubt in her mind that the students would like them. She said hello to the students, spoke a few words in English to interact with them, but nothing came of it except for blank stares. “That day was a disaster,” she remembered. She could not keep speaking in English because no one reacted to her. Embarrassed, she could not finish what she had planned to do, and the students did not enjoy the activities, asking, “Why should we do this?”. For her, it was hard to understand why and how first-year students were so accustomed to the teacher-centered class. Students felt so uncomfortable with group work and activities that they wanted her to do her job just like the other teachers had done; translating English into Korean. She had to change her mindset

toward the students and the once efficient English lectures. After that day, she strictly finished the body of the textbook according to the teaching schedule. Aside from icebreaking, she had no choice but to speak in Korean.

Boram realizes that most of the students at her school are not motivated to study English. The students at Boram's school are meek and docile, and attentively listen to what teachers say. However, as most of them do not get private education, their English proficiency level is not very high. She was shocked at first to see some students who did not even know how to read in English.

**DATA EXCERPT 4.10) Interview Quotation**

*One day I let one of the students in class C read the word, "eagle", and she read it as "ear". At first I was angry because I thought she was being mischievous, but after talking to her I realized the only word she knew starting with 'ea' was 'ear'. See? She was a second grade middle school student! (Interview, Boram)*

The students are "not interested in English" and "without parents' help, most 14-year-old students may well have no experience of studying English by themselves" (Boram, Interview). She feels responsibility for the students' English proficiency. The textbook was too difficult for some of her students. However, she was unable to change the content of the English class because of the school-based assessment. She recently heard official news that

teachers had to raise students' average score to 70 out of 100, which was utterly impossible. She extrapolates from this the government's poor understanding of students' English proficiency levels. Even if she let students know some grammar points beforehand, it did not mean they could obtain the desired score.

Boram remarked that what she had done to prepare for the teachers' exam did not seem to be related to the reality of the classroom. While she had to prepare for TEE for the exam, she hardly speaks in English in her class. Korean explanations are understandable to her students.

**DATA EXCERPT 4.11) Interview Quotation**

*Several activities can be employed for students. However, for the low level students, what can I do? They do not understand the text. The only method that I can use for them is GTM. What an irony! It's the method we have to avoid to be a good teacher, right? (Interview, Boram)*

Fortunately, she teaches students in level-differentiated classes for which she can alter the teaching material to fit students' English proficiency level.

**DATA EXCERPT 4.12) Interview Quotation**

*If I have to deal with 10 questions in Class B (mid-level students), I deal with six questions in class C (low proficiency level students). And if I give no hint to solve the question for class A (the highest level students), then I give three hints for class B, and six hints for class C. For example, in the listening part, class A students have to fill in the blanks with no hint, but I give several*

*difficult words for class B students. For class C students, I give the entire list of words and students just pick one of them and fill in the blank. I found Class C students did not do anything if they thought it was beyond their faculty. I have to help them find the answer and write something. (Interview, Boram)*

She once taught her low-level students the pop songs and interesting expressions, and was surprised to see how much her students liked them and remembered them. However, for her, the fundamental problem is still yet to be solved. Boram poses the problem with the following remarks.

**DATA EXCERPT 4.13) Interview Quotation**

*Do you know how to teach low-level students? There are so many books on methodology for teachers, but I can't find one. Scaffolding? Seriously, it's not possible in the class. There are a lot of methods, theories, but I think the focus is on high-level students. (Interview, Boram)*

Agonizing over how to teach students better, she observed other English teachers at her school. She discovered one teacher in her 40s cared about students a lot and worked diligently. She looked professional and affectionate, and was always kind to the students. Boram decided to be like the teacher. Then one day, she heard students saying they dozed off whenever the teacher gave a lecture. What was more, Boram began to realize that students were out of control when she was consistently kind to them. She had reached her limit with students taking advantage of her

generosity. They did not pay attention in the class and did not show respect to her.

Thereafter, she was determined to give a perfect lecture to the students but to be strict when they did not behave. In her belief, a teacher who sets the tone of the class to make students compliant, and who prepares and conducts well organized, smooth lectures to focus their attention, is a professional. A teacher who has charisma, is fastidious, and always appears professional is her ideal type of teacher. However, sometimes she cannot prepare for her English class meticulously because of tremendous administrative work. She feels so sorry for her students.

#### **4.2.4 To Become a Professional: “What Teacher Training Can Be Helpful?”**

Boram knows that there are a variety of teacher training courses like TEE, PELT, and more. She wants to receive the training if there is a program helpful for her to enhance her English class environment. For example, she wants to learn how to effectively counsel the students on their problems and how to grab students’ attention and control them effectively. Boram also hopes to learn how to teach listening lessons. She feels limited

in her teaching ability these days because there is nothing she can do other than fill-in-the-blank exercises for listening practice.

**DATA EXCERPT 4.14) Interview Quotation**

*A variety of methods can be adopted well for listening. I can use guessing games, pictures, and many others for listening class, but students need to practice listening for the specific information. My students want to know what the script is about; only then they want to do the tasks. I use dictation as a strategy to get specific information, but I can't think of another way to make students listen carefully. I tried to make the fill-in-the-gap activities interesting, implementing group work or games, but students preferred to do it on their own. (Interview, Boram)*

Unfortunately, however, she has no spare time to choose a worthy program among them and take them because she is already too busy settling into a new environment. Even if she knows it can be a fair bit of self-justification, she does not want to spend time on finding a longer and more appropriate program when she does not know whether it can be really helpful or not. Though the name of the program seems interesting and helpful enough to her, she will either find it helpful or not depending on the instructor or the materials of the program. Moreover, if she leaves school two hours early to get a teacher training, she will have to work more to fill those two hours someday. She has to settle for short web-based teacher training courses.

## **4.3 Juyeon: A Motivating Counselor**

Juyeon is 27 years old. She passed the teachers' exam at a private school and became an English teacher this year.

### **4.3.1 Juyeon's Personal Background**

She graduated from an arts middle school in Seoul. She played the piano from her childhood. After graduating from middle school, she was sent to America and studied at a secondary school there for one year. At that time, she realized that the grammar she had learned in Korea was not very helpful to understanding the text. Her overseas experience changed her whole method of studying English and now, she thinks that it affects her way of learning and teaching English as well. She wanted to be an English teacher from her childhood because she liked the language and her English teachers, especially those in her middle school, who influenced her positive work habits. Therefore, she entered university in Kwanakgu, Seoul and majored in English Education. Among all the experiences at university, she found the teaching practicum to be the most closely related to real teaching jobs.

#### **DATA EXCERPT 4.15) Interview Quotation**

*Teaching practicum was the most related to the field. I learned at least how to make students fix their eyes on me at that time. (Interview, Juyeon)*

After graduation, she entered graduate school for English Education at the same university to learn more about her major. Juyeon worked as a part-timer in an arts middle school in Junggu, Seoul for one year and thereafter she took the teacher's exam at another private girls' high school. She took paper-based English teaching methodology and English ability tests, did a teaching demonstration, and was interviewed. From March 2013, she became a full time teacher and began work at the private girls' high school in Seoul.

#### **4.3.2 Juyeon's School Context**

She describes her present school as quite strict compared to other schools. Though the students' level is not very high, the motto of the school is to provide them the best environment and opportunities. That makes the teachers work very hard and on constant alert for new policies and ways of teaching. The teachers' office even lacks a partition. Also, the students are genuinely good-natured, so there are no cases of theft or other incidents. For these reasons, the parents in the area are eager to send their children to that

school.

There are 12 English teachers at Juyeon's current school: ten regular teachers, herself included; one temporary teacher; and one English conversational instructor. Juyeon is not a homeroom teacher, but a prep-test counselor. Her job is guiding students. She offers counseling for students' exam scores, writing cover letters for nonscheduled admission to college, and so on. She found her experiences in graduate school, especially the experiences related to writing a thesis, gave her a new, logical perspective when reading and writing. She can detect logical errors which other Korean language teachers at her school fail to notice when reading students' cover letters.

Until now, Juyeon has had no extreme circumstances regarding administrative work. Other senior teachers at her school like her and praise her often saying she is polite and well-mannered. No one ever approaches Juyeon to inform her about workplace matters; however, when asked by Juyeon, the other experienced teachers will explain the work favorably. She attributes her politeness to her experience working as an assistant in her graduate school. She learned how best to treat people at that time.

### **4.3.3 How to Teach: “Guidance and Motivation”**

Juyeon taught first-year students when she worked at an arts middle school as a part-timer. At that time, the students were distracted so easily in the class that she had to yell at them more than ten times in an hour to get their attention. From her experiences at the middle school, she believes a strict teacher is better than an overly lenient teacher for students. She feels the freshmen in high school are especially in need of a high standard of discipline to successfully settle into their study environment. She did not tend to react to students’ jokes, particularly around first grade students from the first day of teaching them. Some students even said to her, “Teacher, please smile when we joke.” However, even if she was strict during class hours, she always tried to listen to whatever the students said to her outside of class. One day, she heard from other teachers that students admired her because she listened to the students’ stories attentively. She was flattered and was convinced that she was doing right by them.

She believes that a competent teacher is the one who provides customized counseling and learning guidance. A good teacher needs to be passionate enough to find out and nurture the students’ abilities. In addition, she reckons that a professional teacher is someone who puts learners’ degree

of understanding above her own concerns. She saw some teachers who did not care about students' comprehension and just used abstruse grammar terms without any explanations for them. She states that this is extremely unfair because the learners should always be at the center of importance. A professional teacher means to her the consistent self-developing person who tries to improve their teaching ability and the classroom environment in every possible way. Thus, she is additionally studying for self development. Juyeon tries to study English on weekends whenever possible even if she feels very tired and wants to take a rest.

Juyeon usually teaches first and second-year high school students. She teaches first-year using the textbook while she uses EBS books for the national CSAT preparation in the second-year classes. She employs a similar teaching method for all classes. For her first grade class, she uses textbook CDs to present to students the text, allows them to listen to the story, and translates each sentence. For EBS books, she gives students 90 seconds to solve one question in the book and then translates the relevant passage sentence by sentence. To help students prepare for the exam, she is bound to use GTM, but she tries not to teach the grammar section in detail. Rather, she wants to guide students to anticipate and summarize the text as a

strategy to solve the questions. She thinks this is the right way, but is not sure whether it is best for the students.

**DATA EXCERPT 4.16) Interview Quotation**

*Once I observed another teacher's class. It has been five years since she became a teacher. Well, her focus was totally on grammar! She pointed out at least 10 grammar rules in one passage. For example, she made a print with the grammar rules like, "1. be being p.p., 2. much better," and so on. In the text, students drew lines on those expressions and she explained each rule in the print while translating the text. She used a lot of grammar terms- bujeonggwansa( 부정관사), hanjeongjeokyongboup( 한정적용법), and many more. I do not think it is right but some students want to know those things. I do not know if students learn from there or not. I'm confused. (Interview, Juyeon)*

Juyeon found that most students at her school were not motivated enough to study English. Students who had low English proficiency level did not listen to her lecture and did not do what she asked them to do.

**DATA EXCERPT 4.17) Interview Quotation**

*They are not motivated, out of spirits. It's like I'm shouting out into the void. They do not listen to me, do not answer me.. It's just so difficult. (Interview, Juyeon)*

Wanting to teach something different for the low level students, she tried to provide easier, more interesting activities. However, it was not easy to get their attention.

**DATA EXCERPT 4.18) Interview Quotation**

*... At first, I showed the low-level students a movie, Kungfu Panda, without subtitles, but they did not watch it. So I showed it again with Korean subtitles to them and they liked it. Those short video clips can motivate the students, though there are some students who even do not pay attention to that. (Interview, Juyeon)*

As Juyeon wrote her Master's thesis about acquiring vocabulary, how students learn new words is a prominent question in Juyeon's mind. During the first semester, she made students read aloud the vocabulary list two to three times, then read silently the passage containing those words and solve the questions about it. Unfortunately, the students did not seem to understand or memorize the words after reading them, and reading vocabulary aloud multiple times was a lengthy exercise. Owing to this, Juyeon began to skip the vocabulary section. Now she wonders in what ways she can help students learn words effectively and how to motivate the low proficiency level students. These concerns stimulate her curiosity about learning and instruction matters.

**DATA EXCERPT 4.19) Interview Quotation**

*We are likely to emphasize "instruction," but I do not think instruction is related to learning itself. Even if I constantly say to the students, "This is really important," I do not know how students regard it and process it. It's time for us to look into the classroom in learners' view. We do not study. Students study. I can't make students eat all kinds of food in the world in a very short time. They may throw up if I give them too much. They should enjoy eating, enjoy the food. What we have to do is motivate them and make it*

*interesting. I think we have to think about the way to achieve it.( Interview, Juyeon)*

As a part of her exertion of emphasizing learners, she wants to teach how to study English listening effectively for the students, but at her school, listening makes a very small portion of the curriculum. Once she talked to the other English teachers at her school about the importance of dictation. She told them at least one question should be covered precisely in the class to teach students how to improve their listening skill, but the other teachers told her that it was unnecessary. She could not press her opinion further, so she gave up on the idea.

#### **4.3.4 To Become a Professional: “The Need of a Discussion on Practical Issues”**

Since Juyeon cannot exchange opinions with other English teachers at her school, she wants to talk to and study with other beginning English teachers on practical issues when teaching English. For example, she would like to discuss issues such as “If English teachers use Power Points, how long is appropriate for students to see one slide and which font in what size reads well? How many times should students repeat to learn vocabulary?” (Interview, Juyeon). She thinks that more practical pre-service education,

including not only university level but also graduate school level, or in-service education should be provided to address these kinds of issues. Moreover, she reckons that aforementioned learning and instruction matters and students' motivation to study English should be considered in the pre-service and in-service education curriculum to promote the discussion on how to improve the English classroom situation and students' English abilities.

## **4.4 Eunyoung: An Attentive Listener**

Eunyoung is 26 years old. She passed the English teacher employment exam this year and became an English teacher at a business high school in Junggu, Seoul.

### **4.4.1 Eunyoung's Personal Background**

Eunyoung spent her third year as a middle school student studying in Canada. When she was young, she did not know she would become a teacher. She chose her major, Education, by her college ability test results. She studied Education at university in Kwanakgu, Seoul. Afterward, she changed her major to English Education. Right after graduation, she was

accepted into a graduate school of English Education and, during that period, she passed the national teacher recruitment test and became an English teacher. Therefore, she has no further experience other than as a regular teacher. She has not finished her Master's degree yet, and right now she cannot even think of finishing since she is so busy at her school.

#### **4.4.2 Eunyoung's School Context**

Eunyoung's school is a specialized, business high school. After it became specialized, the school selects its students based on previous school records. Eunyoung's is not a low-level school. However, even if the students' grades are above 30~60%, their English is poor. Having never been enrolled in private education or gone to an academy, her students have good records not because of major subjects but because of secondary subjects like art and music. The students hate to study major subjects like English. English has no priority in such schools as contrasted with other types of schools. The students would rather work toward a computer certificate of qualification, accounting license, or other certification. However, the vice president of Eunyoung's school sometimes summons all the English teachers and demands that they should guide students not to fail because the students' failure or success depends on the teachers' abilities.

There were students who got nine points out of 100 even when Eunyoung told them to memorize exactly the same thing that would be on the test. She thought it was absurd to shift the responsibility of the students' low scores onto the teachers.

There are six English teachers- four regular teachers, one temporary teacher, and one English conversational instructor- at Eunyoung's school. She is in the first-year department<sup>9</sup> because she is the homeroom teacher to 25 first-year students, and is in charge of managing after school classes and guiding underachievers. To Eunyoung's benefit, there works alongside her an experienced teacher whom she can call her mentor. Eunyoung asks questions to her whenever she has problems regarding administrative work. The teacher wants to tell Eunyoung everything she knows.

**DATA EXCERPT 4.20) Interview Quotation**

*I usually ask questions to the teacher beside me whenever I have problems. She is respectable and I appreciate it, but sometimes she goes too far. After finishing work, I want to go home but she holds me and talks about the qualities of a good teacher.( Interview, Eunyoung)*

Even though the English teachers at Eunyoung's school sometimes cause her stress, she still learns from their experience. As a part of an effort to make learning more meaningful, Eunyoung showed students video clips

---

<sup>9</sup> Ilhaknyenbu (1학년부)

for schema activation before reading, but she was not sure whether they were actually able to understand the relation of the video to the lesson. Students seemed to regard it as a totally different and unrelated lesson. An observation of another senior English teacher's class inspired Eunyoung.

**DATA EXCERPT 4.21) Interview Quotation**

*A well experienced teacher showed some related video clips in the middle of reading class whenever it was needed. I never tried that, but think it would be better for students to relate the reading and the video to promote understanding. It is not easy, but I'll try it soon. (Interview, Eunyoung)*

Though there are several teachers at her school whom she can look up to, she would rather have peer teachers with whom she can shoulder the hardships and discuss how to manage them. It would have been easier for her to push through the difficulties were she able to share her experiences with employees at a like hierarchical level.

#### **4.4.3 How to Teach: “Listen to the Students First”**

Eunyoung perceives that the real world teaching profession is far more difficult than she once thought. One day, Eunyoung designed an activity that she had learned from the university to check the understanding of whole passages in a chapter. However, it failed because though the students understood the gist of the passages, they did not feel as though they truly

understood them. Instead of doing activities, they wanted to disassemble every single sentence into a few categories: grammar, word order, vocabulary, and so on. Her students even asked her to give them a print with a Korean translation of every sentence in the reading section. They said they would feel so relieved with a Korean copy because they might need it to study English for the test. She felt the students were not ready to read let alone speak or write in English. Many of the students did not even know English spelling and could not understand directions in English.

**DATA EXCERPT 4.22) Interview Quotation**

*Once I gave students a print with three short passages to read. It was interesting enough to promote understanding of the textbook. But receiving the print, my students just whined saying “This is too much!” I was like, “The only thing in the world you guys read written in English is your English textbook, right?” And they said, “Of course! What else should we read and why?” How can the students improve English when they read the text book only? (Interview, Eunyoung)*

With no activities and no reading materials, Eunyoung could not think of any other way to gain the students’ attention. It was incredibly difficult for her to implement the CLT curriculum. She had to change her teaching methods to suit her students’ needs. Finally, she adopted GTM.

**DATA EXCERPT 4.23) Interview Quotation**

*At first I endeavored to teach students in an interesting manner with textbook CDs using the projector, but students said it's too difficult to follow my lecture. So I changed the method: Just like EBS lecturers, I made a PowerPoint slide of the text contents inserting some important vocabulary and grammar in it to explain them easily. Well, it is even easier for me to conduct lesson, but I think it is boring. One day, I asked my students how they felt about this lecture, and they said they preferred this way because they could see what I wrote! They said they could check at least what was going on in the class. But this is totally GTM, isn't this? (Interview, Eunyoung)*

Furthermore, her school is very old that sometimes she has trouble with conducting a smooth class. Since she uses PowerPoint in most cases because of her poor writing on the board, she feels stress whenever a technical problem prevents the presentation software from functioning. Moreover, as her school is old, students cannot concentrate easily especially in the summer or winter periods because it is too hot or cold, even with the air conditioning or heat on. It is not easy to get students' attention in those circumstances.

Eunyoung thought about the classroom situation in the university, but she saw it through the eyes of the lesson conductors. She learned how to teach reading, writing, speaking, or listening, but she is not sure about the effect of all the methods now.

**DATA EXCERPT 4.24) Interview Quotation**

*When making lesson plans and giving lectures, we expect students will do what they're supposed to do. In all methodology books, we can find some*

*examples of expected situations when using a certain methodology. The students described there seem to have no problem catching up with the class. The real students are so much different. I was not ready to face this truth. (Interview, Eunyoung)*

For Eunyoung, what she perceived as problematic situations in university seems far away from the real classroom situation. When she and her friends prepared for the simulated instruction to be demonstrated during the teachers' exam, some unforeseeable situations were assumed; for example, how to deal with students asking embarrassing questions or how to help out students having troubles with doing the activity. However, what she practiced is not a problematic occasion that can happen in a genuine classroom situation. The students are far more unpredictable than she thought.

**DATA EXCERPT 4.25) Interview Quotation**

*Yesterday, we did body language game with words. When I showed a word card to the team leader, she used body language to describe the word, and then other team mates guessed what the word was. Students really liked it. But one of the team leaders, full of drive, could not express the words with her body easily. Other teammates told her that she was so poor at it. She was angry. She was like, "How dare you! How can you insult me in front of all the friends during the class?" They quarreled during the class. Students were like, "Teacher, they fight! What should we do? Please do something!" I was on edge not knowing what to do. If I scold them, I would make the situation worse because it was kind of the teacher's disrupting them and could affect progressing class activities. So I said, "It's okay to quarrel. It's a natural thing. But do not do that in the class. If you really want to proceed, do it after*

*the class.” Then all the students laughed and the situation was over. But I constantly asked to myself, did I do the right thing? (Interview, Eunyoung)*

Eunyoung acknowledges that students may be obedient when the homeroom teacher is strict. When the teacher is not stern, students easily spoil the classroom atmosphere by asking silly questions or doing peculiar things. If she were strict, the problematic situations may be decreased. However, even if she tried, Eunyoung could not keep a straight face in front of the students. Instead of trying something virtually impossible, she started to give compliments to the students as much as she could. For instance, one student in her class was a so-called problem child. The student talked sharply to her classmates and was always isolated. Instead of admonishing the student, Eunyoung started to praise her regularly. As a result, the student was gradually changed from a difficult child to a warm one, day after day.

**DATA EXCERPT 4.26) Interview Quotation**

*A warm-hearted, understanding teacher is better for students. Many students feel uneasy to talk even to their parents. It would be better for them to have an adult whom they can talk to. For what it is worth, a teacher who can fathom the students’ mind and guide them right is a capable teacher.  
(Interview, Eunyoung)*

Eunyoung also believes a professional teacher should always prepare class to meet students’ needs. In her journal, she wrote she was worried

about her classes because of the tremendous work not directly related to the lectures. For her, a competent teacher is one who can handle a variety of tasks skillfully, to say nothing of the lecture.

**DATA EXCERPT 4.27) Journal Quotation**

*I've hated the teachers who did not prepare for the class just because they were busy, but I'm afraid I would be like those teachers. I want to concentrate on lesson plans and my homeroom students. I have a lot to do. I have to decorate my class, organize my desk, and empty the waste basket in my class! Stay focused! (Eunyoung's journal)*

In Eunyoung's school, she cannot teach English listening and speaking sections from the textbook because it has been a custom in that school to disregard these lessons. There is a meeting and all the teachers have a right to talk about anything in that meeting, but no one ever raises an objection to anything. And she, as a first-year teacher, is afraid to give an opinion in that meeting.

**4.4.4 To Become a Professional: "Teaching Practicum Period Should Be Prolonged"**

Eunyoung was interested enough in English writing that she took 60 hours of English writing training during summer break. She wanted to receive formal education in how to better teach writing, and it was partly

helpful. She attended classes four times, and several teachers from international high schools and in similar situations came to show how they conducted writing classes and shared their teaching materials. Eunyoung really liked that part. However, after that, she had to take the class remotely on the Internet, and it was about how to write well instead of how to teach well. She already learned about the writing process at university. It was waste of time. Moreover, Eunyoung realized that she could not teach English writing because of the students' low English proficiency level. If she wants, she can open an after school writing class, but students at her school are not required to study English writing.

After experiencing teaching in a real world setting and receiving a teacher training course, Eunyoung concludes that most of all, the teaching practicum should be changed to be more practical. She agrees that she had an opportunity to meet real students in real classes when doing teaching practicum, but what she did in class was not so much related to real classroom situations.

**DATA EXCERPT 4.28) Interview Quotation**

*Practicum is just practicum. It is not a real situation. The students were favorable to the teacher learners so that it was not very difficult. Overall, I taught students 12 hours. At that time, I did not give lectures in English. The mentor teacher was encouraging and kind, but not strict. I taught the subject named Reading and Writing, and the teacher said that I did not have to*

*conduct the lecture in English because the subject itself was too difficult. (Interview, Eunyoung)*

Accordingly, Eunyoung suggests an extension of the teaching practicum period<sup>10</sup> as a solution for this.

**DATA EXCERPT 4.29) Interview Quotation**

*I think the teaching practicum period should be prolonged. Student teacher is not a real teacher. The relationship between student teachers and students is different from that between real teachers and students. It seems to me that I was put into the field not knowing anything. How about this? All graduate seniors do teaching practicum one year or at least one semester, not only teaching English but also doing administrative works. Or we should be trained how to use NEIS and others. All in all, the real classroom situation is so much different from what I thought. I was not trained to do these kinds of things. Nobody told me about the real difficulties in the field. (Interview, Eunyoung)*

## **4.5 Discussion: Pathways into Professionalism**

All the teachers in this study are mulling how to become a more competent teacher based on their experiences. They try to form their own beliefs about the ideal competent teacher and also find their own ways to become a professional. Their view of the classroom constantly swings back and forth between that of the educator and that of the learner. The four first-

---

<sup>10</sup> In Thailand, the length of the teaching practicum period is from one semester to one year depending on the university (Atkinson, D. et al., 2008). The practicum period is from 12 to 18 weeks in America and Britain, one year in France, and two years in Germany.

year English teachers' characteristics and ideals of professionalism had several common traits; however, overall they were so diverse, as can be seen in Table 4.1.

**Table 4.1**  
**Characteristics of Four First-Year Teachers**

|          | Characteristics        | Traits in Detail  | Possible Aids for Development   |
|----------|------------------------|---|---|
| Hyerim   | An intriguing educator | <ul style="list-style-type: none"> <li>• Teaching English in English for at least listening section</li> <li>• Interesting English lectures</li> <li>• Providing various educational opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• Sharing culture of teachers</li> <li>• Peer teacher</li> <li>• Useful in-service education</li> </ul>              |
| Boram    | A perfect organizer    | <ul style="list-style-type: none"> <li>• Giving perfect, meticulous lectures</li> <li>• Easy-to-understand English classes</li> <li>• Setting the tone of the classes</li> </ul>                              | <ul style="list-style-type: none"> <li>• Mentor teacher</li> <li>• Practical pre-service education</li> <li>• Practical teachers' exam</li> </ul>           |
| Juyeon   | A motivating counselor | <ul style="list-style-type: none"> <li>• Providing customized counseling and learning guidance</li> <li>• Motivating learners to study English</li> </ul>   | <ul style="list-style-type: none"> <li>• Peer teacher</li> <li>• Diverse pre-service experience</li> <li>• A forum for teachers' discussion</li> </ul>      |
| Eunyoung | An attentive listener  | <ul style="list-style-type: none"> <li>• Meeting students' needs</li> <li>• Emphasizing learners' roles</li> </ul>  | <ul style="list-style-type: none"> <li>• Peer teacher</li> <li>• Prolonging teaching practicum period</li> <li>• Practical pre-service education</li> </ul> |

Hyerim thinks that a teacher guaranteeing an interesting English classroom is a professional teacher. As a way of providing an interesting lecture, she stresses the importance of the teaching materials including the textbook and resource book. Her biggest concern is how to conduct TEE to make for a fun listening class. She wants to expose her students to English listening as much as possible. In addition, she attempts to afford various educational opportunities for students. It seems to her that the sharing

culture of teachers, practical in-service education, and peer teachers can hold a crucial role for her professional development.

Boram wants to be a perfect organizer and controller in the classroom. She tries to make all the students listen to her and understand her lessons, but it is not easy. She thinks it would be much more helpful if there were a mentor teacher upon whom she could rely. She thinks pre-service teacher training courses and teachers' exam are not so much related to the real classroom situation. She claims that a practical pre-service education is definitely needed. Although she is eager to learn how to conduct English class effectively in an in-service training, she has no time to take the classes as she is already occupied by tremendous works at school.

Juyeon believes that a teacher who provides customized counseling and motivates students to study is a competent teacher. She herself seeks to formulate an answer to the question of being a competent teacher. In so doing, she has only to realize that she needs peers to share the experiences and to explore better ways of motivating students with her. Juyeon also emphasizes the importance of pre-service education experiences since her diverse experiences at graduate school were valuable after she became a teacher.

Eunyoung is a caretaker. She tries to listen to the students' needs and wants to help them. She regards the learners' role as the most crucial part of teaching and learning. She wants peer teachers to discuss the difficulties in teaching and guiding students. Eunyoung thinks that she is not ready enough to teach real students. The conflicting situations in the class are not what she had expected when receiving the pre-service education or preparing for her teachers' exam. Eunyoung recognizes the limitations of the practicum; that is, the practicum period is short and what she taught in the practicum is not much related to what she really teaches after having become a teacher.

Since the existing teachers tend to judge the first-year English teachers not by their ability to teach but by their capacity for handling administrative work, most of the teachers in this study cannot fully focus on their teaching or students' learning. This is considered to be caused by the tremendous administrative work and by the lack of guidelines and standards for professional teachers. It has constantly been pointed out that teachers cannot focus fully on their students and teaching because they have to devote much of their time to administrative affairs. Teachers can put more effort on their teaching if their burden of administrative work is reduced.

Rendering the four teachers' cases down, all the teachers formulate different concepts of a professional and characteristics as a teacher. Despite

the fact that many researchers have attempted to display the distinctive qualities of a professional teacher in Korea (e.g., Ko et al., 2008; J. Lee, 2009), there is no agreed standard for a professional English teacher (Chang, 2012). The professionalism of English teachers has been emphasized as a critical requirement for the improvements of the classroom environment in other countries. In Britain, according to the professional standards—professional attributes, professional knowledge and understanding, and professional skills—teacher status is divided into five steps: Qualified Teacher Status, Core, Post Threshold Teacher, Excellent Teachers, and Advanced Skills Teachers.<sup>11</sup> For New South Wales in Australia, the professional standards are professional knowledge, practice, and commitment, and teacher status is divided into four levels from Graduate Teacher, Professional Competence, Professional Accomplishment, to Professional Leadership.<sup>12</sup> Referring to the professional standards and teacher status in other countries, the word, “professional” needs to be specifically defined in Korean context (Chang, 2012). Once a standard for professional teachers is clearly established, the existing teachers as well as the first-year teachers may pay more attention to achieving a higher level of

---

<sup>11</sup> For more information, refer to <http://www.tda.gov.uk>

<sup>12</sup> For more information, refer to <http://www.nswteachers.nsw.edu.au>

professionalism and efficacy rather than administrative work.

Overall, regarding possible aids for professional development, practical pre- or in-service education, and peer teachers or mentor teachers were suggested by the four first-year English teachers.

As the pre-service education curriculum was criticized for its ineffectiveness toward cultivating competent English teachers, it has been constantly changed in many universities to intensify practical English programs (O. Kwon, 2000). Nevertheless, some of the first-year English teachers in this study still believe they are unprepared to teach real students in the field. They recognize they are not well prepared by pre-service education to handle the likely scenarios at schools (Tarone & Allwright, 2005). In this regard, pre-service education needs to be “more ready-made for actual teaching so that pre-service teachers can use what they learn in the near future” (M. Lee, 2011, p.17).

It does not appear that the in-service education is very helpful for the first-year teachers, with the exception of a few training programs. Since every English teacher is required to undergo 60 hours of annual teacher training regardless of which type of programs he or she chooses, most of the first-year teachers also received web-based in-service education. However, they felt that the programs were not very helpful for their successful

adaptation to the new environment and professional development. To address these problems, it is more than necessary to carry out an in-depth analysis of first-year teachers' needs with the aim of providing them with useful and practical programs.

To better adapt to the school environment, peer teachers can help each other to learn about the school environment and to cope with it (Boshell, 2002). However, it is not easy for the first-year teachers to meet with other first-year teachers unless they are at the same school or already know each other from university. Thus, a forum for first-year teachers is needed to share their stories.

Mentors can also play a key role in supporting the first-year teachers (Fuller & Brown, 1975; Little, 1990). However, merely appointing the mentors does not guarantee that the first-year teachers will successfully adapt to the school (Farrell, 2003). If a mentor is to be assigned to a first-year teacher, there should be guidance provided to the mentor on how to best fulfill his or her supporting role. Teacher education on building a "social support network" or maintaining "mentoring and collegial relationships" can be a possible guidance (Farrell, 2012, p.442; Brannan & Bleistein, 2012)

## **CHAPTER 5**

# **THE DIFFICULTIES OF FOUR FIRST-YEAR TEACHERS**

This chapter provides cross case analysis results of the four first-year English teachers' experiences especially focusing on their difficulties. The teachers' experiences related to the educational context are presented in section 5.1. The teachers' experiences in the school environment are described in section 5.2.

### **5.1 The National Curriculum into the Classroom**

With reference to the curriculum reform in 2009, English curriculum has been revised in 2011 again to provide a guideline for teaching, learning, and assessments for communication-oriented English education (Ministry of Education, Science, and Technology, 2011). Though all the first-year English teachers in this study learned about the curriculum at university or graduate school, they all say the curriculum itself is too idealistic and therefore unrealistic. This section introduces the difficulties of curriculum adaptation that the first-year teachers go through in their entry year. The main issues discussed include the grammar-translation method, level-

differentiated classes, and assessments.

### **5.1.1 Teaching Method: “GTM instead of CLT”**

Despite the CLT based class trials conducted, all the first-year English teachers in this study were frustrated at the realities of the classroom: Most students simply cannot understand what the teacher says in English and do not like group activities. The students want to be seated and given lectures instead of having an interactive class.

#### **DATA EXCERPT 5.1) Interview Quotation**

*Students hate English grammar but they do not think they are studying English if translation and grammar points are skipped. (Interview, Eunyoung)*

#### **DATA EXCERPT 5.2) Interview Quotation**

*Even if I learned a lot from university and graduate school, what can I do with 38 students at a time? Students feel comfortable when they just sit and receive a lecture. If I do not teach them grammar, do not translate thoroughly the reading part, parents will have complaints and call me. They'll say I'm not doing what I'm supposed to do because the test is based on the translation and grammar. (Interview, Boram)*

Although the four first-year English teachers were in different situations, they felt obligated to use GTM especially when teaching reading sections because students preferred it that way. In most cases, students' criteria for obtaining good scores on the test were that grammar and translation were covered thoroughly. The teachers developed their own way of teaching even

if they were not sure if it was right or wrong. However, the teachers rarely applied the activities they learned in pre-service education or tried something creative in the class. As noted in previous chapter, Boram failed to conduct activities and group work from the first day of teaching because her students did not like them. Eunyoung, who attempted to teach students in an interesting manner, realized that her students preferred to receive a lecture with grammar points and translations thoroughly covered. Juyeon could not think of a way to conduct CLT class thanks to the students' focus on CSAT preparation, and Hyerim tried to introduce easy and interesting activities but it was extremely difficult in her situation considering the atmosphere at school and the students' levels. To make matters worse, such exercises could be even harder for low-level students.

### **5.1.2 Level-Differentiated Classes: “Is It Necessary or Not?”**

All the first-year English teachers in the present study had experiences in teaching students in level-differentiated classes. Level-differentiated classes simply dictate that students take English classes based on their levels. For example, students in regular Class 1, 2, and 3 are tested together, and their results translate to an assignment to one of three English levels – class A, B, or C. Students have to move between the classes according to their

levels. In most cases, Class 1 is for English class A, 2 is for B, and 3 is for C. If a student in regular Class 3 is placed into level B, (s)he should move to the level B class for every English class. In Hyerim and Boram's middle schools, classroom division was applied to every grade. Hyerim and Boram taught first to third grades for levels A through C. For Juyeon and Eunyong, in high schools, there was no division in classes except for the first-year students. Eunyong and Juyeon taught second-year students and levels A to C of first-year students. All the first-year English teachers in this study said they had heard of the problems in level-differentiated classes before they became regular teachers, but did not know this could be such a serious issue.

#### ***5.1.2.1 Students' proficiency level: Far below expectations***

Four first-year English teachers agreed that class A students studied harder and were more active than class B or C students. Though not used frequently to level the playing field, various activities could be adopted successfully for class A students.

#### **DATA EXCERPT 5.3) Interview Quotation**

*Class A students are better than students in other classes. They are energetic. I give stamps when they get something done, and they really want to get that stamp, studying hard. If I encourage competition among the students, testing*

*them and giving them lots of assignments to do, they complain about it but finally catch up with the progress. (Interview, Juyeon)*

In contrast, class C students' level was a lot lower than what the four first-year English teachers had expected. The teachers found out that many of the students, whether they were in middle school or high school, were unable to read in English whatsoever.

**DATA EXCERPT 5.4) Interview Quotation**

*Class C students regard English not as a word but as a picture. There's no way to make them understand the text book. (Interview, Eunyoung)*

However, not all class C students were in a lethargic silence or gave up studying English. Hyerim and Boram, who are middle school English teachers, "felt so sorry for the class C students who tried to participate in the class eagerly (Boram, Interview)".

The four English teachers' big concern was how to teach low level students effectively. As the teachers did not want to give up on class C students, they were searching for their own ways of teaching them. Even if the teachers were unable to change the content of the class, they were instead trying to make it understandable. However, they had to teach all the students with the same textbook that there were few things they could change.

### ***5.1.2.2 Different views on level-differentiated classes***

Each teacher in the present study had slightly different opinions on the pertinence of level-differentiated classes. Boram, as a middle school teacher, viewed the level-differentiated classes as necessary because there was a huge gap in students' proficiency levels. Eunyoung, an English teacher in a business high school, had a different perspective: she thought we should get rid of level-differentiated classes considering the atmosphere of the class. Since students were not intimate when separated, games and activities in class became even harder. What is more, she had a problem in managing her homeroom class because of the division.

#### **DATA EXCERPT 5.5) Interview Quotation**

*As I teach level-differentiated class B for first grades, I've only taught seven students in my class - only seven among the twenty five students. It's so challenging for me to control my homeroom class easily because I do not teach all of my students. (Interview, Eunyoung)*

Barring Juyeon, who was not a homeroom teacher, every teacher in the study had the same problem. Hyerim was in charge of class A for third year-students in middle school, which meant she did not know what other students in her homeroom class did in class B or C. One day a class B teacher told Hyerim that her students flew paper airplanes and kicked up a fuss during the class. She scolded those students to behave, but still she

could not see what other students did in the class. She believed that level-differentiated classes were necessary considering the radically diverse proficiency levels. All she wanted was a change in the class division system.

**DATA EXCERPT 5.6) Interview Quotation**

*I think level-differentiated classes are necessary. However, there are too many students in one class to teach. I found difficulty in keeping eye contact with all the students. For my money, small size of class will make it easier to teach students. As small sized classes are emphasized in EFL learning, and since it is so difficult to give attention to all the students at a time, how about making it smaller? At least we can divide two classes in three levels, not three classes in three levels. That'll make the class size smaller. (Interview, Hyerim)*

Overall, though all teachers had different opinions on the level-differentiated classes, they recognized the distinct problems in class C atmosphere. They also wondered how to help class C students study English when they had to teach the textbook which students could not understand.

**5.1.3 Assessment: “A Pie in the Sky”**

There are three types of assessment at the schools discussed here: the midterm, final, and performance assessments (see Appendix 1 for an example). To make up questions for the midterm and final exams, three to four teachers form one team, and take charge of one grade, with seven to eight questions assigned to each teacher to prepare the exam paper. If there

are fewer teachers, only two teachers make the test for one grade. The midterm and final tests consist of objective, subjective, and descriptive types of questions. The examination paper is prepared one month before the test, and printed only immediately beforehand for security. The procedure is generally the same across the four teachers' schools.

### ***5.1.3.1 Issues on the school-based exam***

In this study, the four first-year English teachers placed critical importance on the school-based exam because they were required to finish this process without an exception. They had to teach what the test covered whether students understood it or not.

#### **DATA EXCERPT 5.7) Casual Talk Quotation**

*I found that students hate activities but are interested in video clips and pop songs. I wanted to show them interesting video clips, but I have to cover all contents before the final exam. Why are there so many tests for English compared to other subjects? I need at least seven to eight hours to cover the contents, but I only have got six hours because of Chuseok this semester. Moreover, the speaking test should be done in the class hours. I feel so sorry for my students. (Casual talk, Boram)*

Even though the textbook is changed more suitable to conduct CLT based classes, Hyerim cannot use it fully for its purpose because of the school-based exam, which is bound to assess grammar and translation skills, and insufficient time allocated for English classes.

### **DATA EXCERPT 5.8) Interview Quotation**

*For the first grade students, after the text book is changed, there are more contents but less hours of English class in a week. It's only three hours to four hours. We have insufficient time. All the teachers talk about the same thing; How can we finish all of it? Even if there's lots of good stuff in the text book, the test is all about grammar. We have to hand out some more prints and questions for students to practice grammar and prepare for the test. (Interview, Hyerim)*

### **5.1.3.2 Difficulties in performance assessment**

The performance assessment was the most troublesome part for the two middle school teachers in this study. In Eunyoung and Juyeon's high schools, only English listening and students' attitude in the class were assessed whereas in Hyerim and Boram's middle schools, English listening, speaking, and students' attitude in the class were assessed as in table 5.1.

**Table 5.1**

**Performance Assessment Type for the Schools of each Participant**

| Participant | Attitude Assessment   | Listening Assessment  | Speaking Assessment  |
|-------------|---|---|--|
| Hyerim      | <ul style="list-style-type: none"><li>• Textbook &amp; prints</li><li>• Attitude in class</li></ul> | <ul style="list-style-type: none"><li>• Listening tests on EBS 3-minute- English (at school)</li></ul>  | <ul style="list-style-type: none"><li>• Answering to five questions base on the textbook</li></ul> |
| Boram       | <ul style="list-style-type: none"><li>• Prints</li><li>• Attitude in class</li></ul>                | <ul style="list-style-type: none"><li>• Listening tests on Listening workbook (at school)</li></ul>     | <ul style="list-style-type: none"><li>• Memorizing sentences in the textbook</li></ul>             |
| Juyeon      | <ul style="list-style-type: none"><li>• Text book</li><li>• Attitude in class</li></ul>             | <ul style="list-style-type: none"><li>• Listening tests on KSAT booklet (at school)</li></ul>           | None   |
| Eunyoung    | <ul style="list-style-type: none"><li>• Text book</li><li>• Attitude in class</li></ul>             | <ul style="list-style-type: none"><li>• Listening tests on EBS listening booklet (Self study)</li></ul> | None   |

For measuring students' attitudes toward learning English, text books or prints were reviewed to know if students paid attention to the class at all four first-year teachers' schools.

In Hyerim and Boram's middle schools, and Juyeon's high school, all the students listened to an announcement at school in the morning session for 10 to 15 minutes. These questions were for the listening performance assessment which would be conducted during the class hours once a semester. The listening material completed in the regular class hours was not included in the performance test. Once each semester, students took the performance test in regular class hours.

In Eunyoung's business high school, English listening was not taught even in regular class hours. Instead, if English teachers told students the performance assessment would be, for example, from the EBS listening test booklet pages 10 through 60, then students should study with the book by themselves. The questions were modified for the performance assessment such that most students who wanted to get a good score would memorize the scripts in their entirety.

Unlike in the high schools, an English speaking test was conducted in the middle schools. In Boram's school, students were given several sentences two weeks before the test and told to memorize them. Students

came to the front one by one, and translated the Korean sentences into English sentences (example is provided in Appendix 2.2). The English speaking test was given to middle school students in an attempt to promote English speaking in the class thereby enhancing students' communication skills. All the English teachers at her school knew that this was not true speaking test. However, the teachers had to invent a less controversial form of an English speaking test as many parents and students focus solely on any kind of test results. They had to calm controversy among parents over the perceived fairness of the evaluation. Students' low English proficiency also made it impossible to conduct a real English speaking test at her school. She heard that at one middle school in the Gangnam area, students read an English book, wrote a book report, and gave a presentation about it. But she thought that this also had a problem because the institutes should serve as a guide for the students in most cases.

Hyerim chalked up the diverse form of the English speaking test to the lack of a clear guideline. She attended teachers' conferences to decide a format for the test, but no obvious solution was found. At first, the teachers agreed to make five questions based on the text book for each level-differentiated class (A, B, and C). Since the English teachers at her school could not make hundreds, let alone thousands, of questions, it was inevitable

that questions be reused (see Appendix 2.1 for the test example) It took more than two hours to carry out the test for each class, which means it required almost one week of class time. Meanwhile, students shared the questions and already knew the answers.

Scoring criterion created confusion for the first-year middle school English teachers, Hyerim and Boram, in this study. There was no guideline for teachers to create the scoring rubric, testing date, or anything else.

**DATA EXCERPT 5.9) Journal Quotation**

*I found one student saying “My favorite season is math.” for the speaking test. How funny! But what should I do? One word is wrong which means this is minus one point. (Journal, Hyerim)*

Hyerim had an especially large amount of criteria to create all by herself. She thought that a real ‘speaking’ test and a real speaking ‘score’ were impossible to devise in her situation.

**DATA EXCERPT 5.10) Interview Quotation**

*We hold the test because we’re told to do, but there’s a limitation. How can we test so many students in a limited amount of time? It’s just a memorization test. Class B students try at least to find the answer in the book, but class C students say nothing. They just smile at me. They do not understand what I ask and needless to say, do not know the answer. They have no idea of what the text is about. If they try to say a word, any word like ‘happy’ or ‘uniform’ regardless of the question, I try to give them a score. (Interview, Hyerim)*

As there was no clear guideline which the middle school English teachers could refer to, the first-year English teachers, Hyerim and Boram, had trouble preparing students for the test and conducting the performance assessment, especially for the speaking test.

### 5.1.4 Summary and Discussion

The major issues in the four first-year English teachers' experiences in the educational context can be summarized as in Table 5.2.

**Table 5.2**  
**Four First-Year Teachers' Experiences in Educational Context**

|                                     | Major Issues                    | Details  | Possible Difficulties   |
|-------------------------------------|---------------------------------|--|---|
| Curriculum<br>into the<br>Classroom | GTM instead of CLT              | <ul style="list-style-type: none"> <li>• Students preference on GTM</li> </ul>   | <ul style="list-style-type: none"> <li>• Inapplicability of TEE or CLT</li> <li>• Difficulty in conducting group work or activities</li> </ul>                  |
|                                     | Level-Differentiated<br>Classes | <ul style="list-style-type: none"> <li>• Students' diverse English proficiency level</li> </ul>  | <ul style="list-style-type: none"> <li>• Too many students in one class to teach</li> <li>• Teaching low level of students with the same textbook</li> </ul>    |
|                                     |                                 | <ul style="list-style-type: none"> <li>• Separation of every one of homeroom students into three classes</li> </ul>                        | <ul style="list-style-type: none"> <li>• Lethargic classroom atmosphere</li> <li>• Controlling homeroom class students</li> </ul>                               |
| Assessment                          |                                 | <ul style="list-style-type: none"> <li>• The school-based exam</li> </ul>  | <ul style="list-style-type: none"> <li>• Compulsive to teach what the exam covers regardless of students' understanding degree</li> </ul>                       |
|                                     |                                 | <ul style="list-style-type: none"> <li>• No guideline or scoring criterion of speaking performance assessment in middle schools</li> </ul> | <ul style="list-style-type: none"> <li>• Confusion of conducting the performance assessment</li> <li>• Memorization tests rather than speaking tests</li> </ul> |

Although the teachers in the present study are fully aware of the national curriculum, they have hard time applying it effectively to the classroom. CLT does not seem to be well implemented due to institutional constraints such as students' reluctance to speak in English or engage in group activities during class, and the test based on grammar and translation (Li, 1998; Shin, 2012). As a result, the teachers are forced to choose GTM (E. Kim, 2005). Class C students in the level differentiated classes have a very low English proficiency level, making it hard for four teachers to teach English because they do not understand the textbook. Considering possible advantages and disadvantages of level differentiated class, all the teachers have different ideas on the persistence of level-differentiated classes.

Assessment is considered another important issue here. As students have to take the same test at the same time, teachers have to make all the class progressions and contents even (Shin, 2012). The English speaking test is especially problematic in middle schools as there is no practical guidance for that.

Given that the teachers in this research have so many problems in accommodating the National Curriculum in the classroom, the classroom situation is to be reviewed first before forcing any forms of idealistic policies. The concepts behind the educational policy also need to be

reconsidered. It seems that instead of the present top-down approach, a bottom-up approach needs to be taken into account in education policy revision. Moreover, considering that the teachers in this study had to learn themselves how to follow educational policies, the English speaking assessment procedure in middle school for example, appropriate guidance is crucial for any educational policy enactment.

## **5.2 School Environments beyond Their Control**

Another issue that the four teachers encountered is troublesome school environments that the teachers cannot, by themselves, do anything to alter. The major concerns lie on the limited facilities and materials, strictly independent (“do-it-by-yourself”) teacher culture, and tacit school protocols.

### **5.2.1 School Facilities and Teaching Materials: “They Vary Widely”**

Hyerim and Eunyoung mentioned poor facilities as one of the obstacles in the way of conducting a smooth class. Eunyoung’s business high school lacked computers altogether.

**DATA EXCERPT 5.11) Interview Quotation**

*We have computers in each class but I can't find them very often. They are failure-prone.*

**DATA EXCERPT 5.12) Interview Quotation**

*The facilities in my school are extremely run-down. Besides, there is no computer in the class so teachers have to carry their own laptops whenever necessary. When I need to use the laptop, the student in charge connects it to the system, TV or projector in the class, using USB. It takes a lot of time. It doesn't work well, either. (Interview, Eunyoung)*

In Hyerim's middle school, there were computers in the classes, but the computers were broken so frequently that she always had to be prepared for unexpected situations. After working at two schools, Hyerim realized that the materials and facilities between schools varied widely. She became curious as to what other schools were providing for students.

**DATA EXCERPT 5.13) Casual Talk Quotation**

*I worked as an instructor at an English characterization school. I heard now it's over, but last year, the school purchased a lot of English materials to spend that money received from the government. There were plenty of books in one classroom. Board games, interesting books, English textbooks used in America... Some books cost 200,000 won to 300,000 won. At my school now? We have only one shelf for English books. And we do not have enough money for that. I ordered a board game and other things, but until now, I got nothing! I hope every school to have that kind of materials equally.. (Casual talk, Hyerim)*

## 5.2.2 Teacher Culture: “My Own Bootstrap”

Teacher culture is what teachers need familiarity with in order to adapt to their new school environments (Malderez, 2009; Smith & Ingersoll, 2004). Regrettably, most of the first-year English teachers in this study had to learn for themselves how to survive in their positions without any guidance.

### **DATA EXCERPT 5.14) Journal Quotation**

*My first day at school was so confusing, careless, and a total mess-up without any help. I can't imagine how much spectacle it will be tomorrow. (Journal, Boram)*

Two major difficulties arose while adjusting to the respective teacher cultures: first, regarding administrative work; and second, in conducting classes.

Except for Juyeon, all the teachers in this study were surprised when they encountered the tremendous administrative work at their new jobs, such as handling office documents. The dual role of home room teacher and department<sup>13</sup> office worker simultaneously overwhelmed them. They were not familiar with the program called NEIS which they had to use regularly to input students' scores, transfer students between schools, and so on.

---

<sup>13</sup> All teachers belong to a department and are in charge of some administrative work.

Having a good mentor might have helped the teachers become practiced hands in the school easily (Bodoczky, 1999), but whether they could have a mentor or not depended on luck. Juyeon and Eunyoung had older teachers who could help them in their high schools, but Hyerim and Boram did not in their middle schools.

Regardless of their different situation, the studied teachers were eager to know how other English teachers perform in their classrooms. They wanted to know how to ensure students remain interested and understand the lecture, while maintaining quiet, focused attention. They were curious about what was happening in other English teachers' classes at other schools as well. However, the schools and teachers tended not to share their experiences or materials. Unless other English teachers' classes were opened officially, the new teachers could not observe the method in most cases. Hyerim described it as a part of teacher culture, and the other teachers in this research all called attention to the teacher culture as one of their prime difficulties.

**DATA EXCERPT 5.15) Interview Quotation**

*Teachers do not share things. They have their own style of teaching and do not want to share it. Well, if someone asks for my teaching materials now, I'll not give them. I've invested my time and energy on it without any help. If we teachers share them, absolutely the classes will be full of interesting materials and teaching methods. But it's not easy. You know what? I finally ranked at*

*3rd for the teacher assessment after all the struggling and hardships, and now all the teachers ask students why my lessons are good and try to copy my materials- my picture puzzle, dictation, everything. All teachers do not try hard to invent their own way but they just want to copy mine. In this case, do you want to share your teaching materials? I would rather keep my cards close. (Interview, Hyerim)*

### **5.2.3 Implicit Rules at Schools: “I Just Need to Do It”**

The implicit rules among existing teachers were another factor that could leave first-year English teachers in chaos. To give every student an equal learning opportunity, all English teachers in one school have to cooperate while making semester teaching plans, different types of tests and more. Although the situations are different, three teachers in the study had to accept the rules of the existing teachers to prevent themselves from abandoned by their peers.

#### **DATA EXCERPT 5.16) Interview Quotation**

*I do not know. I know nothing of it. The head wants me to do it that I just need to do it. (Interview, Eunyoung)*

There were official or informal English teacher meetings at the schools, but nothing could be changed even if the first-year teachers gave an opinion. For example, because of implicit protocols at their schools, Hyerim could not open an interesting summer camp class, Juyeon could not teach dictation

procedure for an English listening section, and Eunyoung could not teach English listening or speaking at all.

**DATA EXCERPT 5.17) Interview Quotation**

*In the meeting, teachers always ask me to give opinions. Yes, there is no boundary. If I want, I can give any opinions. But if someone asks me to give an opinion, I will never ever do it. One day I suggested them to make some classes in summer period for students to do some extensive reading, English movie watching, and so on. All the teachers said, “Wow! That is a brilliant idea! Then, why don’t you handle it? You should be in charge of that.” And nobody cared or helped me. These teachers don’t want to do extra work. I have to take care of all the things. How can I plan the classes, open the classes, make the materials, and teach the classes all alone? (Interview, Hyerim)*

**DATA EXCERPT 5.18) Interview Quotation**

*I thought dictation was so important to improve students’ listening skill. But other teachers said what I had to do was just let them listen and finish it very quickly, and dictation or shadowing thing was what students should do on their own. I had my principle, they had their own. But how could I persuade them? I could not help saying “yes”. (Interview, Juyeon)*

**DATA EXCERPT 5.19) Interview Quotation**

*Of course we discuss. We discuss and make choices. Sadly, however, the world is not your oyster. It is like a tradition at my school: We skip listening and speaking sections in the textbook. It means we dump a half of the contents in it. I know we do not have to do every single thing in the book but it is... I do not know. What is the price? Some students ask me, “Why do we always skip this part?” I just can’t answer them. (Interview, Eunyoung)*

Considering all of these situations as a whole, it is clear that the first-year English teachers cannot change anything by themselves because of the implicit rules at schools.

## 5.2.4 Summary and Discussion

The cross case analysis of the four English teachers' experiences in their school environments can be summarized as in Table 5.3.

**Table 5.3**  
**Four First-Year Teachers' Experiences in the School Environment**

|                    | Major Issues                             | Details   | Possible Difficulties  |
|--------------------|--|---|--|
| School Environment | School facilities and teaching materials | <ul style="list-style-type: none"> <li>• Poor school facilities</li> <li>• Diverse teaching materials according to the schools</li> </ul>                         | <ul style="list-style-type: none"> <li>• Difficulties in conducting smooth class</li> <li>• Inequality of educational opportunities for students</li> </ul>  |
|                    | Teacher culture                          | <ul style="list-style-type: none"> <li>• Teacher culture- Teachers rarely share things</li> </ul>   | <ul style="list-style-type: none"> <li>• Dealing with tremendous administrative work without help</li> <li>• Rare chance to share teaching materials with other teachers to enhance English class</li> </ul> |
|                    | Implicit rules at schools                | <ul style="list-style-type: none"> <li>• Pre-determined protocols at schools and existing teachers</li> <li>• Teacher meetings in name but not in fact</li> </ul> | <ul style="list-style-type: none"> <li>• Impossible to teach what the teachers want</li> <li>• Impossible to open creative English classes of the teacher's will</li> </ul>                                  |

School environment is a crucial cause of “sink-or-swim” realities for first-year English teachers (Varah et al., 1986). They feel frustrated due to the poor school facilities or lack of teaching materials, the teacher culture, and implicit standards among the established faculty. The school, in most cases, does not give assistance to new teachers, or foster a community of shared opinions and teaching styles (Shin, 2012).

Concerning how to improve the school environment which dispirits

first-year teachers, the school facilities and teaching materials need to be standardized to provide students with equal learning opportunities and help teachers to conduct a smooth class. School environment can sometimes hinder first-year English teachers from pursuing their ideals; nevertheless, they need to acquire organizational knowledge to be a member of the teacher community (Blasé, 1985). After all, peer teachers or mentor teachers can be of help for first-year teachers to successfully settle into their school environment. English teachers are encouraged to share their materials and teaching methods through open communication among teachers.

## **CHAPTER 6**

# **CONCLUSION**

The purpose of the present study was to explore first-year English teachers' experiences in Korean secondary school. To this end, four first-year English teachers' narratives on their experiences were collected and analyzed. This chapter presents the summary of the major findings, followed by the implications as well as suggestions for future research.

### **6.1 Major Findings**

This study reported some significant findings on the experiences of new teachers. Firstly, the four first-year English teachers tried to build their own ideals and struggled in “teaching effectively and learning to teach” for their professional development (Wildman, Niles, Magliaro, & McLaughlin, 1989, p. 471). They had different characteristics as a teacher and thus formulate different beliefs about a competent teacher. They attempted to learn the texture of the classroom and a variety of behaviors pertaining to the demands of the environmental context (Doyle, 1977).

Secondly, the teachers had troubles in translating what they learned in pre-service education into the classroom environment, experiencing “reality

shock” (Veenman, 1984, p.143). The macro structure, like the national educational policies and school culture, influenced their socialization (Johnson, 2009). The institutional constituents and the school culture have a negative effect on the teachers’ successful adaptation to the classroom setting. The first-year teachers in the previous studies tended to abandon their ideals formed in pre-service education (e.g., Crookes, 1997; Peacock, 2009; Shin, 2012). However, in the present study, the four first-year teachers did not merely discard their ideals formed by their teacher training experiences, nor did drop out of the profession or simply emulate the behaviors of the existing teachers. They tried to strenuously develop their own ideals through careful considerations of their situations and students, and find ways to improve their classroom environment. This rebirth process of escaping from the “hazing” state (Johnson, 1996, p. 48) seemed to demand proper form of supports such as mentor teachers, peer teachers, and proper pre- or in-service education.

## **6.2 Implications of the Study & Suggestions for Further Research**

The present study has important implications and suggestions for future

studies on first-year teachers' experiences. To begin with, the four first-year teachers were not able to effectively translate their pre- and in-service education into their in-service teaching due to the unfavorable classroom situations and unrealistic policies. Given that the educational policies did not well reflect the real classroom situation, a bottom-up approach needs to be employed to bring real changes to the classroom via pre- and in-service levels.

In addition, the major difficulties raised by the four first-year teachers were mostly due to the lack of guidance from the government and schools. For example, there was no accorded standard of professionalism to which the teachers could turn in order to resolve a conflict between their roles—a teacher and an administrative worker. The National Curriculum was too idealistic to be applied in their schools without any guidance, and school environment was not where the first-year teachers could get any form of help or guidance but where they had to survive by themselves. In cases of the four first-year teachers, proper guidance from the government and schools seemed to be necessary for their successful socialization and professional development. Most of all, to bring about the classroom changes and to provide appropriate guidance and education for first-year teachers, all the stake holders—namely, the first-year teachers, school administrators,

policy makers, and teacher educators— should collaborate to reduce the “theory/practice dichotomy” and close “the gap between pre-service teacher education and in-service teacher development” (Karen E. Johnson, 2006, p.240; Farrell, 2012, p. 436).

The first-year teachers’ narratives on critical events effectively mirrored their experiences about socialization and professional development. Nevertheless, the fact that the first-year experience is highly situated (Johnson, 2002) makes it difficult to generalize the teachers’ narratives into other cases. Since the first-year English teachers have different experiences of socialization and professional development, it is necessary to deeply explore each story of the teachers in a wide variety of contexts for feasible solutions to their difficulties, and for a reform of the teacher education in pre-service and in-service levels.

Seen from the fact that the four first-year teachers in this study regarded peers or mentors and practical teacher education as plausible aids for professional development, it seems to be desirable to create a regular forum for a discussion so that they can share their first-year experiences with one another. The sharing of this kind can be beneficial for the first-year teachers’ stable settlements into the school. Particularly, in case that the teachers are in need of improvements in teaching, other teachers’ success stories will

provide valuable guidance for the first-year teachers' professional development. In this way, the first-year teachers can receive peer teachers' aid and practical in-service education simultaneously. Furthermore, the accumulation of first-year teachers' narratives gives birth to developing practical pre- and in-service educations and educational policies by revealing the needs and difficulties of the teachers in real classroom environments.

All in all, assuming that the first-year English teachers possess the power to enact educational policies in the classroom and to alter the educational environment in the future, more systematic and appropriate guidance, together with proper teacher education should be provided to first-year English teachers. By doing so, successful socialization and professional development of first-year teachers are guaranteed, and meaningful changes in the classroom can also be brought about.

## REFERENCES

- 고경석 외 14인. (2008). 영어과목의 교사자격기준 개발과 평가영역 상세화 및 수업능력평가 연구 보고서. 서울: 한국교육과정평가원/한국영어교육학회.
- 교육과학기술부. (2011). 2009 개정 교육과정에 따른 영어과 교육과정 [별책 14]. 교육과학기술부 고시 제2011-361호. 서울: 교육과학기술부.
- 조용환. (1999). *질적 연구 방법과 사례*. 교육과학사.
- Ahn, K. (2008). Teaching as one has been taught: The impact of teacher socialization on the implementation of English curricular reform. *English Teaching*, 63(3), 91-117.
- 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.
- Almarza, G. (1996). Student foreign language teachers' knowledge growth. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 50-78). Cambridge, England: Cambridge University Press.
- Atkinson, D. (2008). The teaching practicum in Thailand: Three perspectives. *TESOL Quarterly*, 42(4), 655-659.
- Blasé, J. (1985). The socialization of beginning teachers: An ethnographic study of factors contributing to the rationalization of the teacher's instructional perspective. *Urban Education*, 20, 235-256.
- Bliss, L. B. & Reck, U. M. (1991). *PROFILE: An instrument for gathering data in teacher socialization studies*. (ERIC Document Preproduction Service No. ED 330662)
- Bohl, N. (1995). 'Professional administered critical incident debriefings for police officers', in M. Lurke (ed.) *Police Psychology into the 21<sup>st</sup> Century*, Washington, DC: APA Publishers.
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.

- Boshell, M. (2002). What I learnt from giving quiet children space. In K. E. Johnson & P. R. Golombek (Eds.), *Teachers' narrative inquiry as professional development* (pp. 180-194). New York: Cambridge University Press.
- Brannan, D., & Bleistein, T. (2012). Novice Esol teachers' perceptions of social support networks. *TESOL Quarterly*, 46(3), 519-541.
- Bruckerhoff, C. E., & Carlson, J. L. (1995). Loneliness, fear and disrepute: The haphazard socialization of a student teacher. *Journal of Curriculum Studies*, 24, 431-444.
- Burns, A., & Richards, J. C. (2009). *The Cambridge guide to second language teacher education*. New York: Cambridge University Press.
- Bullough, R. V., & Baughman, K., (1993). Continuity and change in teacher development: a first year teacher after five years. *Journal of Teacher Education*, 44, 86-95.
- Carson, D. A. (1996). *The gagging of God*, Grand Rapids, MI: Zondervan.
- Carter, K. (1993). 'The place of story in the study of teaching and teacher education', *Educational Researcher*, 22(1):5-12.
- Chang, Kyungsuk. (2012). Communication-oriented English education policy and curriculum reform. *Journal of the Korea English education society*, 11(1), 3-22.
- Chase, S. E. (2005). Narrative inquiry: Multiple lenses, approaches, voices. In Denzin, N. K., & Lincoln, Y. S. (Eds.), *Handbook of qualitative research* (pp. 651-679). Thousand Oaks, CA.: Sage.
- Choi, S. (2000). Teachers' beliefs about communicative language teaching and their classroom teaching practices. *English Teaching*, 55(4), 3-32.
- Clandinin, D. J. (1986). *Classroom practice: Teacher images in action*. London: Falmer Press.
- Clandinin, D. J. (1992). Narrative and story in teacher education. In T. Russell & H. Mundy (Eds.), *Teachers and teaching: From classrooms to reflection* (pp. 124- 137). Philadelphia: The Falmer Press.
- Clandinin, D. J. (2007). *Handbook of narrative inquiry: mapping a methodology*. Thousand Oaks, CA.: Sage.
- Clandinin, D. J., & Connelly, F. M. (1990). Stories of experience and

- narrative inquiry. *Educational Researcher*, 19(5), 2-14.
- Clandinin, D. J., & Connelly, F. M. (1996). Teachers' professional knowledge landscapes: Teacher stories-stories of teachers-school stories-stories of school. *Educational Researcher*, 25(3), 24-30.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Collins, S. G. (2005). 'Who's This Tong-il?': English, culture, and ambivalence in South Korea. *Changing English*, 12, 417-429.
- Coffey, A. & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks: Sage Publications.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Research*, 19(5), 2-14.
- Craig, C. J. (2007). Story constellations: A narrative approach to contextualizing teachers' knowledge of school reform. *Teaching and Teacher Education*, 23, 173-188.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Crookes, G. (1997). What influences what and how second and foreign language teachers teach? *Modern Language Journal*, 81, 67-79. Doi:10.2307/329161.
- Danziger, K. (1971). *Socialization*. Baltimore, MD: Penguin Books.
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research*. Thousand Oaks, CA.: Sage.
- Dewey, J. (1938). *Experience and education*. New York: Collier Books, 1934.
- Doyle, W. (1977). Learning the classroom environment: An ecological analysis. *Journal of Teacher Education*, 28, 51-55. Doi: 10.1177/002248717702800616
- Doyle, W. (1997). Heard any really good stories lately? A critique of the critics of narrative in educational research. *Teaching and Teacher Education*, 13, 93-99.
- Edge, J. (2001). *Action Research*. (Ed.). Alexandria, VA: TESOL.
- Eisenman, G. & Thornton, H. (1999). Telementoring: Helping new teachers through the first year. *The journal*, 26(9), 79-87.

- Elbaz, F. (1990). Knowledge and discourse: the evolution of research on teacher thinking, in C.Day, M. Pope, P. Denicolo (eds) *Insights in Teachers' Thinking and Practice*, London: Falmer Press.
- Elbaz, F. (1991). Research on teachers' knowledge: the evolution of discourse, *Journal of Curriculum Studies*, 23: 1-19.
- Ellis, R. (2009). SLA and teacher education. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 135-144). Cambridge, England: Cambridge University Press.
- Faez, F. (2011). Points of departure: Developing the knowledge base of ESL and FSL teachers for K-12 programs in Canada. *Canadian Journal of Applied Linguistics*, 14, 29-49.
- Faez, F. & Valeo, A. (2012). TESOL teacher education: Novice teachers' perceptions of their preparedness and efficacy in the classroom. *TESOL Quarterly*, 46(3), 450-471.
- Farrell, T. S. C. (2003). Learning to teach English language during the first year: Personal issues and challenges. *Teaching and Teacher Education*, 19, 95-111. Doi: 10.1177/003368829903000201
- Farrell, T. S. C. (2006). The first year of language teaching: Imposing order. *System*, 34, 211-221.
- Farrell, T. S. C. (2009). The novice teacher. In A. Burns & J. Richards (Eds.), *The Cambridge Guide to language teacher education* (pp. 182-189). New York, NY: Cambridge University Press.
- Farrell, T. S. C. (2012). Novice–service language teacher development: bridging the gap between preservice and in-service education and development. *TESOL Quarterly*, 46(3), 435-449.
- Featherstone, H. (1993). Learning from the first years of classroom teaching: The journey in, the journey out. *Teacher's College Record*, 95, 93-112.
- Feiman-Nemser, S. (1983). Learning to teach. In L. S. Shulman & G. Sykes (Eds.), *Handbook of teaching and policy* (pp. 150-170). New York, NY: Longman.
- Freeman, D., & Johnson, K. E. (1998). Re-conceptualising the knowledge base of language teacher education. *TESOL Quarterly*, 32, 397-417. Doi:10.2307/3588114.

- Freeman, D. (1994). Knowing into doing: Teacher education and the problem of transfer. In D. Li, D. Mahony & J. C. Richards (Eds.), *Exploring second language teacher development* (pp. 1-20). Hong Kong: City University Press.
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *Language Teaching*, 35, 1-13.
- Fuller, F. F. & Brown, O. H. (1975). Becoming a teacher. I K. Ryan (Ed.), *Teacher education: The seventy-fourth yearbook of the national Society for the Study of Education* (pp. 25-51). Chicago: National Society for the Study of Education.
- Gatbonton, E. (2008). Looking beyond ESL teachers' classroom behavior: Novice and experienced teachers' pedagogical knowledge. *Language Teaching Research*, 12, 161-182. Doi:10.1177/1362688807086286.
- Guba, E. G. & Lincoln, Y. S. (1981). *Effective Evaluation: Improving the Usefulness of Evaluation Results through Responsive and Naturalistic Approaches*, San Francisco: Jossey-Bass.
- Hargreaves, A. (1994). *Changing teachers, changing times*. London: Cassell.
- Hodges, C. (1982). Implementing methods: If you can't blame the cooperating teacher who can you blame. *Journal of Teacher Education*, 33, 25-29.
- Hollingsworth, S. (1989). Prior beliefs and cognitive change in learning to teach. *American Educational Research Journal*, 26, 160-189.
- Huberman, M. (1989). The professional life cycle of teachers. *Teachers College Record*, 91,31-57.
- Huberman, M. (1993). *The lives of teachers*. New York, NY: Teachers Colledge Press.
- Ingersoll, R. M., & Smith, T. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.
- Irving Seidman. (2006). *Interviewing as qualitative research: a guide for researchers in education and the social sciences*. New York: Columbia University
- Josselson, R. (2011). Narrative research: constructing, deconstructing, and reconstructing story. In Werts, F. J., Charmaz, K., McMullen, L. M., Josselson, R., Anderson R., and McSpadden E.(Eds.), *Five ways of*

- doing qualitative analysis*(pp. 224-242), New York, NY: The Guilford Press.
- 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.
- Johnson, K. E. (2002). Second language teacher education. *TESOL Matters*, 1, 8.
- Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40(1), 235-257.
- Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. New York, NY: Routledge.
- Johnson, K. E. (2011). A sociocultural perspective on L2 teacher education. *Empowering English teachers in the globalization era*. (pp.3-4). A plenary speech in KATE international conference.
- Johnson, K. E. & Golombek, P. (2002). *Narrative inquiry as professional development*. New York, NY: Cambridge University Press.
- Johnston, J., & Ryan, K. (1983). Research on the beginning teacher. In E. Howey & W. Garner (Eds.), *The education of teachers: A look ahead* (pp. 136-162). New York, NY: Longman.
- Kiely, R. & Askhm, J. (2012). Furnished imagination: The impact of preservice teacher training on early career work in TESOL. *TESOL Quarterly*, 46(3), 496-518
- Kim, B. (2012). Understanding the ontological, methodological, and epistemological stance of narrative inquiry and the inquiry process in those stances. *Korean Journal of Anthropology of Education*, 15(3): 1-28.
- Kim, D., Bae, D., & Kim, I. (1992). Yeong-eo gyoyug gwa gyoyuggwajeong mohyeong [A model of curriculum for English education departments]. *English Teaching*, 43, 3-63.
- Kim, E. (2005). *Korean EFL teachers' perceptions of and instructional practices within the context of a curriculum innovation*. Unpublished manuscript, The Pennsylvania State University, University Park.
- Kim, E. J. (2009). To transform or not to transform?: An English teacher's participation in a teacher education program. *English Teaching*,

- 64(4), 223-248.
- Kim, J. (2013). *Korean high school English teachers' beliefs about English language teaching and their instructional practices*. Unpublished MA dissertation. Seoul National University, Seoul.
- Kim, M. (2010). A narrative inquiry of a Korean English teacher's first journey through co-teaching. *English Teaching*, 65(4), 179-207.
- Ko, E. (2013). *Learning experiences of Korean teacher-learners in an in-service education course on teaching English in English*. Unpublished Ph.D. dissertation. Seoul National University, Seoul.
- Koo, H. (2007). The changing faces of inequality in South Korea in the age of globalization. *Korean Studies*, 31, 1-18.
- Kuzmic, J. (1994). A beginning teachers' search for meaning: Teacher socialization, organizational literacy and empowerment. *Teaching and Teacher Education*, 10, 15-27. Doi:10.1016/0742-051X(94)90037-X
- Kwon, O. (2000). Korea's English education policy changes in the 1990s: Innovations to gear the nation for the 21<sup>st</sup> century. *English Education*, 55(1), 47-91.
- Lee, H. (2006). Hyeckkyosakyoyuki kyosatuluy kyoswu pyenhwaey michinun yenghyang [A study on the impact of in-service teacher education on teacher's instructional change]. *Foreign Languages Education*, 13(3), 283-320.
- Lee, J. (2009). What characteristics does an ideal teacher possess?: A survey of what Korean parents, teachers, and students say. *UKETA & MEESO conference proceedings*, 146-151.
- Lee, M. (2011). The influence of the current national curriculum on pre-service English teacher education in Korea. *Journal of the Korea English Education Society*, 10(1), 1-23.
- Lee, Y. (2014). *Competent Korean English teachers' perceptions of instructional context and classroom practices: A case study from a sociocultural perspective*. Unpublished Ph.D. dissertation. Seoul National University, Seoul.
- Leont'ev, A. N. (1981). *Problems of the development of mind*. Moscow: Progress Press.

- 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.
- Lim, J. (2010). A comparative study of the curriculum for English education major in the graduate schools of education. *Journal of the Korea English Education Society*, 9(1), 155-178.
- Little, J. W. (1990). The mentor phenomenon and the social organization of teaching. In C. B. Courtney (Ed.), *Review of research in education*, vol. 16 (pp. 235-297). Washington, DC: American Educational Research Association.
- Lortie, D. C. (2002). *School teacher: A Sociological study*. Chicago: University of Chicago Press.
- Lyons, N., & LaBoskey, V. (2002). *Narrative Inquiry in practice: Advancing the knowledge of teaching*. New York: Teachers College Press.
- Maciejewski, J. (2007). Supporting new teachers: Are induction programs worth the cost? *District Administration*, 43(9), 48-52.
- Malderez, A. (2009). Mentoring. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 259-268). New York, NY: Cambridge University Press.
- Maynard, T. & Furlong, J. (1995). Learning to teach and models of mentoring. In: Kelly, T., & Manes, A. (Eds.), *Issues in mentoring*, London: Routledge.
- McDonald, F. (1980). *The problem of beginning teachers: A crisis in training*. Princeton, NJ: Educational Testing Service.
- Min, C. K. (2006). Cwungtungyengekyosa simhwayenswu hyokwaey kwanhan yenkwu [The effects of the intensive training program for in-service secondary school English teachers]. *The Journal of English Teacher Society*, 5(1), 27-45.
- Ministry of Education. (1997). The 7<sup>th</sup> English language curriculum. Retrieved October 13, 2009, from <http://www.kncis.or.ke/kncis/html/index1.html>.
- Ministry of Education, Science, and Technology. (2008). *Guide of the revised 7<sup>th</sup> curricula*. Seoul, South Korea: Korean Textbook.
- Moon, B. (2007). *Research analysis: Attracting, developing and retaining*

- effective teachers: A global overview of current policies and practices*. Paris, France: United Nations Educational, Scientific, and Cultural Organization.
- Morine-Dersheimer, G. (1989). Pre-service teachers' conceptions of content and pedagogy: Measuring growth in reflective, pedagogical decision-making. *Journal of Teacher Education*, 40, 46-52.
- Numrich, C. (1996). On becoming a language teacher: Insights from diary studies. *TESOL Quarterly*, 30(1), 131-153.
- Odell, S. J., & Ferraro, D. P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education*, 43, 200-1999204.
- Ogilvie, G., & Dunn, W. (2010). Taking teacher education to task: Exploring the role of teacher education in promoting the utilization of task-based language teaching. *Language Teacher Research*, 14, 161-181. Doi:10.1177/1362168809353875.
- Park, S. (2007). The meaning of the process of narrative inquiry in teachers' teaching practices. *Korean Journal of Anthropology of Education*, 10(1): 37-62.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2<sup>nd</sup> ed.). Thousand Oaks, CA:Sage.
- Park, Hansook. (2007). A narrative inquiry on school culture disturbing a beginning teacher's development and management of integrated curriculum. *Korean Journal of Anthropology of Education*, 10(1): 63-88.
- Park, Jiseon, Chang, Kyung-Suk, Park, Jae-Eun, & Paek, In-Whan. (2012). A survey on Korean high school English teachers' perception of English education policies. *English Teaching*, 67(2), 367-391.
- Park, S. J. & Abelman, N. (2004). Class and cosmopolitan striving: Mother's management of English education in South Korea. *Anthropological Quarterly*, 77, 645-672.
- Peacock, M. (2009). The evaluation of foreign language teacher education programmes. *Language Teaching Research*, 13, 259-278. doi: 10.1177/1362168809104698
- Pennington, M., & Urmston, A. (1998). The teaching orientation of graduating students on a BATESL Course in Hong Kong: A

- comparison with first-year students. *Hong Kong Journal of Applied Linguistics*, 3(2), 17-45.
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. In J. A. Hatch & R. Wisniewski (Eds.), *Life history and narrative* (pp. 5-23). London: Falmer.
- Pyo, K. (2006). Different needs between students and teachers in the curriculum development. *Foreign Language Education*, 13(3), 1-22.
- Richards, J. C. (1990). The dilemma of teacher education in second language teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 3-15). Cambridge, England: Cambridge University Press.
- Richards, J. C. (1998). *Beyond training*. New York: Cambridge University Press.
- 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., & Farrell, T. S. C. (2005). *Professional development for language teachers: strategies for teacher learning*. New York: Cambridge University Press.
- 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.
- Ross, E. W. (1987). Teacher perspective development: A study of pre-service social studies teachers. *Theory and Research in Social Education*, 15, 225-243.
- Ross, E. W. (1988). Becoming a teacher: The development of pre-service teacher perspective. *Action in Teacher Education*, 10, 101-109.
- Schuman, D. (1982). *Policy analysis, education, and everyday life*. Lexington, MA: Health.
- Shin, Sang-Keun. (2012). "It cannot be done alone": the socialization of novice English teachers in South Korea. *TESOL Quarterly*, 46(3), 542-567.
- Seidman, I. (2006). *Interviewing as qualitative research*. New York, NY:

Teachers College Press.

- Smith, D., Cook, A., Cuddihy, T., Muller, R., Nimmo, G., Thomas, H. (1991). *From Brisbane to Bamaga: The experiences of beginning secondary school teachers in Queensland*. Queensland University of Technology, Brisbane.
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41, 681-714. Doi:10.3102/0002 8312 041003681
- Solomon, M. A., Worthy, T., & Carter, J. A. (1993). The interaction of school context and role identity of first-year teachers. *Journal of Teaching in Physical Education*, 12, 313-328.
- Song, M. & Park, Y. (2004). N integrated approach to a college freshmen English course: A case study of the college English program at Seoul National University. *English Teaching*, 59(2), 179-211.
- Song, S. (2006). Suggestions for the development of the curriculum for English education departments in Korean universities. *Studies in English Language & Literature*, 48(4), 151-171.
- Stake, R. E. (2006). *Multiple case study analysis*. New York, NY: Guilford Press.
- Stake, R. E. (2008). Qualitative case studies. In Denzin, N. K., & Lincoln, Y. S. (Eds.), *Strategies of qualitative inquiry*. (pp. 119-149). Thousand Oaks, CA.: Sage.
- Stanton, A. Q., & Hunt, S. L. (1992). Teacher socialization: Review and conceptualization. *Communication Education*, 41, 109-137.
- Straus, A. L. & Corbin, J. (1998). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, Newbury Park, CA: Sage.
- Stronkhorst, R., & van der Akker, J. (2006). Effects of in-service education on improving science teaching in Swaziland. *International Journal of Science education*, 28(15), 1771-1794.
- Tarone, E., & Allwright, D. (2005). Language teacher-learning and student language learning: Shaping the knowledge-base. In D. J. Tedick (Ed.), *Language teacher education: International perspectives on research and practice* (pp. 5-23). Mahwah, NJ: Lawrence Erlbaum.

- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse and structure. *Qualitative Inquiry*, 17(6), 511-521.
- Tripp, D. (1993). *Critical incidents in teaching*. London: Routledge.
- Tsui, A. B. M. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, 41, 657-680.
- Urzua, A. (1999). The socialization process of beginning teachers. *Journal of Teacher Education*, 50, 231-233.
- Varah, L. J., Theune, W, S., & Parker, L. (1986). Beginning teachers: sink or swim? *Journal of Teacher Education*, 37, 30-33.
- Vaughan, D. (1992). Theory elaboration: The heuristics of case analysis. In C. C. Ragin & H. S. Becker (Eds.), *What is a case? Exploring the foundations of social inquiry* (pp.173-202). Cambridge, UK: Cambridge University Press.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54, 143-178. doi: 10.2307/1170301.
- Walberg, H. (1977). Decision and perception: New constructs for research on teaching effects. *Cambridge Journal of Education*, 7, 12-20.
- Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge, England: Cambridge University Press.
- Wallace, M. J. (1998). *Action research for language teachers*. New York: Cambridge University Press.
- Webster, L. & Mertova, P. (2007). *Using narrative inquiry as a research method*. London and New York: Routledge
- Wildman, T. M., Niles, J. A., Magliaro, S. G., & McLaughlin, R. A. (1989). Teaching and learning to teach: The two roles of beginning teachers. *Elementary School Journal*, 89, 471-493. doi: 10.1086/461587

- Woods, P. (1993a). *Critical Events in Teaching and Learning*, Basingtoke, UK: Falmer Press.
- Woods, P. (1993b). Critical events in education, *British Journal of Sociology of Education*, 14: 355-371.
- Yang, S. (2009). A study the intensive in-service teaching: Beliefs, decision-making, and classroom practice. New York: Cambridge University Press.
- Yeom, J. (2003). Narrative inquiry in educational research: The concept, procedure, and dilemmas. *Korean Journal of Anthropology of Education*, 6 (1): 119-140.
- Yim, S. (2007). Globalization and language policy in South Korea. In A, Tsui & J. Tollefson (Eds.), *Language policy, culture and identity in Asian context* (pp.37-54). Mahwah, NJ: Erlbaum.
- Yin, R. K. (1989). *Case study research: Design and methods* (Applied Social Research Methods, Vol. 5). Beverly Hills, CA: Sage.
- Yook, C. (2011). Interactions between beliefs, practices, and perceptions of Korean ELT teachers. *English Teaching*, 66(4), 3-26.
- Yun, H. (2012). College students' personal stories toward their English education majors: 9 students from 3 different universities. Unpublished MA dissertation. Seoul National University, Seoul.

# APPENDICES

|  |            |
|--|------------|
| <b>APPENDIX 1. An Example of Assessment Plan .....</b> | <b>124</b> |
| <b>APPENDIX 2. Examples of Speaking Test</b>           |            |
| 2.1. Speaking Test at Hyerim’s School.....             | 125        |
| 2.2. Speaking Test at Boram’s School .....             | 126        |
| <b>APPENDIX 3. Data Excerpts .....</b>                 | <b>127</b> |

## Appendix 1> An Example of Assessment Plan

2013 학년도 영어평가 계획

### 평가방법

지필평가와 수행평가로 이루어진다.

각 학기별로 중간고사 100 점(35%), 기말고사 100(35%), 수행평가 100(30%)로 한다.

지필평가는 서술형 40 점, 객관식 60 점으로 한다.

지필평가는 교과서와 생활영어에서 출제된다.

### 수행평가 내용

1) 각 학기 100 점 만점으로 한다.

1 학기 : 듣기-40 점, 말하기-40 점, 수업참여도-20 점

2 학기 : 듣기-40 점, 말하기-40 점, 수업참여도-20 점

2) 듣기

1 학기에 1 번, 2 학기에 1 번 방송으로 실시한다(6 월 4 일, 10 월 11 일)

20 문제 X 2 점 = 40 점

시험범위가 특별히 없고 상식적인 영어회화 내용임

3) 말하기

1 학기에 2 번(4 월, 6 월), 2 학기에 2 번(9 월, 11 월) 실시함

중간고사 시 20 점 + 기말고사 시 20 점 = 40 점

수준별로 작성된 5 개 질문(교과서, 생활영어)에 영어로 답한다.

|       |     |      |      |      |      |
|-------|-----|------|------|------|------|
| 대답문항수 | 1 개 | 2 개  | 3 개  | 4 개  | 5 개  |
| 점수    | 8 점 | 11 점 | 14 점 | 17 점 | 20 점 |

\*시험보지 않는 경우와 무응답 : 8 점 + 8 점

\* 무단결석 : 6 점 + 6 점

4) 수업 참여도 : 수업시간 수행태도와 수행과제를 누가 기록하여 평가한다.

노트평가는 1 학기에 2 번(4 월, 6 월) 2 학기에 2 번 (9 월, 11 월) 실시한다.

|      |      |      |      |      |      |       |       |       |
|------|------|------|------|------|------|-------|-------|-------|
| 적발횟수 | 0    | 1-3  | 4-5  | 6-7  | 8-9  | 10-11 | 12-13 | 14-15 |
| 점수   | 20 점 | 18 점 | 16 점 | 14 점 | 12 점 | 10 점  | 8 점   | 6 점   |

\*적발횟수 16 회 이상 : 2 점 + 2 점

## Appendix 2> Example of Speaking Test

### 2.1 Speaking Test at Hyerim's School

#### 2013 학년도 1 학년 1 학기(중간) 말하기 시험

|                  |  |  |
|------------------|--|--|
| Unit1.<br>P16/17 | 1. Today is the first day of middle school for Sora. What does she wear for her first day? | Sora wears her school uniform.                     |
|                  | 2. Does Mr. Han like his new jacket?   | Yes, he does.                                      |
|                  | 3. How does Sora go to school?   | She goes to school on her bike.                    |
|                  | 4. What does Mr.Han teach?   | He teaches history.                                |
|                  | 5. How do Mr.Han and Sora feel on her first day of school?                                 | They are nervous.                                  |
|                  |  |  |
| Unit2<br>P34/35  | 1. What time does Junha come home from school?   | He comes home around 4o'clock.                     |
|                  | 2. Where does Junha hang his school uniform?   | He hangs it on the chair.                          |
|                  | 3. According to Junha's promises, what will he do every day?                               | He will clean his room and feed the dog every day. |
|                  | 4. Where does Junha put his jeans?   | He put his jeans on the bed.                       |
|                  | 5. How does he feel like, when he arrives at home?   | He feels tired.                                    |
|                  | 6. What time does Junha's dad wake up Junha?   | Junha's dad wakes up Junha at 7:30.                |
|                  | 7. What does Junha's dad want Junha to do on the list?                                     | Junha's dad wants him to read one book a week.     |

## 2.2 Speaking Test at Boram's School

### 2 학년 2 학기 말하기 수행평가

|    | 8 과  | 해석   | 9 과  | 해석  |
|----|--|--|--|---|
| 1  | You'll see the subway station on your right next to a big shopping center.   | 오른쪽을 보면 큰 상가 옆에 지하철역이 있을거야.                      | Would you say that again?  | 그것을 다시 말해주시겠어요?                               |
| 2  | Get the number 57 bus. It goes straight to City Hall.  | 57 번 버스를 타면 시청까지 직행으로 가.                         | I think you should leave your bag in a locker.                                 | 가방을 사물함에 넣으셔야 할 것 같아요.                        |
| 3  | Go past the escalator and turn left.   | 에스컬레이터를 지나서 좌회전 하세요.                             | You'd better talk to them about your feelings.                                 | 네 기분에 대해 그들에게 이야기해 보는 것이 좋겠다.                 |
| 4  | Take the escalator to the second floor.  | 에스컬레이터를 타고 2 층으로 가세요.                            | I beg your pardon?   | 다시 한번 말해주실래요?(잘 못들어서 되물을 때)                   |
| 5  | Find the bus with the name of the hotel on it.   | 그 호텔 이름이 적힌 버스를 찾아.                              | Many red crabs are killed by cars.   | 많은 홍게들이 자동차들에 의해 죽습니다.                        |
| 6  | Princess Paul lived with her parents in a castle which was not far from here.  | Paul 공주는 여기서부터 멀지 않은 성에서 부모님과 함께 살았습니다.          | This is the boy whom I wanted to meet.   | 이 애가 내가 만나고 싶어했던 소년입니다.                       |
| 7  | In the kingdom, when people got up in the morning, they had dinner, and everyone ated breakfat when the sun went down. | 이 왕국 사람들은 아침에 일어나면 저녁을 먹고, 해가 지면 모두 아침을 먹었습니다.   | People are not surprised by these crabs.                                       | 사람들은 이 홍게들에 의해 놀라지 않습니다.                      |
| 8  | Everything made her very confused.   | 모든 것이 그녀를 매우 혼란스럽게 했습니다.                         | Christmas Island is invaded by millions of read crabs.                         | 크리스마스 섬은 수백만마리 홍게들에 의해 습격을 받습니다.              |
| 9  | Princess Backwards was near the castle wall, practicing her walk.  | 거꾸로 공주는 성벽 근처에서 걷는 연습을 하고 있었습니다.                 | They try hard to make the crabs' journey safe.                                 | 그들은 홍게들의 여행이 안전하게 되도록 하기 위해 열심히 노력합니다.        |
| 10 | The guards picked up their bows and tried to shoot the dragon.   | 근위병들은 활을 집어 들고 용을 쏘려고 했습니다.                      | Red crabs make a dangerous journey to the sea to mate and lay eggs in the sea. | 홍게들은 바다에서 짝짓기를 하고 알을 낳기위해 바다로 위험한 여행을 합니다.    |
| 11 | But they had their backs to Marvin. So they had to shoot over their shoulders.   | 하지만 그들은 Marvin 에게 등을 돌리고 있어서 어깨 너머로 활을 쏘아야 했습니다. | The islanders want the crabs to live because they are important to the forest. | 섬주민들은 홍게들이 살기를 원한다. 왜냐하면 그것들이 우림에 중요하기 때문입니다. |
| 12 | Princess Backwards threw water into Marvin's big, fiery mouth.   | 거꾸로 공주는 Marvin 이 불을 내뿜는 큰 입에 물을 뿌렸습니다.           | The crabs also keep the forest floor clean, eating leaves and fruits.          | 홍게들은 또한 나뭇잎과 열매들을 먹어 치우면서 숲의 바닥을 깨끗하게 유지합니다.  |

## Appendix 3> Data Excerpts

### DATA EXCERPT 4.1) Interview Quotation

완전 소리질렀지. 세번째 줄 봐! 열번째줄 봐! 그런데 애들이 그런 걸 잘 못찾아. 어디 하고 있는지 잘 몰라. 그러니까 막 서로 묻다가 시끄러워지고 내 말 듣지도 않고. 그냥 고치는 사람 올 때까지 기다렸지.

### DATA EXCERPT 4.2) Interview Quotation

그 학교는 영어수업이 괜찮아. 영어로 토론도 했어. 쓰게도 했어... 잘하는 반은 영어로 당연히 하는 건데.

### DATA EXCERPT 4.3) Interview Quotation

날라리들은 아예 안 들어 자거나.. 수업에 방해만 하지 말라는 거지. 다른 애들은 열심히 하기는 해. 막 참여하려고 하고. 그런데 교과서 자체가 애네한테 너무 어려운 거야. 애들이 영어를 못하고 싶은 건 아니야. 그런데 애들도 너무 늦었다고 생각하는 거지. 내가 애들 공부하라고 나눠주고 풀라 하면 아 나도 진짜 풀고 싶다 이래. 내가 다 풀면 스탬프 찍어 주거든? 아 나도 그 스탬프 받고 싶다 막 이러는 거야.

### DATA EXCERPT 4.4) Interview Quotation

내가 동아리를 맡았는데 동아리 관리 하는 거.. 그런데 이게 너무 복잡하고 혼자서 절대 못해. 무의 상태에서 뭐를 하라고 하는 거야. 할 수 없이 옆에 선생님들한테 물어봤는데 옆 선생님들도 짜증내고. 월말에 출결 마감하세요. 딱 이 정도만 말해주고.. 각자 알아서 해야 해.

### DATA EXCERPT 4.5) Casual Talk Quotation

이제 확실히 느껴. 정말 일 잘하는 선생님은 잘 가르치는 선생님이 아니야. 행정업무 잘하는 선생님이지. 교사들 사이에서 잘 가르친다 못 가르친다고 평가하는 것도 아니고, 열심히 하면 잘한다고 하지만 오바한다는 사람도 더 많고... 그냥 내가 주어진 일 제때 잘 처리하는 게 일 잘하는 선생님 소리 듣는다니까

### DATA EXCERPT 4.6) Casual Talk Quotation

영어를 너무 유창하게 하면 오히려 안 좋은 선생님 같아. 유창하게 하면 혼자 잘난 척 하는 거고, 애들이 알아듣게 해줘야지.. 이거 너무 중요한 것 같아. 그냥 말하는 거랑 다르잖아.

### DATA EXCERPT 4.7) Interview Quotation

대학 때는 교과서 분석 하잖아. 물론 필요하기는 한데, 나는 가이드북이 훨씬 중요한 것 같아. 교과서는 다 거기서 거기야. 그런데 가이드북은 완전 달라. 전에 학교에서는 막 그림도 움직이고 소리도 나서 애들이 좋아했는데, 지금 거는 재미가 없어. 애들이 막 참여하고 하려면 가이드북이 중요해. 가이드북 분석하는 게 훨씬 좋을 것 같아.

### DATA EXCERPT 4.8) Interview Quotation

ACTIVITY BOOK 은 할 시간도 없어. 활동개발을 못해서 만들어 줬다는데 쓸 수가 없어. 사용을 아예 안 해. 아예 사용을 안 해. 그런데 아예 안 하기는 좀 그렇더라구. 레벨 별이랑 다 나뉘어 있기는 한데 별 차이가 없어. 활동 디렉션이 한글이나 영어냐 뭐 이런 차이. 나는 리딩이랑 그래머만 무조건 숙제로 내줘. 답만 확인해줘.

### DATA EXCERPT 4.9) Interview Quotation

하루는 애한테 eagle 이거 읽어보라고 시켰는데, 계속 ear 라고 하는거야. 완전 열받아서. 난 애가 일부러 장난치는건 줄 알았어. 그런데 나중에 보니까 개가 아는 단어가, ea 이렇게 시작하는게 ear 밖에 없었던거야. 중학교 2학년인데.

#### **DATA EXCERPT 4.10) Interview Quotation**

재미있게만 만들면 애들이 활동 같은 거 할만하지.. 그런데 C 반 애들은 진짜 어떻게 해줄 수가 없어. 교과서 자체를 이해 못한다니까. 애네한테는 GTM 말고는 뭐 가르칠 수 있는 방법이 없어. 아니 우리 이 방법 쓰지 말라고 배웠잖아, 안 좋다고.

#### **DATA EXCERPT 4.11) Interview Quotation**

씨반은 열 개면 여섯 개 이런 식으로 줄여서 하고, 만약 에이반 힌트 안주면, 비반은 두 세 개 주고 씨반은 여섯 개 주고. 반마다 방식이 달라. 듣기 하면 에이반은 그냥 힌트 없이 받아쓰면, 비반애들은 어려운 단어만 좀 알려주고 쓰게 하고.. 씨반애들은 내가 다 줘. 골라 쓰게. 할 수 없다는 생각이 들면 애들이 안 하더라구. 답은 찾을 수 있게 쓸 수 있게 해 줘야 해..

#### **DATA EXCERPT 4.12) Interview Quotation**

못하는 아이들을 가르치는 방법? 그런 이야기가 없는 것 같아. 스캐폴딩 이런 거 애네 불가능해. 말도 안 되는 소리지. 그렇게 어려운 것을 가르치는 방법은 많으면서.. 못하는 아이들을 어떻게 해야 하는지에 대한 논의가 없는 것 같아.

#### **DATA EXCERPT 4.13) Interview Quotation**

듣기 활동이야 많지. 게임 게임이나 사진 같은 것 이용할 수도 있고.. 그런데 애들은 자세하게 듣는 게 필요해. 일단 무슨 내용인지를 알아야 하니까, 그 다음에 애들이 활동을 하려고 하지. 매일 똑같은 빈 칸 채우기만을 하기는 싫은데 딱히 없어. 듣기는 뭘 하겠어 딱히 없어. 빈 칸 채우기 말고. 문제 푸는 거 말고 세부적으로 듣는 거 말아야. 빈 칸 채우기를 조별로 해봐라 이런 것도 해봤는데, 막 게임도 만들어보고. 애들이 별로 안 좋아하더라고.

#### **DATA EXCERPT 4.14) Interview Quotation**

어떤 선생님들한테 물어봐도 그 선생님도 모를 때가 많아. 뭐가 어떻게 돌아가는지 몰라. 다들 어떻게 하는지 몰라. 그냥 혼자 해야 돼. 대학교 때 교육 행정 배우잖아. 조직도 같은 거 배우잖아. 그런 거는 들어가면 그냥 알 수 있는데 나이스 같은 거는 너무 어려워. 출장 올리고 공문 확인하고... 몇 백 개 왔는데 나는 확인을 한 적이 없어.

#### **DATA EXCERPT 4.15) Interview Quotation**

학부 때 했던 거는... 딱히... 교생실습 했던 게 그래도 가장 현장과 가까우니까. 애들을 어떻게 주의 집중을 시키는지? 그런걸 배워서.. 도움이 된 것 같고.

#### **DATA EXCERPT 4.16) Interview Quotation**

다른 선생님 수업은 들어가봤는데, 다른 선생님 수업은 한 번 들어가봤는데, 그 선생님은 25 부터 해서 5~년 차야. 서른 하나? 완전 문법 위주인 거야. 한 지문에 열 개 넘게 문법항목을 미리 정해놔. is being p.p 2 번 much better 밑줄 치고, 독해 하면서 문법항목을 다 설명해 주는 거야. 문법 용어를 많이 쓰더라구. 부정관사, 한정적 용법 이런 용어???? 이게 맞는 건지 뭔지, 애들이 어떻게 받아들이는 지는 모르겠어.

#### **DATA EXCERPT 4.17) Interview Quotation**

완전 하반은 분위기가 우울해. 그런 애들만 모아놓으니 애들이 의욕이 아예 없어. 그래서 완전 허공에 떠드는 그런 느낌??? 힘들어.

#### **DATA EXCERPT 4.18) Interview Quotation**

그런 애들은.. 그래도 내가 쿠프랜더 자막을 틀고 막 보여줬어. 한글 자막으로 . 처음에는 그냥 그림만 보여줬더니 반응이 없어서 다음에 한 번 더 한글 자막을 찾아서 보여줬더니 재미있게 보더라고. 그런 시각 영상자료? 짧은 거 하면 참여가 조금 높아지는데, 그것 마저 안보는 애들이 있어.

#### **DATA EXCERPT 4.19) Interview Quotation**

우리가 자꾸 instruction 을 강조하는데 이게 learning 이 되느냐는 별개의 문제 같아. 내가 아무리 이게 중요해 하도 이걸 애들이 받아들이는지는 정말 미지수다? 정말 학생들이 그걸 어떻게 받아들이는지, 진짜 learning 의 입장에서 좀 봤으면 좋겠어. 어차피 공부하는 학습자가 하는 거니까 우리가 아무리 잘 가르쳐봤자 애들의 몫인데, 그 측면에서 접근하는 게 좋을 것 같아. 하기 싫은 애를 어떻게 재미있게 만드는지.

#### **DATA EXCERPT 4.20) Interview Quotation**

주로 옆에 있는 선생님한테 물어보지. 내 옆에 있는 선생님이 되게 알려주고 싶어하시는 분이야. 그런데 너무 알려주고 싶어하셔서 좀 힘들어. 집에 가서 밥 먹고 싶은데 계속 붙잡고 교사는 이래야 한다 막 이런 이야기들.

#### **DATA EXCERPT 4.21) Interview Quotation**

그런데 수업 잘하시는 선생님은 리딩 하면서 중간중간에도 애들한테 쉬어가게끔 하면서 관련 있는 거 보여주고. 나는 아직 그런 거는 안 해봤는데.. 그런 것도 생각을 해 봐야 할 것 같아.

#### **DATA EXCERPT 4.22) Interview Quotation**

애들한테 지문 세 개만 줘도 많다고 쟁쟁거리는 거야. 그냥 좀 재미있게, 교과서 이해하기 쉽게 짧은 거 줬는데, 너무 많다는 거야. 너희는 읽는 영어책이 교과서밖에 없지? 당연하죠. 그래서 애들 영어 실력이 늘겠어? 어떻게 해야 하나고.

#### **DATA EXCERPT 4.23) Interview Quotation**

처음에는 막 말로만 하면 프로젝트 해놓고 교과서 씨디 해서 재미있게 했는데 그런데 애들이 어려워하더라고. 그냥 내가 이번에는 바꿔봤어. 필기하는 내용을 피피티로 만들어서 EBS 강사들이 수능해주는 것처럼 내가 해놓고 내용 설명하고. 그리고 마지막에 문법은 정리를 하거나. 그러니까 수업은 편하기는 해. 그런데 좀 재미가 없어. 애들한테 물어보니까 너네는 이렇게 하는 거를 어떻게 느끼냐 물어보니까 애들은 필기한 거를 볼 수 있어서 좋대. 이 방식이. 따라갈 수 있으니까. 필기가 눈에 보이니까 낫다고는 하는데, 뭐 완전 gtm이지 뭐.

#### **DATA EXCERPT 4.24) Interview Quotation**

그.. 레슨 플랜 같은 거 짜고 수업할 때 애들이 어떤 애들이냐에 대한 고려가 안되어있는 것 같아. 대학원에서 수업에 대해 배울 땐 책에서도 뭐 애들이 뭐 쓰기 할 때 어떤 문제를 보이면 어떻게 해야 한다 이런 거는 배우지만 그런데 나와있는 문제 있는 학생은 진짜 문제 있는 학생이 아니야. 실제 아이들은 훨씬 기상천외해. 전혀 몰랐어.

#### **DATA EXCERPT 4.25) Interview Quotation**

어제는 게임을 했어. 단어를 가지고 몸으로 말해요. 내가 단어카드 보여주면 팀 대표가 나와서 몸짓으로 나타내면 나머지 팀원들이 맞추는걸 했어. 애들이 좋아했어. 그런데 어떤 대표가 나와서 하는데 설명을 잘 못했어 개가 의욕은 있는데.. 잘 표현을 못하는 거야. 그런데 개랑 같은 반인 다른 애가 아 저것도 못하냐고 이런 식으로 이야기를 한 거야. 그걸 듣고 애가 막 너는 어떻게 나한테 대놓고 폄을 주냐? 폄을 주려면 수업 끝나고 하든가!! 수업시간에 싸움 비슷한 것이 일어난 거야. 활동 중에 그런 상황이 일어난.. 난 어떻게 해야 하는지 너무 당황스러운 거야 그래서 다른 애들도 막 선생님 애네 싸워요 어떻게 해요 막 이려고. 여기에 대해서 내가 너네 왜 싸워 이러면 내가 오히려 일을 크게 만드는 것 같고. 교사가 애들 문제에 끼어드는 것 같고 수업의 흐름도 깨지고. 그래서 난 그냥 응 싸우는 건 괜찮아 어떻게 사람이 안 싸울 수 있겠니. 그런데 수업 끝나고 싸워라 그랬어. 그랬더니 애들도 깔깔 웃고 그냥 넘어갔어. 그런 돌발상황. 잘 한 건지 모르겠어.

#### **DATA EXCERPT 4.26) Interview Quotation**

나는 따뜻하게 칭찬해주고 잘 놀아주고.. 이게 좋은 선생님 같아. 애들 내가 잡는다 해도 잘 안 잡히고. 무섭게 할 때는 무섭게 해야 하는데 전반적으로는 친근하고 애들 마음을 이해하는 사람이

좋지 않을까? 집에서도 부모랑 대화가 그렇게 대화가 잘되는 경우가 얼마나 있겠어. 학교에서라도 좀 말이 통하는 어른이 있는 게 좋을 것 같아.

#### **DATA EXCERPT 4.27) Journal Quotation**

학교 다닐 때 바쁘다고 수업준비 소홀히 하는 선생님이 제일 싫었는데 자칫하다 내가 그렇게 되겠네ㅠㅠ 교재연구 하고 싶다.. 방과후 학교도 총괄 말고 내 강의 계획이나 알차게 짜서 수업하고 싶다 정말로ㅠㅠ 우리 반 애들도 챙겨야 하는데 너무 방치해둔 것 같고.. 내일은 꼭 계획을 세워봐야지. 내 책상 좀 정리해놓고... 우리 반 쓰레기통도 좀 비우고!

#### **DATA EXCERPT 4.28) Interview Quotation**

교생은 그냥 교생이야. 실제 상황이 아니야. 애들하고의 관계도 애들은 교생 대하는 태도가 다르잖아. 교생 때 수업도 12 번인가 별로 안 했어. 그 때 영어로 안 했어. 그 때 나를 맡은 선생님이 느슨한 분이시고 다 칭찬해주고 그러셨었어. 그 수업이 영어 독해와 작문이었는데, 애들이 영어도 배우고 독해와 작문도 배우고. 우리선생님은 독해와 작문 과목 자체가 어렵다고 한글로 하라 했어.

#### **DATA EXCERPT 4.29) Interview Quotation**

교생기간을 늘렸으면 좋겠어. 교생은 교사랑 다르니까? 애들하고의 관계도 애들은 교생 대하는 태도가 다르잖아. 좀 길게 하면 좋겠어. 너무 모르고 현장에 투입되는 것 같아. 한 일년은 했으면 좋겠어. 한 4 학년 때는 학교에 나가 있던가. 한 학기라도..그리고 행정업무 같은 것도 좀 해봤으면 해. 물론 배우다 시간 다 가겠지만 NEIS 같은 것도 배우거나. 생각했던 거랑 너무 달라.. 나도 훈련이 너무 안되어있어서 적응하는 것도 넘 힘들고. 그런 힘든 업무에 대해서는 아무도 이야기를 안 해주잖아. 진짜 힘든 건 그건데..

#### **DATA EXCERPT 5.1) Interview Quotation**

애들은 문법을 싫어하는데 문법이랑 해석을 안 하면 공부를 안 하는 것처럼 느껴 지나봐.

#### **DATA EXCERPT 5.2) Interview Quotation**

내가 아무리 많은 것을 배운다고 해도 38 명을 데리고 뭘 하겠어. 애들은 자기는 앉아있고 학원처럼 설명해주는걸 편해해. 만약 우리가 교수법대로 문법 설명하지 말고 읽기도 해석하지 말라잖아. 항의 들어와. 수업 안 했다고. 안 가르쳐줬다고. 시험은 해석에서 나오고 문법에서 나오니까.

#### **DATA EXCERPT 5.3) Interview Quotation**

A 반 애들은 훨씬 낫지. 상반은 할 맛이나. 내가 뭐 하면 스탬프 찍어 주는데, 열심히 해서 그거 받으려고 그래. 조금 경쟁을 유도해서 연습하고 쪽지시험보고 빠르게 돌리면 애들이 막 싫어하면서도 따라오는 맛이 있어.

#### **DATA EXCERPT 5.4) Interview Quotation**

C반 애들은 영어를 글자가 아니라 그림으로 봐. 애네한테는 교과서를 이해시킬 방법이 없어.

#### **DATA EXCERPT 5.5) Interview Quotation**

우리 분반 수업하는데, 나는 1 학년은 B 반을 가르치니까.. 나는 우리 반 애들 7 명밖에 안 가르쳐봤어. 그러니까 애들 통제가 안 되는 거야. 내가 가르치지를 않으니까... 통제가 안돼.

#### **DATA EXCERPT 5.6) Interview Quotation**

수준별 수업은 필요한 것 같기는 해. 그런데 한 반에 애들이 너무 많긴 해. 애들 하나하나 눈을 다 마주치면서 수업을 할 수가 없잖아. 명수만 좀 줄어도 훨씬 가르치기 좋을 것 같은데.. 이론적으로도 그렇고, 한 번에 그 많은 애들을 하나하나 다 봐줄 수 없으니까 그냥 명수를 줄이는 게 좋을 것 같아. 세 반을 세 반으로 나누지 말고 두 반을 세 반으로 나누는 식으로.

#### **DATA EXCERPT 5.7) Casual Talk Quotation**

애들이 활동은 별로 안 좋아하는데 팝송이나 영상 보는 건 좋아하더라고. 영상 같은 거 자주 보여주고 싶은데 기말 때문에 시간이 없어. 영어과는 대체 시험이 왜 이렇게 많은 거야? 일곱 시간에서 8 시간은 필요한데, 수목금 든 반은 추석이라 빠지고 다음주는 스피킹 시험이라 이번 주에는 끝내야 하는데..애들이 힘들어해도 나가야 하니까 좀 많이 미안해.

#### **DATA EXCERPT 5.8) Interview Quotation**

1학년은 교과서 바뀌고 내용은 많아졌는데 시수가 줄었어 4시간에서 3시간으로. 그래서 시간이 부족해. 선생님들도 다 똑같이 말해. 이걸 어떻게 다 나가냐고. 뭐 할 시간이 없어. 시간이.. 교과서에는 많은 내용이 있는데 연습할 수 있는 것도 엄청 많고 그림이 늘고 문제는 줄었어. 문법문제는 풀게 없어. 풀 수가 없는 거야. 뭔가 따로 뽑아야 해. 그래야 애들이 따라올 거 아냐. 시험에는 문법만 나오는데...

#### **DATA EXCERPT 5.9) Journal Quotation**

my favorite season is math 라니.. How funny! 그런데 어찌라규. 단어 하나 틀렸으니 마이너스 1 점.

#### **DATA EXCERPT 5.10) Interview Quotation**

어차피 말하기 시험은 보라니까 보지만 그것도 한계가 있어. 그 한정된 범위에 한정된 시간에 그 많은 학생들을 어떻게 다 봐 그냥 외워서 볼 수밖에 없어. 말하기 시험은 비판애들은 그래도 내가 물어보면 답 찾아보고 라고 하거든 말하기 할 때 씨반애들은 그냥 웃고 있어. 그냥 내용 조차가 한국말로도 뭔지 몰라. 그 정도로도 안 들어. 그래서 거기 나오는 그림보고 해피 유니폼 이라고 라도 말하면 점수 주려고, 점수 주려고.

#### **DATA EXCERPT 5.11) Interview Quotation**

아니 교실마다 컴퓨터가 있기가 있지. 그런데 자주 못 봐. 맨날 실러가고 없어.

#### **DATA EXCERPT 5.12) Interview Quotation**

학교의 시설도 우리학교는 시설이 안 좋아서. 교실마다 컴퓨터가 없고 노트북을 가져가. 그걸 보관을 하면 담당아가 챙겨서 연결하고 그러는데 유에스비를 꽂아. 무선으로 연결이 되는데.. 그게 시간 엄청 잡아먹어 .잘 안되고. 연결하고 그러는 것 때문에...

#### **DATA EXCERPT 5.13) Casual Talk Quotation**

예전학교는 영어 특성화였어. 올해는 끝났대. 작년에는 그 돈을 쓰려고 엄청 샀대. 영어 무슨 교재를 구입해야 하는지도 모르면서 권권을 다 주문하고. 지금 학교는 영어교구 책꽂이가 한 칸 밖에 안돼. 그 학교는 한 방에 차고 넘쳐. 영어교과서도 많고... 그런 거 한 권에 2~30 만원이야. 거기는 넘쳐. 보드게임도. 그리고 똑같은 책들. 예산이 남아돌았던 거지. 여기는 학교 예산에서 충당하니 없어. 내가 전에 제가 주문한 것도 아직 안 들어오는데.. 그런 자료 좀 모든 학교가 다 같이 쓸 수 있음 좋겠어.

#### **DATA EXCERPT 5.14) Journal Quotation**

나의 출근 첫 날은 참으로 어수선하고 어리버리하고 덤뎡대고 실수투성이였다. 내일은 또 얼마나 스펙타클할지... 우앙

#### **DATA EXCERPT 5.15) Interview Quotation**

선생님들끼리 어떻게 하는지 자료공유를 안 해. 자기 스타일이 있고 공개하기 싫지. 나도 하려면 안 할 것 같아 내 수업인데... 공유하면 분명 더 풍부하고 좋은 수업이 될 수 있겠지만.. 내가 이번에 강의평가 전체 3 위했거든. 그런데 반응 좋았던 거는 공개하기 싫지. 잘하는 선생님도 절대 공개 안 해. 지금 숨은그림찾기 덕테이션 우리학교 다해. 내가 만드니까 선생님들이 다들 애들한테 물어보고 그냥 나랑 똑같이 하는 거야. 그니까 다 한 명 두 명씩 비슷하게 만들어. 그러면 다 비슷해질 거 아니야. 그래서 공유하기 싫어.

**DATA EXCERPT 5.16) Interview Quotation**

몰라. 나는 아무것도 모르니까 그냥 부장님이 하라니까 하는 거지.

**DATA EXCERPT 5.17) Interview Quotation**

회의시간에 말하라 그러지. 그런데 내가 여기서 제안을 하나. 절대 안 해. 예전에 써머แคม프 같은 거 하자고 했어. 책 읽기 하고 스크린 영어 반 이런 거. 다들 좋대, 좋겠다고 그런데 나보고 총괄해서 해보라는 거야. 아무도 안 도와줘. 이 선생님들은 다 어떻게든 일을 안 하려 하는데, 한 명이 총대 매고 낚아서 다 해야 하는 거지. 재미있게 하면 애들이 들을 수도 있어. 하지만 현실적으로 너무 힘든 거지. 내가 어떻게 그 많은 걸 혼자서 계획 짜고 자료 만들고 수업하고 다 해?

**DATA EXCERPT 5.18) Interview Quotation**

내가 덕테이션 해주고 싶은데 커리큘럼상 이걸 언제까지 끝내야 하니까 들려만 주고 끝내라는 거야 다른 선생님들이. 그냥 넘어가라고 애들한테 말하고. 그런데 나는 그렇게 듣는 게 의미가 없다고 생각하는데.. 나도 내 고집이 있고 그 사람들도 그 사람들 고집이 있고. 그런 게 좀 충돌을 하지. 그런데 나는 내가 의견을 내서 설득시키고 관찰시키는 위인이 못 돼서 더 센 여자들이 항상 있기 때문에.. 아 예.. 그러면서 그냥. 그들 입장에서 그들이 옳고 내 입장에서는 내가 옳은 거고 그러니까..

**DATA EXCERPT 5.19) Interview Quotation**

회의하지. 그냥 회의해서 새로 정하기는 하는데, 내 맘대로 할 수 있나. 관행처럼 굳어져서 리스닝 스피킹 안해. 교과서의 반을 버리는거잖아. 물론 교과서를 다 있는 그대로 따라갈 필요는 없는데 좀 아까워. 애들도 막 왜 이거 안해요? 그래. 내가 뭐라 그래.

## 국 문 초 록

교사의 첫 한 해의 경험은 그 교사의 사회화와 전문성 신장에 큰 영향을 미친다. 그러나 교사의 첫 한 해 경험이 앞으로의 교사생활에 잠재적 영향력을 행사할 수 있음에도 불구하고, 한국의 연구 맥락에서는 일년 차 교사 경험의 중요성이 상대적으로 경시되었다. 따라서 본 연구는 네 명의 일년 차 영어 교사들이 중등학교에서 어떤 경험을 하는지를 알아보기 위해 다음과 같이 연구 문제를 설정하였다: (1) 네 명의 일년 차 영어 교사들의 특성은 무엇이며, 그들은 성장, 교육 배경과 경험을 통하여 어떻게 영향을 받는가? (2) 일년 차 교사들이 자신의 경험에서 주요 문제와 어려움으로 인식하고 있는 것은 무엇인가?

본 연구의 참여자는 4명의 중고등학교 영어 초임 교사들이다. 이들은 교육 경험, 학교 유형 등과 관련하여 유목적 표집법으로 모집되었다. 2013년 3월부터 10월까지 사례연구 방법론을 이용하여 인터뷰, 대화, 관련된 문서 등의 자료가 수집되었고, 자료는 내러티브 탐구에서의 결정적 사건방법에 근거하여 분석되었다.

본 연구에서 도출된 주요 결과는 다음과 같다. 첫째, 교사들은 서로 다른 교육자로서의 특성을 지니고, 각기 다른 성장, 교육 배경과 각기 다른 학교 및 교실 상황에서 지도자의 입장뿐 아니라 학생의 입장 또한 고려하여 교실을 바라보려고 노력하며 전문성을 신장하고 있었다. 이 과정을 통해 교사들은 교직생활 적응에 도움이 될 수 있는 실용적인 학부교육, 교사교육 및 동료교사와 선배교사의 역할 등을 강조하였다.

둘째, 네 명의 교사들은 학교 상황에서의 사회화 과정에서 크게 두 가지의 어려움을 겪고 있었다. 한편으로는 교육적 맥락에서 국가 영어 정책을 교실상황에 적용하는 것에 대한 어려움이 있었고, 다른 한편으로는 학교 환경이 그들이 교직생활에 적응하는 것에 도움이 되기보다는 오히려 혼란과 어려움을 가중시킨다는 어려움이 있었다. 이상의 발견에 근거하여, 본 논문은 시사점과 미래 연구를 위한 제언을 결론부에 제시한다.

주요어: 교사 경험, 일년 차 교사, 중고등학교, 다중사례연구, 내러티브 탐구  
학 번: 2010-21467