

The Influence of the Current National Curriculum on Pre-service English Teacher Education in Korea

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The seventh national curriculum reform in Korea emphasizes communicative language teaching (CLT), which brings various controversial issues such as whether pre-service teachers are ready or whether CLT is fully applicable in the English as a Foreign Language (EFL) context like Korea. The issues are still out there in the current curriculum, the modified seventh national curriculum. In this study, the 108 syllabi of the required courses in the fourteen pre-service teacher education institutions in Korea were analyzed to examine (1) what kinds of required major courses are offered and (2) to what extent these courses reflect the major principles of the current national curriculum. The fourteen schools showed differences not only in the number of the required courses but also in the dispersion of these required courses' characteristics—English Skills, ELT Pedagogy, Linguistics, and Literature. However, they demonstrated some general trends in terms of reflecting the principles of the seventh national curriculum. Whereas communicative competence/functions and oral language skills were emphasized, learner-centeredness, proficiency-based curriculum, and process-based learning principles were reflected relatively weakly. Based on the findings, the recommendations for pre-service teacher educators are suggested in regard to the curriculum design and the relationship with policy makers.

[communicative Language Teaching (CLT)/the (modified) seventh national curriculum/pre-service English teacher education/의사소통중심언어교수법/(개정) 7차 교육과정/예비영어교사교육]

I. INTRODUCTION

The seventh national curriculum reform in Korea has changed our English education drastically by bringing communicative language teaching (hereafter, CLT) into classrooms. It has been more than ten years since the epoch-making curriculum was implemented in Korea, and it seems that the upcoming curriculum changes will be in the line with the seventh national curriculum, as the modified seventh national curriculum¹⁾ that is currently in act shows. However, we do not have enough information whether it works well in Korean English teaching and learning settings. As many researches (See Bax, 2003; Guangyoung & Liying, 2000; Li, 1997, 1998; Nunan, 2003) pointed out, more close attention is needed to apply CLT into an English as a Foreign Language (hereafter, EFL) context. These studies discussed difficulties of implementing CLT from the perspectives of teachers, students and CLT as a method itself.

Several studies focused on the Korean context specifically. Li (1998) presented that Korean English teachers' difficulties were because of their limited speaking and pragmatic proficiency due to the lack of professional training. Along with teachers' low proficiency of English, another issue in terms of teachers' readiness was their misconceptions about CLT. Despite the fact that teachers thought CLT would benefit their students, they did not implement CLT much and maintained traditional English teaching method emphasizing grammar (Seonghee Choi, 1999). She concluded that teachers had misconceptions about CLT that CLT equaled 'no grammar' and CLT only meant teacher-student interactions. These extreme interpretations about CLT were also confirmed in Li's (1997) research that teachers did not have enough chances to develop their understandings of CLT. In the same line, Nunan (2003) pointed out the problems of new Korean English education policy, criticizing that Korean English teachers were not trained well enough in terms of linguistically and professionally. He stated that poor English skills and inadequate teacher training programs hindered the CLT-oriented policy from working out well in the Korean context. These findings imply that poor teacher preparation for new educational policy movement can be very problematic.

It is the teacher who takes the actual role to bring the curriculum into classrooms. How they are educated during the pre-service teacher training period can be directly related to the success of CLT in Korean English classrooms.

1) The official name of the current national curriculum is "the modified seventh national curriculum," which shows the close connection to the seventh national curriculum. It is sometimes referred to as the eight national curriculum, but that is not an official name from the Ministry of Education.

However, not enough research was discussed whether teacher preparation programs include in-depth discussions of CLT and construct correct concepts for teachers. We need to understand how current pre-service teacher education programs deal with these along with already-known difficulties from Li (1997, 1998), Seonghee Choi (1999), and Nunan (2003). The present study looks into how required pre-service teacher education courses interpret the concept of CLT and whether they provide enough information about CLT to pre-service teachers. The two research questions are (1) what kinds of major courses are offered as requirement in fourteen Korean pre-service teacher education institutions? and (2) to what extent do those courses reflect CLT principles that the current national curriculum emphasizes? In order to delve into these research questions, the departments of English education of fourteen universities in Korea were selected and 108 required major courses' syllabi were analyzed.

II. LITERATURE REVIEW

1. Pre-service Teacher Education in Korea

To become a secondary level teacher in Korea is very competitive nowadays, because the teaching profession is recognized as a very stable job for the whole life. More and more people from various backgrounds decide to become a teacher, thus the qualification of the teacher is quite a controversial issue in Korea. As Dong-seop Jin (2001) presented, secondary teachers in Korea are classified into two levels: the first level teachers and the second level teachers. He also summarized the qualifications of the first and the second level teachers as follows:

Table 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 graduate of other colleges.

As seen above, one has to master the teacher preparation education in pre-service teacher education institutes in order to get a qualification of the secondary teacher. After (s)he passes the national examination for hiring new teachers or (s)he is hired in private schools, (s)he can be the first level teacher with his/her second level teacher's certificate, teaching experience, and reeducation by the Ministry of Education. In short, mastering the pre-service teacher education curricular in college level is mandatory for becoming a secondary level teacher in Korea.

According to the Korean Ministry of Education (1997), pre-service teacher education system in Korea is practiced in different institutions of teacher education. Secondary school teachers are trained through various institutions such as colleges of education, graduate schools of education or the departments of education in graduate schools. Although the teacher training institutions are different, teachers training courses are divided into three fields in common: theory of pedagogy, pedagogy of subjects, and practice of teaching. For instance, theories in teaching English as a foreign language falls into the theory of pedagogy, English grammar is in the pedagogy of subjects, and teaching practicum is a representative example of the practice of teaching.

In terms of the relationship between the pre-service teacher education and the educational policy, Oryang Kwon (2000) reviewed educational innovations that Korean government enacted and their impacts on our English education. The innovations discussed in this article included pre- and in-service secondary school teacher training. Based upon the surveys from 16 Korean university English education departments, Oryang Kwon (2000) articulated that the problems of pre-service teacher education programs are "the relative domination of so-called content subjects, such as linguistics and literature (p. 68)." He mentioned that this was because the faculty members in the English education departments were mostly literature and linguistics professors. However, Oryang Kwon (2000) reported some changes in pre-service teacher education to respond to a new educational policy as well. From 1990 to 1999, literature and linguistics subjects decreased, whereas ELT (English Language Teaching) pedagogy courses and English skill subjects significantly increased.

This trend seems to reflect the present Korean governmental goal of implementing CLT in our English education. The pitfall of this survey research is that we cannot simply conclude that the increasing numbers of subjects on ELT pedagogy and English skill subjects will provide pre-service English teachers with enough training.

We should know more about what each course deals with, and how they include the components of CLT and the principles of the newly changed English curriculum. Detailed analysis of course syllabi is needed to argue that pre-service teacher education actually reflects the modified seventh national curriculum. The next section will present what principles the seventh curriculum includes specifically.

2. The Principles of the Current National Curriculum

Korean English educational policy has been changed seven times since 1964. The importance of the communicative competence has been emphasized since the fourth curriculum period on paper. However, it is the seventh curriculum period in which the “practical” teaching guideline for teachers was shown to improve students’ communicative competence. And since the current national curriculum, the modified seventh national curriculum, shares its main principles with the seventh national curriculum, the principles of the current national curriculum can be examined by presenting the principles of the seventh national curriculum.²⁾ The purpose of the English education in the seventh national curriculum is stated as follows.

Table 2

The Purpose of the English Education in the (Modified) Seventh National Curriculum

The purpose of the English education is to develop students’ English communicative competence that can enable them to understand and use English in everyday life. In addition, English education is to provide the basis of expanding our own culture as well as receiving foreign cultures properly.

- A. Students have an interest and confidence toward English, and are supposed to grow communicative competence in English.
- B. Students can communicate with general topics in everyday life.
- C. Students can understand various foreign tones, and develop ability to utilize them.
- D. Students can comprehend foreign cultures so that they are supposed to perceive our own culture in a new way, and grow right sense of value.

(This data is from Ministry of Education, 1997, p.27)

Compared to the sixth national curriculum, the seventh national curriculum has six conspicuous characteristics (Chan-bin Lim & Aeri Jeon, 2001), and again, these characteristics are applicable to the current national curriculum as well. Thus, the word, “modified,” is inserted in the parenthesis before the word of the seventh national curriculum. First, the (modified) seventh national curriculum highlights the

2) The official documents regarding the modified seventh national curriculum from the Ministry of Education also recommend us to look into the principles of the seventh national curriculum in terms of its main principles. In other words, the modifications were made to emphasize the purpose of enhancing students’ communicative competence and CLT, which are in line with the seventh national curriculum.

communicative competence, and the development of the language use ability. It makes students understand the importance of English as a global language and be prepared in this knowledge-information based era with proficient English communicative skills. In fact, it is difficult to make a unified definition of the communicative competence. After Hymes (1971) suggested a concept of the communicative competence consisted of tacit knowledge and ability for actual language use, several scholars tried to interpret the communicative competence in line with Hymes (Bachman, 1990; Breen & Candlin, 1980; Canale & Swain, 1980; Widdowson, 1978).

Among these different definitions, Canale and Swain’s (1980) concept of communicative competence is especially noteworthy because it categorizes four sub-competences that expand the concept beyond the realm of linguistic competence. The four sub-competences of communicative competence are (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, (4) strategic competence. The grammatical competence is the linguistic competence such as phonetic, syntactic, and semantic aspects of the language. The sociolinguistic competence is the ability to use the language according to the given social context. The discourse competence refers to the capability to compose the text coherently and cohesively based on the grammatical knowledge. The strategic competence means the skill to proceed the conversation with a proper linguistic/meta-linguistic competences. Since Canale and Swain’s (1980) definition of communicative competence is the closest to what the Korean Ministry of Education means by communicative competence, I follow Canale and Swain’s (1980) definition of communicative competence when I come up with a checklist for data analysis.

Second, the (modified) seventh national curriculum stresses oral language education. This is based upon the criticisms that the Korean English education has been focused on written language education too much, although the educational purpose mentioned the equal improvement of the four skills. This principle affects both in the elementary and in the secondary levels. For the elementary level, English education starts without letters and for the secondary level, much attention is drawn upon the sounds, compared to the past. The (modified) seventh national curriculum presents the categories of sound language and written language in relation to the four language skills. Based on the following table, the emphasis on the sound language means the attention on listening and speaking in this article.

Table 3
Language Functions and Language Skills

Language Function	Oral Language	Written Language
Receptive Skills	Listening	Reading
Productive Skills	Speaking	Writing

(This data is from Ministry of Education, 1997, p.27)

Third, the (modified) seventh national curriculum emphasizes the activity-, process-, and task-based learning. The (modified) seventh national curriculum invites various games, role-plays, and songs in order to make students learn English in interesting and natural ways through group and experiential activities. The (modified) seventh national curriculum clearly mentions the 13 teaching methods as following Table 4. The emphasis on various activities is presented well in number (1), (2) and (9), and the highlight on the process and task-based learning is reflected on (3), (6) and (7). I refer to these six categories in particular to define the classroom activity and task-based learning.

Table 4
Recommended Teaching Methods in the (Modified) Seventh National Curriculum

Teachers are to develop and use various teaching methods in order to promote students' task-based learning.

- (1) Use chants, and songs to enhance students' interest and motivation.
- (2) Activities such as plays and games are encouraged.
- (3) Language proficiency level based teaching is recommended. Both individual and cooperative learning are supported.
- (4) Various teaching methods should be applied according to the study purpose and content.
- (5) Teaching materials for the deeper/ supplementary classes ought to be designed.
- (6) In addition to various teaching materials for the deeper/supplementary classes, various forms of students' activities- individual, pair, small-group, big group- should also be encouraged so as to facilitate learner-centered learning.
- (7) Individual, small-group activities are especially proposed for the supplementary classes.
- (8) The purpose for the supplementary classes is to help students be involved in the class with the modified teaching materials in accordance with their language level.
- (9) Use as much as audio-visual teaching materials and multimedia.
- (10) For the beginning level of speaking and writing, focus on the transmission of the meaning, then, gradually stress on the fluency.
- (11) In terms of speaking teaching, avoid instant feedback of students' error especially they are in the beginning level.
- (12) Introduce English-speaking countries' culture with appropriate contexts.
- (13) Let students know the difference between Korean and English.

(This data is from Ministry of Education, 1997, p.41)

Fourth, the (modified) seventh national curriculum specifies the goal of English education by offering detailed contents of communicative function examples and

increasing the number of basic words to be taught significantly. Communicative function is a concept as complex as communicative competence. Communicative function is mainly about the intention that the speaker wants to convey in communicative contexts (Halliday, 1978). Since the communicative contexts themselves are extensive and complex, it is hard to have one clear picture of communicative function. Among several interpretations of communicative function (Finocchiaro & Brumfit, 1983; Halliday, 1978; van EK, 1976; Wilkins, 1976), van EK's classification of communicative function is noteworthy. He classifies communicative function into six categories (1) Imparting and seeking factual information, (2) Expressing and finding out intellectual attitude, (3) Expressing and finding out emotional attitude, (4) Expressing and finding out moral attitude, (5) Getting things done (suasion), and (6) Socializing, and presents the sub-functions of each communicative function systematically. Since communicative functions shown in the seventh curriculum consists of (1) Socializing, (2) Exchanging factual information, (3) Expressing intellectual attitude, (4) Expressing emotions, (5) Expressing moral attitude, (6) Giving advice, and (7) Imagining, it can be said that communicative function in the seventh curriculum is mostly consistent with van EK's definition of communicative function. By communicative function, I mean these seven communicative functions in this article.

Fifth, the (modified) seventh national curriculum encourages the proficiency level-based curriculum (deepening/supplementary activities). It gives more opportunities to both advanced level students and lower level students by providing level-specified contents. It stimulates small group activities that can help teachers develop the ideal individual teaching-learning environment (Won-jae Lee, 2004). The proficiency level-based curriculum is applied from 7th graders to 10th graders, and the Ministry of Education mentions the basic definition as follows:

Stratified proficiency level based curriculum: This is applied from the 7th grade to the 10th grade. Students only who pass the test at the end of the class can be promoted to the next level class. This can be called as a free-of-grade level based curriculum. If there is a gap within one level, deeper/supplementary classes are operated. (p. 29)

By definition, the (modified) seventh national curriculum introduces unprecedented concept like "individualization of the learning rate." In this article, I define proficiency level-based learning as individualized lessons according to students' proficiency levels.

Finally, the (modified) seventh national curriculum highly emphasizes on learner-centered education. It respects students' interests and needs. It also draws attention to students' voluntary participation and self-responsibilities as well as teachers' awareness toward the concept of the learner-centeredness (Won-jae Lee, 2004). In fact, the term of learner-centeredness has been used since the sixth curriculum period; however, it was not a real learner-centered class reflecting on the definition of the (modified) seventh national curriculum. The (modified) seventh national curriculum elucidates learner-centered English education with the explication of two main factors: language proficiency level based learning, and right to select the subject based on students' own needs. The first notion is related to Breen and Candlin's (1980) definition of the learner-centeredness that means learners participate and negotiate actively in meaningful interactions in order to interpret and construct meaning by themselves. In other words, students are to learn English grounded in their English proficiency level, so that they can participate actively in the class. The second notion is associated with Nunan's (1988) idea of learner-centeredness that refers learners can learn better when they are aware of their own goal. In other words, giving students a right to choose the subject is a broad meaning of the negotiation of the curriculum that can enhance students' motivation to take part in the class more actively. The learner-centeredness in this article indicates two elements mentioned above; proficiency level based learning and students' rights to select the subject depending on their needs.

Summing up, this section consists of two parts—the previous research about the qualification of becoming secondary level teachers in Korea and the principles of the (modified) seventh national curriculum. The discussion of the in-service teachers' qualification strengthens the rationale to investigate pre-service teacher education and its consistency with the curriculum reform that Korean government enacts. The second part of this literature review provides theoretical frameworks to evaluate English teacher education programs. It is used as a guideline to devise the checklist for data analysis in Appendix A. The seventh national curriculum can be called as a “dramatic change” in Korean English language education both in the policy and actual classroom implementation levels. The overall goal of English language education aims to enhance communicative competence by inviting several new concepts and activities that are different from the past ones into the Korean English classrooms. However, more studies are needed in terms of teachers' readiness toward CLT, because it is the teachers who are in charge of implementing these theoretical goals into specific classroom activities and leading the policy into success eventually. That is why this study especially focuses on the connections between CLT in the current national curriculum and the contents of the syllabi.

III. METHODOLOGY

Content analysis (Fraenkel & Wallen, 1996) is applied for this research. Fraenkel and Wallen (1996) explained that since much of human activity is not directly observable or measurable, the contents of any type of communication (i.e textbooks, essays, or political speeches) need to be analyzed in order to understand the human activity more precisely (p. 405). Since the purpose of this study is to examine syllabi of pre-service teacher education programs, content analysis research design is a proper way to fulfill this goal of the research.

Referring to the list of English education departments in Korea, I figured out there were 34 universities that were appropriate for this study. Among the 34 universities, I selected 14 of them based on the availability of the detailed information. In other words, I included the universities where I could contact the office manager and get the syllabi that were not uploaded on the web, and more importantly, where I was able to have interviews with the instructors if I needed further information about the particular course. Four universities were in Seoul, and the others were in other provinces in Korea (three in Gyung-Sang province, two in Choong-Cheong province, two in Jeolla Province, one in Gyung-Gi province, one in Gang-One province).

All the syllabi of the required major courses of fourteen pre-service teacher education programs were collected. The reason why I chose the required major courses was because I thought it was important to see what every pre-service teacher would take throughout their preparation years in college and how those “core” courses would reflect CLT. Those included 108 syllabi in total. After I collected all the syllabi, I counted the required major courses from each university and sorted them out based upon the characteristics of the courses. Then, I looked into the content of each syllabus to see whether each course gave an opportunity for pre-service teachers to learn the principles of CLT that the (modified) seventh national curriculum emphasized. The checklist to make sure of this step is attached in Appendix. As the data analysis was coming along, I needed more information such as whether each course was taught in English, whether pre-service teachers participated in class discussions actively in English, and how much they had authentic opportunities to express their own needs. I referred to the course materials mainly, but also contacted 67 instructors whose syllabi were not clear enough through email or telephone in order to get further information. The whole process was done from September 2008 to June 2009.

IV. RESULTS

1. Required Major Courses in Fourteen Pre-service Teacher Education Programs

The fourteen universities showed interesting differences not only in the number of the required major course but in the characteristics of those required courses. First, the number of the required major courses varied from institution to institution. University A offered the largest number of courses (41) along with the largest number of the required major courses (16). Both universities D and L provided the smallest number of the required courses (5), and university L also ranked the top in terms of providing the smallest number of total major courses (20). However, the percentage of the required major courses out of the total major courses provided was different from the numbers of both categories. For instance, although the number of the required courses in university A outnumbered that of university B, the percentage of the required courses out of the total courses provided was higher in the case of university B (33.3%) than university A (25.6%). The average numbers of the required major course and the total major courses provided were 7.7 and 32.6 respectively, and the average percentage of the required major courses out of the total major courses provided was 22.4%. See Table 5 below for more detail.

Table 5
Required Major Courses in Each University

University	Required Major Courses	Total Major Courses Provided	Percentage
	Number	Number	
A	16	41	25.6%
B	10	30	33.3%
C	7	32	21.9%
D	5	30	16.7%
E	6	34	17.6%
F	6	29	20.7%
G	8	38	21.1%
H	7	36	19.4%
I	7	34	20.6%
J	6	33	18.2%
K	11	37	29.7%
L	5	25	20.0%
M	8	30	26.7%
N	6	28	21.4%
Average	7.7	32.6	22.4 %

Second, in terms of the characteristics of the required major courses, the fourteen

schools demonstrated definite differences as well. To categorize the characteristics of the required major courses, Oryang Kwon's (2000) study was invited. Oryang Kwon (2000) investigated 16 pre-service teacher education institutes in Korea, and classified the required courses into four categories: English skills, English Language Teaching (ELT) pedagogy, linguistics, and literature. Based on these categories, the required courses of the fourteen schools were sorted out, and the result is as follows.

Table 6
Characteristics of the required courses

University	English Skills		ELT pedagogy		Linguistics		Literature		Total	
	N	%	N	%	N	%	N	%	N	%
A	4	25.0	11	68.8	1	6.2	0	0	16	100.0
B	2	20.0	4	40.0	2	20.0	2	20.0	10	100.0
C	3	42.8	2	28.6	1	14.3	1	14.3	7	100.0
D	0	0	5	100.0	0	0	0	0	5	100.0
E	0	0	4	66.6	1	16.7	1	16.7	6	100.0
F	1	16.7	3	49.9	1	16.7	1	16.7	6	100.0
G	4	50.0	2	25.0	1	12.5	1	12.5	8	100.0
H	0	0	4	57.1	2	28.6	1	14.3	7	100.0
I	1	14.3	4	57.1	1	14.3	1	14.3	7	100.0
J	0	0	4	66.6	1	16.7	1	16.7	6	100.0
K	2	18.2	6	54.5	2	18.2	1	9.1	11	100.0
L	1	20.0	1	20.0	1	20.0	2	40.0	5	100.0
M	1	12.5	3	37.5	3	37.5	1	12.5	8	100.0
N	1	16.7	3	50.0	1	16.7	1	16.7	6	100.0

N= Number of the relevant required major courses
%= Percentage of the relevant required major courses

It was notable that most stressed pedagogy in common; ten universities offered the greatest number of required courses in this category. Interestingly enough, University D's five required major courses were all in this category. However, universities C, G were the exceptions of this general trend. These two universities offered more courses in English skills category than ELT pedagogy one. University M was also noteworthy because it had as many Linguistic courses as ELT pedagogy ones. It was interesting that even though the education goal of the fourteen institutions was almost the same as "training future secondary level English teachers," their curriculums demonstrated differences in terms of the characteristics

of the courses provided as requirement. The fact that most schools provided the largest number of courses in the area of ELT pedagogy matched Oryang Kwon's (2000) study that pointed out the general trend of 16 department of English education in Korea in late 90s.

Even though this quantitative analysis indicates some changes of the new educational policy, this cannot provide how each course reflects the six principles of the (modified) seventh national curriculum. The next five sub-sections will discuss what these numbers mean by presenting the results of the qualitative analysis.

2. Required Courses and the Current National Curriculum

1) Communicative competence and communicative functions are discussed significantly.

Communicative competence and communicative functions were applied well in pre-service teacher education programs in two respects. First, there were 29 courses in each institution that were provided completely in English. For instance, English I, II, III, IV and English Pronunciation Teaching Method in university A and English Composition II, English Conversation III in university G, and English Grammar, Introductory English Linguistics in university K were all 100% English courses. Considering pre-service teachers were in the EFL context where they rarely had authentic English communication opportunities, these classes offered in English would provide pre-service teachers with an idealized environment to develop their own communicative competence and to use different types of communicative functions. Adding to Oryang Kwon's (2000) findings of the increase of English skill subjects, a number of required major courses had them develop their communication skills. This was expected to help pre-service teachers overcome the low English proficiency levels and pragmatic skills that Li (1997, 1998) and Nunan (2003) pointed out.

Second, most pedagogical classes dealt with the concepts of communicative competence and communicative function for their future teaching practices. These courses were what Oryang Kwon categorized as ELT (English Language Teaching) pedagogy courses, and they guided pre-service teachers to develop strong conceptualization of communicative competence and communicative functions by introducing the theoretical background and the classroom implementation of CLT. Those courses included English teaching methodology, English material development, English listening and speaking teaching method, Theories in teaching English as a subject, and Theories in teaching English as a foreign language. Pre-service teachers not only used English in communicative ways but also learned

the concepts of communicative competence and communicative function in their programs.

2) Speaking and listening are emphasized to some extent, but not enough.

How to teach "speaking and listening" was well discussed in pedagogical courses, such as Multimedia English Education, English Teaching Methodology in university C, English Pronunciation Teaching Methods in university F, English Material Development, Theories in Teaching English as a Subject in university H, English Assessment, English Speaking and Listening Teaching Methods in university I, English Applied Phonology in university J, Theories in Teaching English as a Foreign Language, English Teaching Methods in university M. In these classes, pre-service teachers not only learned how to teach oral language but also practiced it in person. However, the extent that these courses dealt with speaking and listening was not satisfactory. The biggest problem of these courses was that the main way of evaluation was based upon reading and writing, not speaking and listening. In other words, even though pre-service teachers had a chance to learn how to teach speaking and listening and did practice their oral language skills, the ways the professors evaluate those pre-service teachers were almost always reading and writing (e.g. major assignments and exams were only focused on reading and writing skills). This implied that pre-service teachers would be apt to spend more energy and time doing reading and writing after all, as opposed to the (modified) seventh national curriculum encouraged listening and speaking. Thus, it can be concluded that the general pre-service education curriculum still concentrates on reading and writing skills over oral language education.

3) Activity-, process-, task-based learning is dealt with in the surface level.

The target pre-service teacher education programs used some of activity-based and task-based approaches. For example, many small group activities were used or "portfolio" was applied as an alternative form of assessment in 43 courses, which was a quite significant portion of all the required major courses. The syllabi of these 43 courses commonly mentioned that pre-service teachers were to learn the importance of learning process as opposed to the overemphasis on results of learning by participating in these courses. By and large, it seemed like the principle of activity-, process-, task-based learning was reflected on the courses well. However, it still needed to be reconsidered whether the concepts of activity-, process-, and task-based learning were consistent with the seventh curriculum's

notion of activity-, process-, task-based learning. The seventh curriculum defined activity-, process-, task-based learning as very specific teaching techniques (refer to Table 4) and concentrated on how those activities could enhance students' motivation eventually. However, as the 12 instructors who described their syllabi further through the individual interviews stated, pre-service teachers did not have enough chances to practice various teaching methods (i.e. songs, chants, games, activities and so on) in person and discussed motivation only in textbooks. According to them, they rarely talked about the concepts of activity-, process- and task-based learning that they needed to consider for future teaching even in pedagogical courses such as English material development and English teaching method. Therefore, what pre-service teachers have learned was hard to connect to their future teaching because the curriculums touched on these concepts only in the surface, theoretical, and abstract levels.

4) Proficiency level-based curriculum is weakly reflected.

The concept of the proficiency level-based curriculum was reflected weakly on the fourteen pre-service teacher education programs. Following the definition of the proficiency level-based curriculum in the (modified) seventh national curriculum (individualization of learning based on the proficiency-level), if stratified proficiency level-based courses had been offered to the pre-service teachers, they were considered as the proficiency level-based curriculums. The number of the courses that fell into this category was notably small; only four courses in university A (English I, II, III, IV), and two courses in university B (English Conversation III, English Composition II) were stratified courses based on the pre-service teachers' English proficiency level. The other schools also provided the proficiency level-based courses, but those were all major elective courses. Some courses such as Introduction to English linguistics in university E and Methods of teaching English as a foreign language in university J dealt with the concept of the proficiency level-based curriculum theoretically in their textbooks, but this was a brief introduction of the concept, rather than making pre-service teachers be prepared to implement this curriculum into their real classroom teaching practices. In other words, the programs hardly gave pre-service teachers enough opportunity to understand the concept of the proficiency level-based curriculum that the (modified) seventh national curriculum ambitiously presented.

5) Learner-centered education has long ways to go.

Along with the concept of the proficiency level-based curriculum, learner-centeredness was also turned out to be a low reflector of the (modified) seventh national curriculum. In the (modified) seventh national curriculum, "learner-centeredness" was defined with an emphasis of the language proficiency-level based learning and the right to select the subject based on students' own needs. As presented in the literature review, the former was related to the learners' active participation in meaningful interactions, while the latter was another name for the negotiated curriculum. In the analysis, the concept of the learner-centeredness was limited to these two concepts. The pre-condition of meaningful interaction was to see whether the course was given in English and whether pre-service teachers communicated in English in the classroom.

To make sure of these, the department office manager in each institution was contacted through e-mail first. As a result, it turned out that 28 courses were taught in English. Then, the instructors of these courses were contacted. It was notable that all the instructors contacted commonly stated that they tried to give pre-service teachers as much opportunities as possible to express themselves in their classrooms; but at the same time, they confessed that the class was mainly dependent upon their own lectures. Five instructors (English Grammar in university H, Methods of teaching English pronunciation in university G, Theories in teaching English as a subject in universities A and D, and Teaching materials in English language education in university I) mentioned directly that there was no meaningful interactions in their classrooms.

In terms of the negotiated curriculum, the findings were quiet disappointing. First of all, no syllabus had a room for the pre-service teachers to suggest what they wanted to learn in the course. All of the courses were required—all pre-service teachers had to take them in order to graduate, the entire course syllabi were given to pre-service teachers by the instructors before the courses began, and none of the course textbooks dealt with this concept explicitly. In this respect, the notion of the negotiated interaction was not dealt with at all in the fourteen pre-service teacher education institutions.

V. DISCUSSIONS

Based upon the findings, the suggestions and implications of this study are presented to show how the pre-service teacher education programs can be improved

so as to make pre-service teachers be prepared for the (modified) seventh national curriculum (and further curriculum changes) that they will confront in actual classroom settings.

First, pre-service teacher education programs need to be more ready-made for actual teaching so that pre-service teachers can use what they learn in the near future. That is, there should be a clear connection between the theories and concepts that pre-service teachers learn in the institutions and what the (modified) seventh national curriculum requires them to teach in the real classrooms. The six principles of the (modified) seventh national curriculum are quite specific; however, it is not easy for pre-service teachers to learn these context-embedded concepts or theories with only what they learn in their pre-service teacher education programs. For example, activity-, process-, and task-based learning principles are very specific and practical concepts in language teaching and learning. However, pre-service teachers discussed these concepts in a very theoretical level; they did not discuss how they could actually apply these concepts to their teaching practices. Pre-service teachers should be able to learn not only how the (modified) seventh national curriculum defines these principles but also how they can implement those concepts in the real classroom settings.

Second, related to the first point, teacher educators as well as pre-service teachers need to know the curriculum before pre-service teachers go into the field to teach. As seen above, the (modified) seventh national curriculum is highly context-embedded curriculum compared to the former curriculums. The (modified) seventh national curriculum is designed with the consideration of students, the recipients of the education, and it gives concrete guidelines for teachers to be a facilitator of students' learning in the classrooms. The problem is that pre-service teachers who are supposed to take that role in the very near future do not have a chance to look into the curriculum while they were in the pre-service teacher education programs. Pre-service teachers are prepared to be a good teacher by taking courses filled with English-written textbooks that mainly illustrate ESL (English as a Second Language) or SLA (Second Language Acquisition), and do not have an opportunity to think about the Korean EFL (English as a Foreign Language) classrooms until they take a practicum course that is provided close to their graduation, or even after they become a teacher. Since they are going to be Korean English teachers in Korean secondary English classrooms, they need to know about realistic, practical, and concrete goals and directions of the Korean English education better than anyone else (Youn-Jyu Kim, 2009). Teacher educators are especially in charge of teaching the current national curriculum to pre-service teachers in order to make them be prepared as "prepared teachers" in their classrooms.

Third, dynamic assessments should be encouraged in pre-service teacher education programs. Although "portfolio" was used as an alternative type of assessment, most grading systems were highly dependent on so-called traditional paper-and-pencil assessment methods. For instance, almost all of the courses showed the same types of assessments such as mid-term and final exams, reaction (or final) paper, and small portion of attendance. Also, even though some courses mentioned "participation" as a criterion of assessment, the portion was usually small, at most 15%, and there was no clear standard in terms of judging how much participation was enough to get an A grade. It is noteworthy that the methods of assessment were consistent regardless of the course contents, dominated by testing literacy skills only. This is not desirable, however, since the assessment is supposed to estimate what pre-service teachers have learned in a certain course based upon the course's goals and objectives. If the course content sets a goal as "an enhancement of pre-service teachers' oral language proficiency," the assessment of that course should be able to evaluate it with an appropriate assessment tool other than written exams. It can be very frustrating for pre-service teachers to be rated based upon only reading and writing skills regardless of the course. Pre-service teacher education programs need to have various sets of assessments with speaking and listening, or multi-model assessment tools.

Fourth, the question that what should be taught in pre-service teacher education programs so as to make pre-service teachers be responsive to the (modified) seventh national curriculum ought to be answered first when pre-service teacher educators design the course. Majority of the required courses that pre-service teachers take did not deal with the (modified) seventh national curriculum explicitly in the class. Even though one course in university A suggested the (modified) seventh national curriculum document published by the Ministry of Education in Korea as a class reading, the course instructor said that he just mentioned it slightly at the end of the semester. It was very ironical that although the (modified) seventh national curriculum articulated the goal of English education and teaching principles very specifically, future teachers who were in charge of teaching English based on the (modified) seventh national curriculum did not learn that curriculum in the pre-service teacher education programs. Since the (modified) seventh national curriculum will be pre-service teachers' teaching guideline when they are in the field, pre-service teacher educators need to deal with the current curriculum in their courses not only theoretically but also practically by letting pre-service teachers have more opportunities to experience some of the principles like group activities or negotiated curriculum. Pre-service teachers should be able to discuss what the (modified) seventh national curriculum emphasizes as well as how well they are

prepared in their pre-service teacher education programs after they take the required major courses.

Lastly, we can draw attention from this study how teacher educators need to be responsive to the government policy, and need to communicate with policy makers to reduce the gaps between the government curriculum and their goals of teacher education programs. The pre-service teacher education programs that the present research investigated implicitly demonstrate what it means to be a good English teacher: it is their English skills and theoretical understandings of different teaching methods that make one a good English teacher. However, what the government defines as a qualified English teacher goes beyond this definition of a good English teacher. The (modified) seventh national curriculum the government planned includes teachers' readiness to be able to implement the concepts of learner-centeredness, activity-, process-, and task-based learning, communicative competence and functions and proficiency-level based learning (Jin-Seok Kim, 2009). Therefore, teacher educators ought to keep negotiating what they can do with policy makers to balance the level of the goals of pre-service teacher education. However, some of the curriculum goals might be hard to practice in actual pre-service education programs. For example, developing communicative competence and communicative functions are not easy to be accomplished without enough numbers of native speaker instructors of English, and even if the programs may have good numbers of instructors, we know these cannot be fully achieved within a short period of the time. In this case, teacher educators need to voice out their positions and opinions so that policy makers have opportunities to reflect their ideas and think what pre-service teachers can do within the boundaries of their capacity. In short, there should be closer connections between the policy makers and the pre-service teacher educators to make both sides practical and reasonable.

VI. CONCLUSION

In this study, 108 syllabi of the required major courses in the fourteen pre-service teacher education institutions in Korea were analyzed to examine (1) what kinds of required major courses are offered and (2) to what extent these required major courses reflect the six CLT principles of the current national curriculum. The fourteen schools showed differences not only in the portion of the required major courses but in the dispersion of these courses in terms of their characteristics (i.e. English Skills, ELT Pedagogy, Linguistics, and Literature). However, they demonstrated some general trends with respect to reflecting the six CLT principles of the

(modified) seventh national curriculum.

Even though this study tries to shed light upon how pre-service teacher education is done in Korea, it has some limitations. This study was done with fourteen target universities, so it is hard to generalize aforementioned characteristics to the whole pre-service education programs in Korea. Larger-scaled studies focused on more pre-service teacher education programs are needed in order to investigate how the preparations are done in accordance with the national English education curriculum change.

Also, the data of this study is basically grounded in the analysis of the syllabi of the required major courses. Although telephone and e-mail interviews were done with the department office managers and some course instructors, it is difficult to know how these syllabi are actually taught in classes. It is important to involve not only ethnography studies to observe these pre-service teacher education programs in-depth but also voices of both instructors' and pre-service teachers' to embody their perceptions toward pre-service teacher education programs. Additionally, since it is hard to know how pre-service teachers will actually teach in their own classrooms with the knowledge that they are taught in these courses, further follow-up studies are needed to observe how pre-service teacher education programs are implemented in the real classrooms when they become in-service teachers.

These limitations of the study do not affect the significance of the findings, though. The findings tell us how our pre-service teacher education needs to be improved to have English teachers be prepared for the new curriculum. At the same time, this research implies that there should be closer connections between policy and teacher education programs; teachers are the ones who practice the policy and who should understand what the educational policy pursues. In this sense, teacher educators should re-conceptualize the qualifications of pre-service teachers. It is not enough for pre-service teachers to understand theoretically how to teach. Instead, pre-service teachers should have opportunities to discuss what the policy looks like and how they can implement that new curriculum to achieve the governmental-level goals of English education.

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APPENDIX A Checklist for Data Analysis

- I. Communicative competence (Canale & Swain, 1980)
- a) Grammatical competence: Yes/ No
 - b) Sociolinguistic competence: Yes/ No
 - c) Discourse competence: Yes/ No
 - d) Strategic competence: Yes/ No
- II. Sound language education
- a) Listening: Yes/ No
 - b) Speaking: Yes/ No
 - c) Reading: Yes/ No
 - d) Writing: Yes/ No
- III. Activity/ Process/ Task-based learning
- a) Which required courses deal with these concepts?
 - b) How are those concepts consistent with the ones in the modified 7th curriculum?

IV. Communicative function (Van Ek, 1976)

- a) Socializing: Yes/ No
- b) Exchanging factual information: Yes/ No
- c) Expressing intellectual attitude: Yes/ No
- d) Expressing emotions: Yes/ No
- e) Expressing moral attitude: Yes/ No
- f) Giving advice: Yes/ No
- g) Imaging: Yes/ No

V. Proficiency level-based curriculum

- a) Which required courses deal with this concept?
- b) How is this concept consistent with the ones in the modified 7th curriculum?

VI. Learner-centered education

- a) Students' interest & need: Yes/ No
- b) Voluntary participation: Yes/ No
- c) Self-initiation: Yes/ No
- d) Conceptualizing learner-centeredness
 - d-1) Which required courses deal with this concept?
 - d-2) How do they define this concept in their classrooms?

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