Teaching as One Has Been Taught: The Impact of Teacher Socialization on the Implementation of English Curricular Reform

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This case study examines how an English teacher's instructional practices were influenced by her own socialization and beliefs about L2 learning and teaching within the communicative language teaching (CLT) oriented curriculum in South Korea. In-depth interviews and classroom observations show that CLT was not successfully implemented in her classroom, primarily because her beliefs, resulting from schooling and workplace socialization, were incompatible with the basic principles of the curricular reform. In addition, institutional factors supported her continued use of traditional teaching practices. Ultimately, the instructional routines show that the teacher is socializing her students into her views about L2 learning and use. The findings suggest that for mandated curricular innovations to have an impact on teachers' instructional practices, curricular reformers, teacher educators, and teachers themselves must expose institutional factors and teachers' beliefs, and account for teachers' and students' normative ways of participating in schooling. In addition, this study underscores the need for teacher education programs and professional development activities that reorient teachers' beliefs about L2 teaching and resocialize them into new ways of enacting the curriculum.

I. ENGLISH CURRICULAR REFORMS IN SOUTH KOREA

Educational innovations toward communicative language teaching (CLT) have been attempted in many EFL contexts in order to improve learners' communicative competence in English, and have also been adapted in the Korean educational system.

For secondary schools in Korea, curricular innovation promoting communicative
approaches was announced by Korea's Ministry of Education in the 6th national curriculum\(^1\) in 1995. This curriculum was supposed to replace the predominant grammar-translation or audio-lingual methods (Oryang Kwon, 2000; Ministry of Education, 1994) in order to enhance English learners' communication capability. Furthermore, the 7th national curriculum, launched in 2001, emphasized task-based learning and teaching English through English (Ministry of Education, 1998).

However, several studies have revealed that secondary school teachers' perceptions of and practices in these educational reforms remained firmly based in grammar-translation and audio-lingual methods (Seonghee Choi, 2000; Guilloteaux, 2004; Eun-Ju Kim, 2008; Sung-Yeon Kim, 2002; Li, 1998). These discrepancies were blamed on: (1) teachers' low confidence in oral proficiency and their misunderstandings about CLT, (2) students' low proficiency in English, lack of motivation for improving communicative competence, and resistance to class participation, (3) institutional constraints such as large class size, mandated exams that focus on grammar, reading, and listening, and (4) lack of professional development opportunities for learning how to use CLT. These studies have also suggested that Korean teachers' understanding of CLT is central to the success of this innovation and its implementation must be gradual and adjusted to the institutional issues embedded in EFL instructional contexts.

At the university level in Korea, researchers have argued for the need to adopt more practical, integrative, and communicative approaches (Jun-Eon Park, 1997; Nahm-Sheik Park, 1994; Sangock Park, 1988). Since the late 1990s, many universities have mandated communicative approaches in order to improve students' oral communication and composition skills as well as receptive skills. Furthermore, several universities have adopted the teaching English through English policy. These programs have been evaluated through surveys that examined students' and teachers' self-reported perceptions, and by investigating whether there have been significant gains in students' scores between pre- and post-test (Hwaja Lee, 2000; Jun-Eon Park, 1997; Mi-Jeong Song & Yong-Yae Park, 2004). However, little research has analyzed the actual classroom practices that occur in these programs, and/or included teachers' and students' actual voices and experiences as participants in these reform efforts.

Overall, although curricular reforms are planned to positively impact teaching practices and students' learning, studies of perceptions and instructions of English teachers in Korean secondary schools have demonstrated how difficult it has been for teachers to

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\(^{1}\) According to Richards, Platt, & Platt (1992), curriculum is defined as "an educational programme which states: (a) the educational purpose of the programme (the ends); (b) the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means); (c) some means for assessing whether or not the educational ends have been achieved" (p.94).
successfully carry out the mandates. However, while most studies have focused on the context of secondary school reforms mandated by the Ministry of Education, few studies have examined university settings in which CLT-based curricular reforms have been mandated by the institutions. Considering the importance of the context-specific nature of the curricular reform implementation, it is essential to investigate how institutional English reforms have been enacted in the university English classroom contexts in Korea.

II. TEACHER SOCIALIZATION, BELIEFS, AND INSTRUCTIONAL PRACTICES

Teacher socialization is defined as “the process by which an individual becomes a participating member of the society of teachers” (Bliss & Reck, 1991, p.6) and influences teachers’ beliefs and behaviors (Schempp & Graber, 1992). Research has shown how teachers’ socialization in their own schooling and workplace influences their beliefs about teaching and learning and consequently actual classroom practices (Staton & Hunt, 1992; Zeichner & Gore, 1990). In regards to L2 teachers, Johnson (1992, 1994) found that ESL teachers’ previous language learning experiences, particularly in formal language classroom settings, significantly influenced their beliefs about second language learning and teaching and instructional practices.

Research on teacher beliefs have suggested that teachers’ beliefs act as a filter through which all aspects of instructional thoughts, judgments, and decisions are made (Johnson, 1994; Nespor, 1987; Nisbett & Ross, 1980; Pajares, 1992). In fact, Johnson (1994) proposed that “teacher’s beliefs are inextricably complex, grounded in emotionally laden episodic memories from prior experiences, relatively stable and resistant to change, yet instrumental in shaping how teachers interpret what goes on in their classrooms and how they will react and respond to it” (p.5). More specifically, numerous studies have shown a consistent relationship between teachers’ beliefs and practices in the fields of L1 reading (Harste & Burke, 1977; Richardson, Anders, Tidwell, & Lloyd, 1991; Rupley & Logan, 1984), L1 literacy instruction (Mangano & Allen, 1986; Wing, 1989), ESL contexts (Johnson, 1992, 1994) and EFL contexts (Sato & Kleinsasser, 2004). Furthermore, Pajares (1992) and Richards (1998) pointed out the context-specific nature of teacher beliefs and they argued it is crucial to examine the context where they learned their L2 and where they teach as well.

Before formal teacher education, teachers, as students, experience an apprenticeship of observation through direct contact with their teachers (Lortie, 1975). They observe what their teachers do and say, and become socialized into daily routines and teaching rituals. The apprenticeship of observation has a long-lasting influence on teachers’ belief systems
and their teaching practices.

Pre-service teachers’ socialization includes university coursework in their major and field experiences as student teachers. Although findings demonstrate that coursework certainly influences student teachers’ concepts of teaching (Morine-Dershimer, 1989), prospective teachers often have difficulty transferring this knowledge into their classroom practices (Hodges, 1982; Hollingsworth, 1989; Ross, 1987, 1988; Staton & Hunt, 1992). Within the practicum, the effect of teachers’ instruction depends on various contextual factors such as the culture or norms embedded in the institutions, the way in which mentor teachers socialize student teachers, the way the university supervisor interacts and supports teachers, and the relationship with student teaching peers, not to mention the characteristics of the student teachers themselves (Staton & Hunt, 1992).

Research on teachers’ in-service socialization suggests that the institutional context in which teachers work can either promote or constrain opportunities for professional development (Staton & Hunt, 1992). Also, students play an important role in influencing teachers’ development and represent a primary force in determining teachers’ actual instruction (Blase & Greenfield, 1982). And finally, colleagues can have an impact on teacher socialization in terms of emotional and instrumental support (Grant & Zeichner, 1981; Staton & Hunt, 1992; Wildman, Niles, Magliaro, & McLaughlin, 1989).

While research on teacher socialization examines the various socialization processes that teachers go through and their impact on teachers’ actual classroom teaching, little research has examined to what extent teachers’ socialization influences their classroom practices under the curricular reform context and further, to what extent it has an impact on student learning, specifically the students’ views of L2. Thus, the research questions of this study are:

1. To what extent are an EFL teacher’s actual instructional practices shaped by the teacher’s beliefs and socialization in the face of institutional mandates?
2. How do the teacher’s instructional practices socialize students into views and uses of L2?

III. LANGUAGE SOCIALIZATION

Language socialization perspective examines the acquisition of language practices through social interactions in specific sociohistorical contexts (Kasper, 2001). Specifically, the goal of a language socialization perspective is to understand “how persons are socialized into becoming competent members of social groups and the role of language in this process” (Schieffelin & Ochs, 1996, p. 252). Thus, this perspective allows us to
investigate the repetitive language routines or communicative practices in teacher-student interactions that socialize L2 learners into specific understandings and communicative abilities in L2. In such interactions, the teachers’ role is critical because it guides the students into a particular way of using and understanding L2 (Hall, 2004). In addition, context, defined as “the whole set of relationships in which a phenomenon is situated” (Watson-Gegeo, 1992, p. 51), should be taken into consideration in order to understand particular language socialization processes.

This perspective is compatible with the current study that scrutinizes how an EFL teacher’s socialization experiences in L2 learning and teaching influence her beliefs and teaching practices, and how these practices work to socialize her students’ L2 use. Specifically, in this paper, these issues are examined within the context of mandated curricular innovation currently underway in Korea. Through the lens of language socialization, the present paper conducts both a micro-level analysis of instructional routines embedded in teacher-student interactions and a macro-level analysis of the context in which the teacher’s classroom is situated.

IV. METHODOLOGY

1. Setting and Participants

The data were collected from an English classroom at a university located in Korea in summer 2004. This class was one course within the Practical English Program, a credited and required foreign language program for undergraduates. The university requires students to complete four courses in a particular foreign language program (e.g., English, Chinese, Japanese, French, German, Russian and Spanish). The English program started in 1996 to replace traditional college English classes that primarily focused on reading and is one of the programs with the largest number of students.

The participants in this study are an EFL instructor, Mrs. Hong², and her 35 undergraduate students (17 males, 18 females). As a Korean in her mid 30s at the time of the study, she learned English in Korean secondary schools, majored in English literature and linguistics in her BA program, and earned an MA in American studies at a Korean university. Except for a couple of general education courses in her BA program, she has received no formal EFL teacher training. She has taught English for approximately four years at the present university and has been acknowledged as a capable and hardworking teacher by her students, peers and the administration as evidenced that she has been highly

² Pseudonyms are used for all participants’ names.
assessed in post-evaluation and was chosen as one of two teachers for the summer session. In addition, she was known as a teacher who used English more frequently than other teachers during the class. Thus, she was selected as a participant who could show a class more compatible with the curricular innovation.

This course, the first of the required four courses in the Practical English Program, emphasizes reading and listening skills. Based on the surveys and the interviews with the teacher and the students, the students were at the low to low intermediate proficiency level. In fact, eighty percent of the students registered for the class in order to replace the low score they had previously received in the same course.

Mrs. Hong used reading and listening textbooks assigned by the administration, and her syllabus was based on the textbook chapters. Each unit of the reader included readings organized by topic, introduced various activities to build vocabulary, reading comprehension, and listening, speaking and writing skills. The listening textbook included dialogues, questions, and discussion activities related to a specific situation and/or notion. Mrs. Hong selected the textbook content that she wanted to focus on in her teaching.

In the classroom, Mrs. Hong typically stood in front with her students seated in rows. The classroom was equipped with a computer connected to the internet, a projector, and a screen.

2. Methods of Data Collection and Analysis

For this qualitative case study, five of Mrs. Hong’s lessons (15 hours total) out of 16 day lessons (48 hours total) were observed and audio- and video-recorded by the researcher as a non-participant observer. In addition, the teacher was interviewed twice in person for about 80 minutes in total and two e-mail interviews with her were also conducted. These interviews included a discussion of her experiences teaching and learning English, her philosophy of teaching, and her thoughts about her own classroom teaching. Additionally, five of her students were interviewed for 15 to 35 minutes and all of her students were surveyed at the beginning and end of the semester in order to identify their experiences as English learners generally and as Mrs. Hong’s students specifically. In addition to these data, field notes on classroom activities were taken by the researcher. Also, the course syllabus, handouts, and textbooks were collected.

All the oral data were transcribed and analyzed along with other data. Classroom data were analyzed through a micro-ethnographic method (Garcez, 1997; Watson-Gegeo, 1997) to uncover the most prevalent patterns of instructional routines. Micro-ethnography

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3 Practical English 1 in spring/summer semester covered the first half of these textbooks while Practical English 2 in fall semester covered the second half.
focuses on the language used in "the close analysis of one communicative event with particular interest in the specific means by which the event is jointly constructed" (Hall, 2002, p. 216). Through this method, four of the most common patterns or normative ways of acting and interacting that occurred consistently in all five observations were uncovered: accurate translation, drill and practice, reading presentation and pop song presentation.

Content analysis (Krippendorff, 2004) was conducted in order to understand the nature of Mrs. Hong’s teaching within the context in which it is situated. Specifically, as the interview data were reviewed carefully and repeatedly, three categories emerged: (1) the teacher’s experiences as an L2 learner and teacher, (2) her beliefs about L2 learning and teaching and (3) the contextual factors which impacted her teaching. The relevant themes that emerged from the data are presented in the following table:

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>Summary of Content Analysis</th>
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<tbody>
<tr>
<td>English learning and teaching experiences</td>
<td>- Focus on translation, memorization, grammar and vocabulary in L2 learning experiences</td>
</tr>
<tr>
<td></td>
<td>- Perception of herself as a non-innovative teacher</td>
</tr>
<tr>
<td>Beliefs about L2 learning and teaching</td>
<td>- L2 learning takes place through traditional teaching methods</td>
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<td></td>
<td>- L1 facilitates L2 learning</td>
</tr>
<tr>
<td>Contextual factors</td>
<td>- Administration’s lack of understanding and support of the mandates</td>
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<td></td>
<td>- Students’ resistance to using L2 as a communication tool</td>
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<tr>
<td></td>
<td>- Lack of reflection and discussion with peer teachers</td>
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</table>

By combining content analysis with micro-ethnographic procedure, this study is able to offer a thick description (Geertz, 1973) of the context in which the classroom is situated. Furthermore, it uncovers not only what this teacher says about her beliefs and practices, but what she actually does in the classroom (activity) and her rationale or intentions behind her instructional practices (motive) (Johnson, 1994; Pajares, 1992), and finally how the institutionally mandated policy is perceived by her and her students, and actually implemented in her classroom.

V. FINDINGS

Through analyzing the participant interviews and classroom data, several categories and/or patterns were identified and presented in this section: the teacher’s experiences in L2 learning and teaching, her beliefs about L2 teaching and learning, her instructional practices, and the contextual factors.
1. English Learning and Teaching Experiences

Mrs. Hong’s schooling focused on the grammar-translation method using Korean, the development of vocabulary learning strategies, and memorization. Excerpt 1 highlights her beliefs in the importance of grammar which caused her, as a student, to independently seek additional grammar instruction even though that was what school instruction focused on.

Excerpt 1. Email Interview with Mrs. Hong (Nov. 10)

((The researcher asked how Mrs. Hong was taught English in her secondary schools))

When I learned English in middle school and high school, I mostly learned grammar. The school (teachers) taught us fragments of grammar. So I studied some grammar books by myself.

Furthermore, she mentioned that in her secondary schools, translating texts was very common and memorizing vocabulary and dialogues was encouraged at school and in personal study. Also, she indicated that her English classroom was teacher-centered, mainly composed of lectures with limited question and answer type interactions between teacher and students (E-mail interview, Dec. 2).

Concerning Mrs. Hong’s BA program in English, she volunteered to talk about the listening and reading courses which related to her current teaching (Excerpt 2). She recalled that translation and comprehension checks were predominant.

Excerpt 2. Email Interview with Mrs. Hong (Nov. 10)

((The researcher asked how Mrs. Hong was taught English in her BA program))

My BA major was English. … In the classes such as English readings or English lab, the professors usually read texts and checked if their students understood them rather than giving detailed explanation.

In her BA and MA programs, Mrs. Hong did not participate in any formal pre-service teacher education programs in English language. While teaching in the university, she had few formal professional development opportunities (Interview, July 2, 5). Consequently, she was not very informed about the variety of effective teaching methods.

As a teacher, Mrs. Hong did not think of herself as innovative (Interview, July 2, 5).

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4 All the interviews were conducted in Korean, and in this paper, the interview excerpts were translated into English. In the interview and classroom excerpts, the utterances given in parenthesis mean implied meaning, but were not actually given in Korean.
Instead, she thought of herself as a devoted teacher who worked well with peers and the administration. While she wanted to learn effective teaching methods from peer teachers, it seems that she mainly viewed herself as a teacher whose role is to teach English (L2) using Korean (L1), to help students learn grammar and vocabulary, and to enhance their memorization skills in the same ways that she was taught.

2. Beliefs about L2 Learning and Teaching

Mrs. Hong’s socialization significantly shaped her beliefs about L2 teaching and learning: (1) L2 learning takes place through traditional teaching methods and (2) L1 facilitates L2 learning.

1) L2 Learning Takes Place through Traditional Teaching Methods

Mrs. Hong believed L2 learning takes place through knowledge of vocabulary and grammar. In excerpt 3, Mrs. Hong thought good L2 learners should know word meanings and the structure of L2.

Excerpt 3. Interview with Mrs. Hong (July 5)

((The researcher asked about the difficulties students might have in reading L2 texts))
I think students have difficulty in reading in English when they have limited knowledge of vocabulary. I think the most important thing is to increase their vocabulary. These days some students tend to lack knowledge of grammar.

In addition, she believed L2 learners should memorize as much as possible. In excerpt 4, she was aware that since the processes of learning L1 and L2 are different, L2 learners cannot acquire L2 as naturally as L1 and need to learn L2 words, expressions, or texts by heart.

Excerpt 4. Interview with Mrs. Hong (July 2)

((The researcher and Mrs. Hong talked about the teacher’s plan for the next semester, which is related to asking students to memorize some movie clips))
I think the contents memorized can be students’ assets. It looks like we can’t avoid memorization when we learn English as a second language (or foreign language). ... Memorization is really necessary. If the students are not told to do so, (I’m not sure if they can learn English well). (In the EFL context), students cannot learn English (in the same way) as they acquire their native language.
2) L1 Facilitates L2 Learning

Mrs. Hong believed use of L1 could promote L2 learning, and teaching L2 through L1, specifically, translating and explaining L2 texts using L1, is essential. In excerpt 5, Mrs. Hong was aware of the different roles or advantages of NS (native speaker) and NNS (non-native speaker) teachers since she believed NS teachers could give students ample L2 input, while NNS teachers could help students understand L2 through L1. Thus, she stated that Korean (L1) is a more useful medium of instruction than English (L2) in her EFL classroom, because she and her students have the same L1, through which they can communicate more effectively. Furthermore, she believed that teaching English through English was disadvantageous to students because she perceived her students’ English proficiency to be relatively low. Also, due to her own lack of confidence in English oral proficiency, she felt uncomfortable speaking English and therefore further justified her teaching English using Korean.

Excerpt 5. Interview with Mrs. Hong (July 5)

("The researcher asked what Mrs. Hong thinks of the classes taught by NS and NNS teachers")

English native speakers have advantages in that they can provide students with sufficient input. ... I attempted to teach English through English, but I think it has more drawbacks than advantages. I mean, although the students are exposed to English in that kind of classrooms, they cannot understand all of them. In fact, as I am not a fluent English speaker, that would be another drawback. In addition, the English expressions that students are exposed to are limited and not many. And more detailed explanation is not possible. ... So in reading classes, teaching English through English has some limitations. ... I like teaching English using Korean ... because I can better explain deeper meanings of the text.

3. Instructional Practices

Mrs. Hong’s class involved reading and listening activities and every class followed a similar set of procedures. First, she conducted reading activities in which students translated passages from the textbook in turns, and then she explained important vocabulary, structures, and/or background information related to the text. Then, a team of students gave a presentation about a chapter from the textbook. The second half of the class consisted of listening activities. Another team of students presented an English pop song by focusing on information about the singer or band, providing a translation of the lyrics, and playing the song with video clips. Then, the teacher covered an assigned
listening activity in the textbook. She played an audio CD from the textbook, checked the answers to questions in the book, distributed the script of the dialogues, explained vocabulary or structures in the dialogues, then asked the students to practice and memorize some dialogues as a whole class or in pairs, and then perform what they have memorized in front of the class.

Overall the classroom was teacher-centered. For example, she asked her students to translate written passages, demonstrate their memorization of dialogues, and present team projects in reading and listening activities. The students rarely asked questions or initiated interactions. In the team projects, each team (6 teams in the class and 5-6 students per team) presented twice about a reading text (assigned at the beginning of the semester) and pop song (selected by each team) respectively. Team members met a couple of times to discuss what and how they would present.

As the instructional routines between the teacher and students were analyzed, four main patterns emerged: (1) accurate translation, (2) drill and practice, (3) reading presentation, and (4) pop song presentation.

1) Accurate Translation

Mrs. Hong's goal for the first instructional routine was to get students to translate L2 (English) texts into L1 (Korean), specifically with an emphasis on understanding word meaning and analyzing structures. In excerpt 6, she expected a student (SM3) to translate a sentence correctly and had him attempt to translate the same sentence three times. To ensure accurate translation, the teacher focused on word meaning and grammar (active/passive voice).

Excerpt 6. Classroom Data (July 1)\(^5\)

((Mrs. Hong and her students translate two sentences “The ITU recently announced a S2.7 million fund to set up electronic commerce centers in developing countries. But the funding of programs like the ITU’s is dwarfed by the problem”))

((1-21: Mrs. Hong asks a volunteer to translate the first sentence. Since no one volunteers, she calls upon SM2 and he fails to respond. Then, SM3 volunteers and translates it correctly))

22 T: Right. OK. Annoucnelako hamyenyo. Um tell people about something

\(^5\) In the excerpts, ‘T’ stands for Mrs. Hong, ‘Ss’ students, ‘SF’ a female student, and ‘SM’ a male student. ‘/’ indicates rising intonation. In (()), various contextual events are noted, usually only when they affect comprehension of the surrounding discourse. The Yale system (Martin, 1992) was used for Korean Romanization. English utterances are marked by wavy underlines whereas the italicized writing is English translation.
publicly or officially, kulenikka kongkaycekulo phyohyenhanun kesul announce lako hayo.

'Right. OK. 'Announce' means, um, 'tell people about something publicly or officially (in English)'. So 'announce' is to tell people about something publicly or officially (in Korean).'

((25: Mrs. Hong asks SM3 to translate the next sentence))

26 SM3: ITUy ilehan thwucu programun mwunceylulu chwuxsosikhiko
27 issupnita.

'The ITU's funding program reduces the problem'

28 T: Kulenkayo?

'Are you sure?'

29 SM3: Anintey.

'Not really.'

30 T: Ca.

'OK.'

31 SM3: A kulen etten

'Uh, due to such'

32 T: Ye'y.

'Yes.'

33 SM3: Iillyenuy mwunceytul ttaymwuney chwuxsoka toyko issnun
34 sangthayipnita. Kunikka twucaka chwuxsotoynun (kulen)

'Due to such series of problems, funding is reduced.'

35 T: Um, kulem ku mwuncangulyo. Thaylul pakkwuese hanpen
36 ilkecwuseyyo.

'Um. Then, can you please shift its voice (from passive to active) and read the sentence?'

37 SM3: The p-the problems dwarfs the funding of programs like the ITU's.

'Uh-huh. Yes. Then, can you translate that literally?'

39 SM3: Mwunceyka kulen thucaka fundingul yakhwa e yakhwasikhiko issta.

'The problem is reducing such investment or funding.'

40 T: Cakkey chwuxsosikhintanun yaykieyyo. Cakapokey hantunun keeyyo.

'(Dwarf) means to make something seem small or unimportant.'

((41-51: Mrs. Hong explains the meaning of 'dwarf' and the 'problem' and the sentence in more detail))

52 T: Mwyunceyey pihamyen nemwu cakapointanun kesieyyo.

'I mean, compared with the problems (i.e., only small amount of funding is supplied to support telecommunications in developing
At the beginning of this excerpt, Mrs. Hong asked for volunteers and waited, and then called upon a student, SM2. When SM2 failed to respond, the teacher waited again until SM3 volunteered to translate the sentence (1-21). Mrs. Hong was satisfied with his translation and explained the definition of announce in English followed by a Korean translation (22-24). Then, Mrs. Hong asked SM3 to translate one more sentence (25). Mrs. Hong showed her dissatisfaction with his translation (26-27), and he waited for him to correct it (28). When SM3 translated the sentence incorrectly (33-34), Mrs. Hong first thought the problem was caused by the sentence structure. Thus, she asked the student to switch from passive to active voice (35-36). After the student changed the voice correctly (37), she asked him to translate it again (38). When the translation problem continued, Mrs. Hong appeared to think the problem might be due to the meaning of the word dwarf. Thus, she explained the meaning, and then returned to the text and asked the students to recall what "the problem" means. She eventually translated the sentence accurately twice (41-51).

Throughout this excerpt, Korean dominated with English used only when reading set phrases or sentences aloud, and even these cases were followed immediately by Korean translations. Mrs. Hong only used English when she read aloud the definition of words (announce, dwarf) and the active voice counterpart to a sentence. There was only one instance of student use of English, that is, when SM3 switched the passive sentence into active voice (37).

2) Drill and Practice

Mrs. Hong's goal for the second instructional routine was to provide drill and practice. In excerpt 7, she had the students listen to the same textbook dialogues several times, check the right answer and repeat and memorize the expressions and dialogues.

Excerpt 7. Classroom Data (July 2)
(Mrs. Hong and her students are doing listening activities using the listening textbook. The textbook section asks the students to match six pictures with the appropriate dialogues composed of 2-5 turns between a female flight attendant and a male passenger))

1 T: OK then let's move to the next one. So you have, uh, in the second
   section, we have six pictures, right? So listen and number the pictures.
   ((The class listens to the six dialogues from the CD))
2 T: OK. Then so what did you choose for A?
4 Ss: Three.

((5-16: They check the answer for questions 2-6 and a handout of the dialogue script is distributed))

17 T: OK, Let's listen again and practice the dialogue.

((The teacher plays the first dialogue from the CD))

18 T: OK, so, uycalul aphulo tangkita.

'OK, so, what is an English expression of 'put your seat forward'?'

19 Ss: Put your seat forward.

20 T: OK, let's practice (the first dialogue). Start.

((21-23: Mrs. Hong and her students read the dialogue aloud))

((24-37: The teacher plays dialogues no. 2-4 from the CD and checks the expressions 'could you fill out', and 'I'll put it out right away' respectively))

((The teacher plays the fourth dialogue from the CD))

38 T: Bumpyka mwusun ttusicyo?

'What does 'bumpy' mean?'

((39-42: The teacher checks the meaning of 'bumpy' and 'turbulence'))

43 T: OK. Ca cikum yensuphay poseyyo.

'OK. OK. Practice this dialogue with your partner.'

((Students work in pairs))

44 T: Ca yensupi ceyil antoyn colul sikhyepotolok hakeysssupnit/a

'OK. I will ask the least hardworking pair to show (what they practiced) before the whole class.'

((Students work in pairs))

45 T: OK, I will. Ca hanpen te tule potolok hakeysssupnita.

'OK. I will. OK. I will play the dialogue for you one more time.'

((46-49: Mrs. Hong calls upon one pair))

((50-56: SM4 and SM5 do the role play of the dialogue; at the last turn, SM4 knocks the table to make noise like in a bumpy airplane; everybody giggles))

57 T: Pyelke aniciman swunpallyekto cohn keeyyo. Cal haysseyo.

'It was not a big thing, but such improvisation was very good. Good job.'

At the start of excerpt 7, Mrs. Hong asked the students to listen to audio clips and checked answers to the questions in the textbook with the students (1-16). She distributed the script of conversations and checked the expressions or vocabulary (17-42). In particular, she expected students to practice set phrases (e.g., put your seat forward, 19; 24-37) by answering her questions to seek the English counterpart of a phrase in Korean (18). In addition, the teacher and the students repeated the dialogue together (21-23) and
for the fourth dialogue, she asked the students to memorize it (43). She asked the students to practice in pairs and called on a pair to perform the dialogue (46-49). The pair successfully showed what they had memorized (50-56) and the teacher praised them (57).

Although English was used more frequently in this instructional routine than in reading activities (i.e., accurate translation), both the teacher and the students only produced fixed dialogues from the script. Mrs. Hong mostly used set expressions for instructions (1-3, 17, 20) or short interactions with the students when she checked the answers to multiple choice questions in the textbook (3-16). The use of English decreased from line 24, and the lesson was primarily conducted in Korean and English was used merely at the word level (*bumpy*, *turbulence*, *OK*). Thus, Mrs. Hong used more English in this routine, however, it continued to be in a very limited way.

In sum, Mrs. Hong’s focus on direct translation and drill and practice with special emphasis on word meaning and grammatical features reflected her beliefs in L2 learning and teaching shaped by her socialization experiences in her schooling and workplace. The next two instructional routines illustrate how her language use has socialized her students into particular ways of using L2.

3) Reading Presentation

Although there were 5-6 members in each team who work together to prepare for the presentation, in most of the cases one representative actually presented the text. In excerpt 8, SM6 did the most of the talking and there was little interaction with the teacher or other students. He summarized the text by reading aloud and translating one or two major sentences from each paragraph (15-51). Then, he read aloud the definitions of the English words that the team examined (52-54). The teacher praised the team for their exact translation, asked all students to memorize word meanings to prepare for the quiz, and started the routines of accurate translation. In other words, the presenter paid attention to exact translation and word meaning, which was reemphasized by the teacher. In terms of use of Korean and English, Korean was spoken most of the time, while English was used only when the students read the English text or words aloud to introduce the Korean translation.

Excerpt 8. Classroom Data (July 2)

((One of the members in Team 3 loads their team’s reading presentation file using the computer))

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6 Mrs. Hong’s language choice might have been affected by the researcher’s observation of her class.
((1-2: SM6 greets and introduces their presentation text))

3 SM6: Haysek pwupwunun kyooswunim hompheyiciyey ollyenwaskeketunyo.
4 kuke nacwunquey chamkohay cwusikwuyo. Cehuyunun cikum
5 ssemelihan kelang tane kathun kelul sokayhay tulikeyssupnita.

'We uploaded the Korean translation version of the text on the professor's homepage. I hope you could refer to it later. Now we will present the summary of the text and (new or useful) words and their meaning.'

((6-14: SM6 and Mrs. Hong check if the students can see the contents on the screen; SM6 reads aloud the summary of the whole text written in Korean))

15 SM6: Ssemelilul posimyenyoy.

'Here is the summary (in paragraph by paragraph).'

16 SM6: From the day it was introduced as a novelty ride by inventor John
17 Wright at the Canadian Industrial Exhibition in Toronto in 1883, the
electric streetcar spread to cities across the continent.

((19-21: SM6 translates the summary of the first paragraph into Korean))

((22-51: For the summary of each paragraph, SM6 reads aloud a topic sentence from each of the remaining 5 paragraphs of the reading and then translates the sentences into Korean.))

52 SM6: Kulayse cwuyo tanetulul pomyenyoy. Sprawl khun taycalo ppetta,
53 kuntey tongsalonun khun taycalo ppetko nwwum, tule nwwum,
54 ewucekkelim, pwulkyuchikhakey ppetum, ilen ttusul caciko isskwuyo.

'So, if we look at the important words in this text. ‘Sprawl’
means a posture with arms and legs spread about. As a verb, it means
to lie with one's limbs spread out, to lie, to straggle, to extend in an
irregular way.'

((SM6 reads aloud 30 additional English words and Korean counterparts))

((Members of Team 3 turn off the computer and return to their seats and other students clap. The teacher praises the presenter and the other team members for accurate translation of the text. She announces vocabulary quizzes for the next two days. Then, she asks students to volunteer to translate the text sentence by sentence.))

4) Pop Song Presentation

Similar to the reading presentation instructional routine, in most of the cases, a particular student led the presentation. In excerpt 9, SM7 did most of the talking and there were few interactions with the teacher and other students. He reported that he selected the lyrics because they were easy to translate and memorize (9-12). He focused on word or
phrase meanings (keep from ~ing, 17-21) and accurate translations in addition to grammatical features (stop + ~ing vs. stop + to infinitive, 14-16). These were also emphasized by the teacher as she asked each team to memorize the song lyrics that they selected and presented.

Excerpt 9. Classroom Data (July 2)
((One of the members in Team 6 loads their team’s pop song presentation file))
((1-3: SM7 introduces their team presentation))
((4-6: SF2 explains how the members of Westlife attracted popularity))
((7-8: SM7 shows the procedure: listen to the song and then talk about the lyrics))
((9-12: SM7 explains that they chose this song because its lyrics were easy))

13 SM7: Cwungyo han pwpwun myech kayman selmyenghay tulikeyyssupnita.
   ‘I will explain some important parts of the lyrics to you.’
((SM7 explains the meaning of some words and phrases in the first two stanzas))

14 SM7: I can’t stop eyse I can’t stop ku taumey to keepi naonunty stop to
   keep kulemyenun mwemwehaki wihayse memchwuntak, nay casinul
   kulehkey keepaki wihayselanun sayngkaki tununty stop keepingulo
   ssuya tocyi anhulkaka sangkakhay kaciko ikey ceto ihayka cal. kulikwu
   ku to keep from thinking ila kulemyenun incey sayngkakanun
   kelopwuthe nay casinul mknunta kulen sikulo haykaciko, keep
   ku taumey keep somebody from ~ing haykaciko nwukwulul
   mwemwe hanun kelul makta kulen sikulo swukeka toykwuyo.
   ‘I can’t stop,’ ‘I can’t stop’ is followed by ‘to keep.’ I think ‘stop to
   keep’ means to stop doing something in order to do something else. So
   I don’t think ‘stop keeping’ fits here. I thought ‘stop keeping’ might be
   better. So I can’t understand this part very well. And ‘to keep from
   thinking’ means to prevent myself from thinking. So next ‘to keep’, I
   mean, ‘keep somebody from ~ing’, it is an idiomatic expression which
   means prevent somebody from doing something.’
((SM7 presents the rest of the lyrics in the same way above; he closes the presentation))

((Mrs. Hong explains more about “But I can’t stop to keep myself from thinking”
   focusing on ‘stop + gerund’ vs. ‘stop + to + infinitive’))
((Mrs. Hong praises students for their skills at producing and/or editing multi-media
   materials such as the video clips for the song; She also announces the team test for
   memorizing a pop song and asks her students to prepare it in advance7))

7 As an oral final exam (in addition to a reading and listening based paper and pencil exam), each
Although the last two instructional routines (i.e., reading and pop song presentations) were designed to encourage peer collaboration and student participation, little interaction between the students was seen during the presentations. Moreover, an analysis of these routines clearly indicates that the students were socialized into the view that L2 can be learned through L1, specifically through translation, memorization, and knowledge of vocabulary and grammar. These views, instantiated in Mrs. Hong’s institutional practices, are consistent with the way she was socialized as an L2 learner.

4. Contexts of the Classroom

The three sections above demonstrate how Mrs. Hong’s schooling and beliefs about L2 learning shaped her instructional practices. In this section, her larger teaching context, specifically the institution, is examined to more fully understand her choices in teaching approach.

The administration of the English program in which Mrs. Hong worked mandated integrative and communicative approaches to EFL teaching as clearly articulated in the objectives listed on her syllabus (excerpt 10). The program was supposed to improve not only four language skills but also cultural understanding of English-speaking countries. In particular, the program’s utmost objective was to facilitate learners’ capability to communicate in English in various realistic contexts.

Excerpt 10. The Objective of Practical English Program (from syllabus)\(^8\)

This is an integrated skills course, where four areas of language skills (listening, speaking, reading and writing) are integrated and related activities are intended to strengthen overall language development. **The primary goal of this program is to cultivate students’ ability to use the language and communicate smoothly in different situations.** The secondary goal of the course is to improve effective reading and writing skills. Students will be exposed to the cultures and customs of the English-speaking world through this course. [Emphasis added]

Furthermore, at the beginning of the program, the new curriculum mandated teaching English through English as Mrs. Hong mentioned during the interview, “Actually for a while, the university asked us to teach English through English” (July 5). Therefore, the program encouraged teachers and students to use and communicate in L2 in the classroom.

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team was asked to accurately memorize the pop song and demonstrate their memorization in front of the whole class (Interview with Mrs. Hong, July 5).

\(^8\) The syllabus was written in English.
However, as shown in the four interactional routines, the vision of the curricular mandates was not evident in Mrs. Hong's instruction. Contextual factors related to students, peer teachers, and institutional constraints contributed to her instructional practices.

1) Administration’s Lack of Understanding and Support of the Mandates

Although the administration of the Practical English Program mandated communicative approaches to EFL instruction and for teachers to teach English through English in every class, there was a clear expectation that NS and NNS teachers would play different roles and teach different skills. As Mrs. Hong mentioned, students in Practical English 1 and 2 were primarily taught listening and reading skills by Korean teachers (NNS) and those in Practical English 3 and 4 were taught speaking and writing skills by English NS teachers. Since Korean teachers taught receptive skills, they focused on how to understand the spoken and reading texts rather than how to communicate in English.

Furthermore, coordinators in the administration were neither fully aware nor knowledgeable of how to support the teachers while implementing the mandates. Thus, the coordinators’ attitudes toward the reform appear to be incompatible with the rhetoric of the reform. For instance, according to excerpt 11, the former coordinator continued to use multiple choice or short answer final exams. Consequently, Mrs. Hong’s instructional practices matched these normative ways of teaching reading and listening, using grammar-translation and audio-lingual methods. Also, although the new coordinator gave the teachers more flexibility in the types of assessment they could use, she had no intention of changing the current system (e.g., teachers’ classroom practices, different skills taught by NS and NNS teachers).

Excerpt 11. Interview with Mrs. Hong (July 2)

((The researcher asked about the textbooks and tests in the program))

Because of the current coordinator, all of the Practical English class students had to take the same exam simultaneously in the appointed time schedule (not in the students’ regular class hours). ... The new coordinator (starting in the coming fall semester) has told us to conduct exams in our own way.

2) Students’ Resistance to Using L2 as a Communication Tool

When Mrs. Hong attempted to use English for classroom communication, her students resisted. As a result, she reverted to the practices of memorizing conversations from the textbook (excerpt 12).
Excerpt 12. Interview with SFI (student) (July 7)
((The researcher asked what the student (SF1) thinks of listening activities including practicing dialogues in the listening textbook))
...The teacher tried to get us to speak in English at first to improve our speaking ability, but we (students) were reluctant to participate. So she asked us to memorize dialogues from the listening textbook....

In addition, students' expectations about NS and NNS teachers seemed to influence or reinforce Mrs. Hong's beliefs and instructional practices of using L1 as the medium of instruction. While her students liked NNS teachers' EFL classes because they could understand what happened in class, they saw NS teachers' classes as where they could be forced to communicate in English. Therefore, students did not expect Mrs. Hong to teach English through English or use English in order to communicate, because the use of English was reserved for NS teachers only (excerpt 13).

Excerpt 13. Interview with SM1 (July 5)
((The researcher asked what SM1 thinks of NS and NNS teachers in Practical English Program))

It is good to have a Korean English teacher because she can explain in Korean when we don't understand the English texts well. Due to the communication issue, I prefer Korean teachers rather than English native speaking teachers. However, English native speaking teachers are good because we should speak English in their classroom.

The students' perceptions for the roles of NS and NNS teachers matched the administration's assumption that NS teachers should teach productive skills while NNS teachers could teach receptive skills. Mrs. Hong's instructional practices, therefore, matched the expectations of the administration and the students despite being in conflict with the course objectives and mandated curricular innovation.

3) Lack of Reflection and Discussion with Peer Teachers

Although Mrs. Hong valued peer collaborations, there were few opportunities for teachers to reflect on their teaching collaboratively. She reported that teachers shared ideas about effective methods such as conducting team projects, using multimedia and authentic materials, and memorizing authentic texts (Interview, Dec. 2). However, teachers rarely discussed the influence of their teaching on student learning specifically in relation to the curricular innovation. Excerpt 14 indicates Mrs. Hong felt uncomfortable discussing her teaching with other teachers.
Excerpt 14. Interview with Mrs. Hong (July 5)

((The researcher asked if there is any opportunity for reflecting on their teaching with other teachers in the institution))

There is no time for us to share our thoughts together (since we teachers are very busy). Also, it is a little sensitive issue to make comments on peers’ classes. We should be very careful about that. I can’t do that to other teachers and other teachers might not be able to do that to me if we don’t have strong trust and consideration about each other and his/her classes. In our program there is no official teachers’ meeting for us to reflect on our teaching.

In sum, although Mrs. Hong’s institution mandated communicative approaches to improve students’ communicative competence, the administration did not support the implementation of these mandates. Without some sort of professional development within the institution that encourages and rewards teachers for reflecting on their teaching, Mrs. Hong was faced with the curricular reform, yet little guidance from the administration or her peers on how to teach it. Within this context, she taught in the way she had been taught. As a result, the instructional routines that she used seem to be the direct result of her own schooling and workplace experiences.

VI. DISCUSSION AND CONCLUSION

The findings of this case study indicate that institutional mandates toward CLT can easily be outweighed by individual teacher’s learning experiences and beliefs as well as institutional factors. The results of this study specifically highlight the role of teachers as implementers of educational innovation, the impact of institutional context on enacting the innovation, and the influence of teachers and institutions on students’ L2 learning.

Teachers do not just absorb the ideas related to a new policy, but make sense of any policy that is to be transformed into reality in their own classrooms (Hiramatsu, 2005). Thus, in the face of curricular mandates it is essential to recognize the powerful impact that teachers’ beliefs and socialization processes have on their instructional practices. While CLT views L2 as a means of communication, and focuses on improving students’ L2 communicative abilities in genuine and realistic situations, Mrs. Hong believes that L2 can be acquired through word and grammatical knowledge, and memorization, and that L1 is essential in L2 learning.9

9 It would not be a question of whether L1 can promote L2 learning, but a matter of degree: in Mrs. Hong’s case, it was the primary way to learn L2.
In addition, the institutional factors embedded in Mrs. Hong's workplace supported her traditional teaching practices rather than helping her rethink her beliefs and instructional practices in relation to curricular reform initiatives. Although the administration provided CLT-based curriculum and materials, they did not provide teachers with any professional development opportunities related to the new curriculum. Furthermore, the traditional assessment format promoted traditional classroom teaching. Under these circumstances, Mrs. Hong did not even know why she should transform her instruction as well as how to do it.

Moreover, the instructional routines show that Mrs. Hong socialized her students into her views about L2 learning and use. While students paid attention to accurate translation, word meaning, and grammatical features, these reception-oriented practices were insufficient to help them develop their capabilities to use and understand L2.

In addition, the findings highlight the status of NNS teachers in implementing curricular reforms. Everyone in this study including the administration, the teacher herself, and the students expected the NNS teachers to teach receptive skills and explain the text using Korean, while communication through English was kept for the NS teachers' lessons. Although this expectation about the NNS teachers was not compatible with the curricular reform, the community limited the role of the NNS teachers from the start rather than allowed for innovation.

For the effective implementation of educational reforms into teachers' instructional practices, the present study suggests three major issues should be considered, as opposed to assuming if a new curriculum is mandated, teachers will implement it.

First, this study implies that policy makers need to consider institutional factors that work against the implementation of curricular innovations. In addition, they need to work to alter the institutional, social, and cultural constraints within which English language instruction takes place.

Next, it is suggested that issues related to teachers' socialization must be taken into account. Also, curricular reformers, teacher educators, and language teachers themselves must expose teachers' beliefs, and account for teachers' and students' normative ways of participating in schooling. Most importantly, teachers' voices need to be included in a full and meaningful way, so their beliefs and socialized practices in relation to L2 learning can be more fully understood. This process enables educational reforms to be interwoven into school reality rather than only pursue ideals of L2 teaching.

Lastly, the present study demonstrates that professional development opportunities should be provided to reconceptualize teachers' assumptions about L2 teaching and resocialize teachers into new ways of enacting their curriculum which in turn can help reorient their beliefs about L2 learning and teaching. This would help the teachers' instructional practices become compatible with curricular reform initiatives. Teacher
education programs and professional development activities need to place teachers in learning contexts where they are able to directly experience what CLT is or can be, and at the same time, help teachers reflect on, think about, and critically analyze their teaching. Furthermore, teacher education programs need to help teachers recognize their own classrooms as sites for their learning (Johnson, 2006) and encourage teachers to examine how they could view and use L2 in their instruction to meet mandated curricular reforms. This is crucial because teachers' socialization in and views about L2 learning and teaching will eventually influence their students' understandings and use of L2 as shown in the findings of this study.

Although this case study offers significant implications to the university-level English language education, it is difficult to know how typical these findings which examined only one teacher's classroom may be. Studies investigating other teachers in the same university could provide more solid evidence for the impact of the institutional context and/or individual teachers' beliefs and socialization on enacting the curricular reform. In addition, future research should explore various cases and/or contexts of the implementation of educational reforms in L2 classrooms. Furthermore, it is necessary to investigate the effectiveness of professional development activities in transforming teachers' teaching concepts and instructional practices to fit in with such reforms.

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