Can Communicative Language Teaching methods enhance the English language proficiency of South Korea EFL secondary school students?

A case study

Nuri Kim,
Cardiff School of Education,  
Cardiff Metropolitan University, Cardiff.

The dissertation is being submitted in partial fulfilment of the requirements of candidature for the degree of M.A. Education.

October 2015
DECLARATION
This work is being submitted in partial fulfilment of the requirements for the degree…………………………………………………………………………and has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.
Signed ................................................................. (candidate)
Date .................................................................

STATEMENT 1
This dissertation is the result of my own work and investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly indicated. Other sources are acknowledged by giving explicit references. A Reference Page is appended.
Signed ................................................................. (candidate)
Date .................................................................

Either STATEMENT 2(i)
I hereby give consent for my dissertation, if accepted, to be available for photocopying and for inter-library loan, for deposit in Cardiff Metropolitan University’s e-Repository, and that the title and summary may be available to outside organisations.
Signed ................................................................. (candidate)
Date .................................................................

Or STATEMENT 2(ii)
I hereby give consent for my dissertation, if accepted, to be available for photocopying and for inter-library loans, and for deposit in Cardiff Metropolitan University’s e-Repository after expiry of a bar on access

Approved by Cardiff Metropolitan University.
Signed ................................................................. (candidate)
Date .................................................................
Abstract

As society becomes more globalised, proficiency in English has become one of the most important factors in English teaching and learning in Korea*. In order to enhance global competitiveness, the Korean government has implemented the communicative approach as a way of English teaching within their national curriculum. Therefore, the objective is to focus on students’ communicative English skills throughout the public educational sector. However, there remains inconsistency and doubt as to the effectiveness of the communicative approach due to a perceived conflict of interest between achieving spoken fluency and achieving high grades for university entry.

This dissertation investigated how the communicative approach has provided English proficiency to secondary school students based on its implementation within the English educational system in Korea. The paper sets out to investigate certain English educational policies as set out by the Korean government. The chosen case study provided a methodology and explored a more detailed account towards its findings. For this study a number of Korean English teachers and secondary school students were selected, in addition to ten selected schools within the Self-Governing Province of Jeju, Korea. Certain data was obtained from participants embracing both questionnaires and interviews. The collected data was then analysed in consideration of the ‘communicative’ approach.

These results indicated that even though the ‘communicative’ teaching method is considered an effective approach towards the English language, many of the teachers encountered practical issues. Lack of resources and time constraints made it almost impossible to apply this method within the current framework. Furthermore, cross-cultural differences can present a communication vacuum, where teachers and students have different cultural and social expectations which can create a barrier between mutual understanding.

* Throughout this dissertation, ‘Korea’ refers to the Republic of Korea (South Korea).
Acknowledgments

This dissertation would not have been possible without the help of the following person. Therefore, I would like to thank Louise who is one of the staff of writing support team for their consistent support and understanding throughout my entire dissertation. I thank my supervisor Robert Griffin and my two lecturers, Dr. Jill Llewellyn-Williams and Dr Cecilia Hannigan-Davies for enormous support and guidance that helped to inspire me and keep everything in perspective. To my parents who have been encouraging and giving to continuous support throughout, I want to thank you. Last but not least, I want to thank David Martin who gave his time, patience and support towards certain aspects of CLT from a native English speaker’s perspective.
# Table of Contents

Declaration and Statements ........................................................................................................... i
Abstract .......................................................................................................................................... ii
Acknowledgments ........................................................................................................................ iii
Table of Contents ........................................................................................................................ iv
List of Tables .................................................................................................................................... vi
List of Figures ............................................................................................................................... vii

Chapter 1- Introduction ............................................................................................................... 1
  1.1 Research Statement .............................................................................................................. 1
  1.2 Research Questions .............................................................................................................. 3
  1.3 Rationale .............................................................................................................................. 3
  1.4 Ethical Considerations ......................................................................................................... 8

Chapter 2- Literature review ...................................................................................................... 9
  2.1 Introduction ......................................................................................................................... 9
  2.2 What is Communicative Language Teaching (CLT)? ......................................................... 10
  2.3 Communicative Language Teaching in South Korea ......................................................... 12

Chapter 3- Methodology ........................................................................................................... 20
  3.1 Methodology ....................................................................................................................... 20
  3.2 Methods for collecting data ............................................................................................... 21
    Sampling ................................................................................................................................. 22
    Questionnaires ..................................................................................................................... 24
    Interviews ............................................................................................................................. 27
    Ethical Consideration .......................................................................................................... 29
# Chapter 4 - Evaluation of Methodology

4.1 Questionnaires ................................................................. 30
4.2 Interviews ........................................................................... 32
4.3 Secondary data ................................................................. 33

# Chapter 5- Data Analysis

Research Question-1................................................................. 35
Research Question-2................................................................. 40
Research Question-3................................................................. 48

# Chapter 6- Conclusions and Recommendations

6.1 Conclusions ....................................................................... 53
6.2 Recommendations............................................................. 55
6.3 Further research ............................................................... 57

References ............................................................................. 59
Appendices ............................................................................. 63

(Word count: 12,686)
List of Tables

Table 1- Number of questionnaire participants ............................................................. 34
Table 2- Number of interview participants ................................................................ 35
Table 3- Teachers' responses (questionnaire) regarding unfamiliarity with CLT ...... 36
Table 4- Teachers in favour of grammar based and audio lingual teaching method . 37
Table 5- Teachers' reasons for not speaking English in lessons................................. 40
Table 6- Difficulties adopting in CLT ......................................................................... 43
Table 7- Current condition of Native English teachers' qualifications ....................... 47
Table 8- Foreign teachers classified by their highest qualification .............................. 48
List of Figures

Figure 1- Students' responses regarding the most important aspects of English learning .................................................................................................................................................. 38

Figure 2- Responses to the statement that 'learning English is to get a good grade rather than improving communication skill' .............................................................................................................. 39

Figure 3- Students' responses relating to Korean English teachers speaking only English in a lesson ............................................................................................................................................ 41

Figure 4- Students' response regarding the degree of their English lesson more weighted to reading and grammar rather than conversation ................................................................. 45
Chapter 1- Introduction

1.1 Research Statement

There is a large percentage of Korean students leaving their homeland to study in English-speaking countries. The latest figures show 4.8% of Korean students studied outside their homeland, which is the largest number in OECD countries according to the recent statistics (OECD, 2011). The United Kingdom is known as being a favourite destination for Korean students due to its popularity as being the home of the English language. According to Brown and Holloway (2008), the number of international students in the United Kingdom makes up approximately 16% of the total number of students each year. This figure proves that a lot of students are attracted to study in an English speaking country including the students from Korea. In addition to this, the challenge of gaining a higher standard of education overseas can increase the prospects of employment for students in a competitive job market (Sherry, Thomas and Chui, 2010).

To support the high demand for English education internationally, the Korean government has made efforts to ensure English teaching in state schools is effective. Furthermore, the students’ parents are willing to spend money to private institutions or tutors for their children’s English improvement, because having English proficiency is helpful for gaining admission to renowned universities and finding a good job in Korea. Therefore the government has implemented Communicative Language Teaching (CLT) to improve the students’ English proficiency. The purpose
of this dissertation is to look into the teaching methods used for secondary school students in Korea in relation to how it can enhance students’ command of English over a two month period, between February 2015 and April 2015. In addition, this research also explored the issues faced by the secondary students and the English teachers in implementing of CLT in Korea. Therefore, the case study was sure to take into account the distinct characteristics of Korean society.

The methods of research used were from a qualitative and quantitative perspective based on teachers and students completing questionnaires and interviews. According to Punch (2005, p.28 cited in Bell and Waters 2014), qualitative research uses non-numerical as well as unstructured data which involves, typical research questions and methods that generally evolve from the start into a more focused form of study. Additionally, by generating statistical data, by questionnaires and interviews; this provides the approach for quantitative research. Therefore a case study was selected as the appropriate methodology for this research project. However, the research further moved towards the use of relevant journals, other academic research and secondary data that help examine the significance of CLT in Korea. Numerous scholars have discussed the issue of ‘communicative-based’ teaching throughout Southeast Asia. However, the aim of this paper is to consider whether communicative-based teaching for secondary Korean students has been applied effectively in Korea by the Ministry of Education since 2008.
1.2 Research Questions

The aim of this study was to analyse the efficiency of CLT methods in EFL towards English language speakers in Korea. The dissertation will focus on three main questions

RQ 1) What are the issues of implementing communicative language teaching in South Korea?

RQ 2) Are the policies set out by the Korean Ministry of Education successfully delivered through communicative language teaching?

RQ 3) Does ‘Chemyun’(saving face in Korean) play a significant role in Korean English language learning in South Korea?

This study endeavoured to explore and analyse the teaching practice of CLT that were currently employed in Korea and to what extent is it achievable.

1.3 Rationale

As stated above, the number of Korean students who study in English speaking countries indicates the importance of the English language in Korea. In accordance with statistics of UNESCO– UIS (2014), Korea has the third largest population of students studying abroad. The United States is overwhelmingly (67,592 out of 123,700) the most popular destination of Korean students. Furthermore, at present, there is a new trend in university towns in Korea, in which Korean university students
seek English native speakers as a roommate to improve English their speaking skills (Chosun, 2015). This sort of ‘English Fever’ emanates from the 1980s when the Asian Games of 1986 and the Seoul Olympics in 1988 were hosted. From this time, English proficiency started to become an issue (Park, 2009).

There were significant English education policy changes in the 6th (1996) and 7th (2001) National English Curricula of Korea through the implementation of CLT in Korean public schools (Kwon, 2000). The Korean government decided to promote “reinforcing foreign language education and reinforcing globalization education” as education reformation tasks in May, 1995 (EPIK, 2013). This led to the recruitment of 54 foreign native English teachers by the Korean National University of Education in July 1995 (EPIK, 2013). What is more, English has been adopted as one of the compulsory subjects since 1997 (EPIK, 2013). The English Programme in Korea (EPIK) is indicative of a major educational shift within the Korean system.

The Ministry of Education’s attitudes toward the implementation of better fluency in English for students has been taught through a variety of ways via EFL in Korea. However, the motivation behind this may stem from Korea’s globalisation and modernisation since the Korean War (1950-53), however, during the subsequent four decades, Korea experienced enormous economic growth, political and military growth which has helped reduce its former dependency with its closest ally the United States (Obama, 2009). The demand for English language proficiency is therefore increasingly important in Korea and still at large in Korea, especially for international purposes.
Accordingly, the Korean Ministry of Education (MOE) regarded proficiency of spoken English, within its English education structure, as a key indicator for enhancing national competitiveness.

As stated in ‘The School Curriculum of the Republic of Korea’,

The ability to communicate in English will act as an important bridge connecting different countries, and will be the driving force in developing our country, forming trust among various countries and cultures.


Globally, language teaching methods began to change from traditional method to more communicative approaches. Language educators’ focus shifted from developing ‘linguistic competence’ (Chomsky, 1957 cited in Jeon, 2009) to ‘communicative competence’ (Canale and Swain 1980 cited in Jeon, 2009). According to Littlewood (1981, cited in Jeon, 2009, p.125), he stated that the importance of ‘functional communication activities, social interaction activities, and listening to promote communicative competence’. Including Littlewood, several linguistic experts highlighted the significance of the communicative approach way of language teaching and learning based on ‘content-based language, integrated process of language learning’ beyond the grammar-based syllabus (Jeon, 2009, p.125). Even though the foreign language teaching methods changed into more learner-centred and practical methods, applying these in the communicative curriculum would not appear to be easy because of practical constraints, especially in Asian countries (Jeon 2009).

A sociocultural environment in terms of English usage explores English as a Foreign
Language (EFL) and English as a Second Language (ESL). For example, South-eastern countries such as Korea, China, and Japan belong to an EFL environment, where English lesson are classroom centred as one of the core subjects. Generally, the EFL teachers have spoken fluency and are trained to instructional methods. A main learning objective of English in EFL is to communicate with native English speakers, resulting in greater prospects for job opportunities or university entry. On the other hand, in countries such as India, Malaysia, the Philippines and Singapore, where English is spoken as an official language in the ESL environment, ESL teachers are mainly bilingual. The ESL agenda shows a strong correlation between motivation and acceptance. In light of this, ESL students are exposed to the English language as opposed to being exposed to EFL methods. This comparison demonstrates that where English is spoken as official language students can gain a much higher level of English exposure, given being the official status of English. As the English educational environment in Korea is EFL, as opposed to ESL environment, it is more challenging for the Korean students to develop their communicative competence. Therefore, it is crucial for the implementation of communicative based teaching methods to be delivered effectively for Korean students in the EFL classroom.

It is necessary to look into cultural factors that can influence implementation of CLT efficiently. Hofstede (1986, cited in Yoo, 2014, p.172) in his ‘cultural dimensions theory’ defines that power distance is ‘the extent to which the less powerful persons in a society accept inequality in power and consider it as normal’. According to him, Korea is characterised by ‘large power societies’, it is noteworthy that teacher-
centred education is one of the features in large power societies, whereas small power societies features student-centred education. Many researchers and linguists propose student-centred approach as a key feature with regards to CLT (Nunan, 1991; Wesche and Skehan, 2002 cited in Brandl 2007). However, it would be problematic that Korean education context which is predominantly teacher-centred could harmonise with opposing teaching approach in CLT. Thus, this research would be justified by this point.

There are is a reason for writing this paper from this researcher's perspective. As this is my first opportunity to study overseas in the United Kingdom I have found many challenges in terms of effective communication. I came to realize that although I had learnt English from my school days, my experiences of learning English in Korea was different from the spoken English in the United Kingdom. This can be illustrated better in the words of John Dewey’s concept of ‘experiential learning’ in which he states that;

> the principle that education in order to accomplish its ends both for the individual learner and for society must be based on experience – which is always the actual life-experience of some individual.


Therefore, the ‘communicative-based’ method I was taught in Korea, has, at times inflicted self-doubt and lack of confidence. However, this negativity has instilled in this researcher a determination to adopt communicative-based teaching methods for South Korean EFL speakers.
1.4 Ethical Considerations

The British Educational Research Association (BERA, 2011) was considered for this research as an ethical guideline. Even though data was collected in Korea this dissertation was completed in the UK. Therefore, all processes of data gathering adhered to BERA guidelines. Before the participants took part in questionnaires and interviews, the researcher informed them of the purpose of the study and the activities they were going to be involved in. In order to avoid pressure on participants, ‘Voluntary informed consent’ (BERA, 2011) was followed in the process of interview and questionnaire. In addition, ‘the confidential and anonymous treatment of participants’ data (BERA, 2011) was considered as one of the primary ethical issues. It was essential for the researcher to bear in mind this issue in order not to compromise participants’ privacy. Also the participants were notified of their right to withdraw at any stage of data collection without any negative consequence.
Chapter 2- Literature review

2.1 Introduction

Increasing globalisation means that there is a greater the demand for learning English in Korea has become even more than ever before. The requirement within education has intensified even more intense and hence, brought out ‘English Fever’ in Korea (Park, 2009, p.50). Prior to 1992, teaching English in Korea in high schools was based on the grammar-translation method which was generally recognised and accepted as the core method of instruction and evaluation (McGrath, 2001).

The CLT method was introduced in 1992 and has been mandated by the Ministry of Education in Korea [renamed as the Ministry of Education Science and Technology] since 1992 (Park, 2012; McGrath, 2001). This was a major shift from previous English Curricula which mainly focused on the pre-existing “audio-lingual and the grammar-translation method” in Secondary schools in South Korea (Park, 2012 cited in Li, 1998, p.682). The reason for this shift in Korean educational system can be summarised by McGarth (2001). McGarth (2001) who states that the teaching method in English education was changed to become more focused on improving learners’ communicative competence. The fundamental purpose of the government’s new policy on public English education was to promote competitiveness of Korean in global society (McGrath, 2001).
2.2 What is Communicative Language Teaching (CLT)?

There are a variety of definitions and explanations of CLT by various academics. Compared with the grammar translation and audio-lingual approach, which were applied to previous English education in Korea, CLT shows different approaches that are more focused on the facilitation of the instructor, rather than a one-sided teacher led approach. Another dimension of CLT can be described as ‘its learner-centred and experience-based view of second language teaching’ (Richards and Rodgers, 1986, p. 69, cited in Li, 1998, p.679).

Lightbown and Spada (2013) suggest there is considerable use of reading and writing in grammar translation approaches, for example, grammar rules are taught explicitly (i.e., text, word and sentence level) from one language to another. On the other hand, in the audio-lingual approach has little use for translation, as the learners are expected to learn through repetition and habit formation. However, the learner may still be required to figure out the grammar rules for those sentences that have been memorised.

In other words, grammar translation or audio-lingual of teaching methods are structure- based instruction. On the other hand, Lightbown and Spada (2013, p.215), also mention the function and purposes that a language serves.

CLT is based on the premise that successful language learning involves not only a knowledge of the structure and forms of a language, but also the functions and purposes that a language serves in different communicative settings.

Therefore, rather than to practise and manipulate the grammatical forms in isolation,
a CLT approach puts emphasis on teaching the communication of meaning through interaction.

In CLT, the role of the teacher is different to other teaching methods. According to McGrath (2001), the role of teachers in CLT is to facilitate, to communicate and to encourage learners to interact on purpose by speaking with their peers. In short, it is more likely that the audio-lingual and the grammar translation approach rely mainly on a teacher-lead instructional approach, while CLT is focused on task-based learning of English. In addition, the CLT approach is essentially teaching English with the intention of communication, which is to provide students with the ability to use the language instead of simply knowing the grammatical rules, vocabulary and structure (Li, 1996). In turn, communicative language learning should be delivered by teacher facilitation rather than teacher led instruction and by definition, on how the language works in discourse rather than the focus on language practice:

According to Holliday (1994 cited in Li 1998), by using CLT in the classroom, learners can engage with each other and collaborate for the purposes of student lead peer checking that relates to the language data and how the learner communicates with the text. This notion can be characterised by the following.

Furthermore, Nunan (1991, p.279) suggested five features of CLT.

1) An emphasis on learning to communicate through interaction in the target language 2) The introduction of authentic texts into the learning situation 3) The provision of opportunities for learners to focus, not only on language, but also on the learning process itself 4) An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning 5) An attempt to link classroom language learning with language activation outside the classroom
Hence, the above features indicate that CLT can support the learners to engage in their learning so as to communicate competently. Also it indicates that CLT is the teaching approach which is takes the learners’ position into account. Apparently, it is considered that the learners can be encouraged to use English in real life by applying CLT.

2.3 Communicative Language Teaching in South Korea

The Korean government revises its national curricula every five or six years. A group of professors developed the English curricula of the 6th National Curriculum which was implemented in 1995 for middle school and 1996 for high school.

‘The English curricula of the 6th National Curriculum were developed by a team of professors and were put into use in 1995 for middle school and 1996 for high school (Kwon, 2000, p.14)’. This created a substantial change to the Korean English education by this modification of the curriculum. It established an emphasis on fluency and communicative competence in teaching and learning English. This policy was carried over into the 7th National Curriculum.

McGrath (2001) states that despite the policy change, the practical teaching did not significantly change. Even if there was a shift in focus on communicative English by government policy over a period of six years from 1995 to 2001, he asserted that implementation of CLT had made no difference towards the way English was taught by the teachers or learned by the students in Korean schools. At that time, traditional
teaching methods and approach to grammar were still the most common features (2001, p.6).

‘The first change was the introduction of Teaching English Through English (henceforth TETE), which means that teachers should speak only English in the English language classroom’ (Park, 2012). ‘As a way of enhancing Korean students’ communicative competence in English, TETE has been prompted and mandated in the public schools since the beginning of the new 7th National Curriculum (Fouser, 2001 cited in Park, 2012)’.

The second change caused by the adoption of communicative English language education is the importation of native speakers to teach English through ‘English Program in Korea’ (henceforth EPIK). The Ministry of Education in Korea had started EPIK in 1996 in order to enhance Korean students’ communicative abilities in their English learning. It had originally been named Korea English Teacher Training Assistant (KORETTA) program in the first year in 1995. According to Kwon (2000, cited in Park, 2012) ‘EPIK is a Korean government sponsored program to invite native English teachers from 6 major English-speaking countries: Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States of America’. ‘The English-speaking teachers were deployed to secondary schools to participate in the Korean teachers of English training programs and to teach Korean students’ (Park, 2012).

This area of CLT will be further addressed in RQ2, in relation to governmental policies towards the enhancement of communicative competence through Korean
English teachers and native English-speaking teachers.

RQ1) What are the issues of implementing communicative language teaching (CLT) in South Korea?

In terms of issues of CLT, there have been many difficulties and challenges of implementing CLT based on the Korean English teachers’ perspective (Jeon, 2009; Guilloteaux, 2004). To begin with, Korean English teachers had negative attitudes towards adopting of CLT as a new teaching method (Li, 1998; Kim, 2008). Korean teachers of English deal with the dilemma between reality and the ideal goal. Teachers’ positive beliefs about the communicative approach often do not coincide with their practices in the classroom. While most teachers accept the theory of the communicative approach, many of them would not practise it in their classes because they think it is not applicable to their contexts (Kim, 2002). According to Jeon (2009), many Korean English teachers were not familiar with delivering their lessons using the communicative-based method and did not have enough experience in CLT, as the traditional grammar-translation approach was the still dominant teaching method in the late 2000s. What is more, even the Korean English teachers have learned their English based on grammar-translation and many teachers are hardly trained to teach speaking (Jeon, 2009; Hadikin, 2014). There have been some opportunities for the teachers to be exposed to the theoretical concept of CLT, but rarely any opportunities to observe actual lessons based on CLT (Jeon, 2009).

Additionally, it was announced by the Ministry of Education (1998) that English
teachers should act as collaborators in a learner-centred position to monitor and support student learning rather than that of the traditional position of knowledge holders of controlled learning (Kim 2008). Therefore, it is assumed that the implementation of CLT was not corresponding with what the Korean government intended to do effectively.

Another issue is the students’ ability to engage with CLT to develop their communicative competence. Hadikin (2014) argues that Korean students still are reluctant to participate in English lessons which are based on CLT due to their own lack of proficiency. In accordance with the research of Kim (2003) with regard to applying CLT in secondary school, it was found that lack of spoken English proficiency contributes to ineffective lessons and makes the students passive towards their learning. Jeon (2009) also pointed out that Korean students are used to learning passively and that they have a tendency towards low motivation. Consequently, another added ingredient towards students’ lack of motivation and participation in relation to CLT could be attributed to the students’ desire to achieve high grades in English rather than having the ability to communicate in English well.

In addition, the Korean educational system has been characterised by ‘a test-obsessed culture’ (Seth, 2002). This implies that the English language that is taught should be tested and scored by the evaluation system. Jeon (2009) asserts that the final objective for the students to study English is to get a high score in their school, admission for top university and a job. Therefore, it is inevitable that the students’ attention regarding learning English tends to be concentrated on standardised and paper-based exams, which merely evaluates the students superficial knowledge
about English, such as grammar and reading.

The last issue is the classroom environment in which CLT lessons take place. In many of the schools in Korea, the class environment is not appropriately set out to teach communicatively. For example, there is usually a lack of classroom space due to the large number of students and above all, there is rarely enough time set out for various interactive activities (Choi, 2000). Given this very basic requirement of CLT, it is difficult to expect the teachers to deliver an effective communicative approach without employing various activities, which would require enough space for their students to move around when necessary.

RQ2) Are the policies set out by the Korean Ministry of Education successfully delivered through Communicative Language Teaching (CLT)?

There are two core policies introduced in relation to the application of CLT. The literature review will critically analyse the two policies introduced by the Korean government in relation to CLT which is Teaching English Through English (TETE) and English Program in Korea (EPIK).

TETE was adopted as one of the policies to implement CLT by the government. Kim (2002) suggests the efficiency of English lessons through TETE in Korea is diminished. This is because writing and listening to English is restricted to the classroom and not the external environment. This is the factor impeding the development of communicative competence in Korea. A teaching method suggested by Curtain
(1993) is that foreign language teaching in EFL should be taught by focusing on the target language in order to enhance communicative competence and lead to successful language acquisition. Therefore, it would appear that the policy of TETE is practical for helping create an environment which makes the learners speak through using enough target language. However, many researchers point out that the lack of Korean English teachers’ oral proficiency and of ‘opportunities for systematic in-service teacher teaching’ (Kim, 2003; Guilloteaux, 2004; Kim, 2008; Jeon, 2009) is a difficulty of TETE implementation. The point made by Kim (2003) does not seem is that there to be sufficient training needed by teachers in order to deliver CLT effectively through the curricula.

According to Kim (2003, p.67) based on her findings in teachers’ interviews,

[…] the training usually did not provide enough [training] of what they really needed: [of] what they should do in their classes. As a result of this, they admitted that, few teachers can teach the TETE with confidence.

With regard to the students’ perspective, many students have more difficulty in TETE classes than regular classes and the students have negative view of TETE according to research by Kim (2003). Furthermore, according to Li (1998) one of the most serious problems in the secondary school English classes is the differences among individual students’ abilities’. In light of this issue, inclusive learning and differentiation in a communicative setting would include the delivery of such teaching towards students with individual learning abilities. Therefore, Korean teachers delivering the CLT approach through TETE would need to engage students with low motivation and lack of participation by using fun and effective communicative
activities.

The other policy is the EPIK programme which was established in 1995 and currently many native English speakers have been invited to Korea on this programme as foreign teachers. Jo (2010) provides the positive outcome of the English lesson with the native English teachers according to surveys in 2005. However, Park (2012) states that some native English teachers have a difficulty of getting the students to engage in the lesson. He points out that ‘native speakers’ lack of understanding of Korean culture’. Additionally, the qualifications of native English teachers has been pointed out as a defect of the EPIK program since university graduates without any teaching experience and qualification are hired as a teacher. It should be noted that according to Philippson (1992), native English speakers do not necessarily have the academic knowledge in relation to their native tongue, and furthermore an understanding of how to deliver it to their students according to acquired teaching standards.

RQ3) Does ‘Chemyun’ (saving face in Korean)’ play a significant role towards Korean English language teaching and learning in South Korea?

Many researchers assert that the communicative approach should be adopted in the Korean context (Ahn, 1998; Choi, 2000). However, implementing CLT, a Western method, in an Asian context leads to gaps between principles and practical lessons (Carless, 1999 cited in Park, 2012).

Windle (2000) suggests that it is essential to understand and learn about the culture
in any teaching situation and especially, Korean culture which has been greatly influenced by Confucian ideology. Throughout Korean culture the influence of Confucianism has now become less visible although its doctrines can still underlie Korean identity to a large extent.

According to Hofstede and Bond (1987 cited in Kim and Yang, 2013 p.49), ‘Korean culture is based on Confucianism and members of Confucian cultures also tend to be reluctant to engage in direct or explicit communication’. This leads towards the issue of ‘chemyun’ which is the Korean terminology of “saving one’s face”. Additionally, Choi (2000) states age and status as two main factors that strongly influence ‘chemyun’. Therefore, it is apparent that when teachers and students communicate, ‘chemyun’ affects their communication. It has been indicated by Windle (2000), that elements of classroom Confucianism can reflect the interaction between teacher and students. For example, in circumstances where students are asked questions by the teacher that may cause embarrassment or unpleasantness the student may avoid responding to the interplay of ‘chemyun’. (This point will be analysed in more detail in the results section of this dissertation.)
Chapter 3- Methodology

3.1 Methodology

The objective of this study is to understand and explain that communicative-based teaching methods implemented by the Korean government can enhance English proficiency of secondary school students in Korea and how it has been effectively integrated with the Korean English education system. Additionally, this research aims to identify how a specific cultural factor ('chemyun' which is part of Confucianism in South Korea) may influence English lessons, which need be based on CLT. Furthermore, this research is concerned with investigating how Korean English teachers feel about CLT in practice and how secondary school students in South Korea think about the way they are taught by CLT in the course of an English lesson. Therefore, a case study was chosen as a natural methodology rather than any other approaches to look into public English education under certain context of this study.

Case studies pay attention to the detailed workings of the relationships and social processes within social settings. They do so because they are not only interested in what goes on in the settings; they are also interested in explaining why those things occur.

(Denscombe, 2014, p.55)

In order to present this, the research was carried out using some teachers and students from ten different secondary schools in Jeju-do, South Korea. The case study is, in many ways, ideally suited to the needs and resources of small-scale researchers. It allows, indeed endorses, a focus on just an example, or perhaps two or three (Blaxter, Hughes and Tight, 2010, p.72).
One of the advantages of employing the case study approach is to facilitate the use of multiple methods (Denscombe, 2014, p.63), which helps to gain multiple sources of data in order to capture the complexities of CLT implementation in the Korean educational context. Due to the particularity of this research, it was intended to analyse certain characteristics of CLT in the Korean context. Burns (1997:365 cited in Kumar, 2014, p.155) points out that ‘in a case study the focus of attention is the case in its idiosyncratic complexity, not on the whole population of cases’. By employing case study, this research can provide noteworthy insights into the reasons why teacher and students do not think that CLT is successful in the classroom. This is despite endeavours by the ministry of Education in Korea to encourage this approach.

3.2 Methods for collecting data

Triangulation

Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour (Cohen, Manion and Morrison 2011, p.195). In short, viewing from several points is better than viewing from one, therefore this method was used.

The researcher employed triangulation by obtaining qualitative and quantitative data so as to explore teachers’ and students’ perspectives regarding CLT. In this research, it is necessary to put tighter two different perspectives from the secondary students and the Korean English teachers about implementing of CLT. As Burton, Brundrett
and Jones (2014) suggest triangulation strengthens reliability of the research process.

Therefore, the questionnaire that was given to the students and Korean English teachers was quantitative data and the interviews were qualitative data. This is therefore triangulation as it approaches the question from different angles. An advantage of using questionnaires and interviews was that the researcher was able to check the information in more detail. For instance, after some students had finished filling out the questionnaire, the procedure was to go over the same questionnaire in the form of a short interview. In that process, more profound answers from students and Korean English teachers could be collected. Overall, for this research project, both quantitative and qualitative data and referring different perspectives were helpful to enhance the validity of the research and played an important role for the researcher to collect and analyse of data.

**Sampling**

In terms of sampling, probability and non-probability sampling are two different approaches used for the selection of samples (Denscombe, 2014). Blaxter, Hughes and Tight (2010, p.170) suggest that ‘the method of approach adopted will depend in part on your knowledge of the population in question, and the resources at your disposal’. Taking this into consideration, non-probability sampling was used for this small-scale case study. According to Cohen, Manion and Morrison (2011, p.155),
‘this (non-probability sampling) is frequently the case in small-scale research, for example, as with one or two schools, two or three groups of students, or a particular group of teachers’.

Additionally, there are several types of non-probability sample (Cohen, Manion and Morrison, 2011, p.155) out of samples, convenience sampling was selected. Convenience sampling is often the choice, due to limited time and money, if there is an issue like representativeness. This can be seen as being quite reasonable where there is scope of choice between possibilities that are equally valid for inclusion in the sample, a researcher should choose the most convenient (Denscombe, 2014, p.43).

When it comes to sample size, where large numbers may be seen as greater reliability for statistical data for a research questionnaire, small sample size is held at a minimum number. According to Cohen, Manion and Morrison, even if the larger sample gives greater reliability as well as enables more sophisticated statistics to be used, ‘a sample size of 30 is held by many to be the minimum number of cases’ (2011, p.144).

Thus, personal contact was used to select the schools and distribute questionnaires to get better cooperation (Bell and Waters, 2014, p.168).

To increase reliability in this research, there was a trial to avoid subjective intervention in selecting the school. Only one school was chosen by this researcher, which was for questionnaires and interview. The rest of schools (nine schools) were chosen evenly in Jeju Special Self-Governing Province, Korea. Consequently, there
were altogether 50 Korean English teachers from ten different schools and 53 students within the age group of 17-19 years old who have supposedly been taught CLT in their English classes. A small number of eight students were selected for an interview and to complete questionnaires.

Conveniently, from one of the schools, two Korean English teachers who were on duty the day the researcher visited the school were asked to fill out the questionnaires along with a semi-structured interview based on the questionnaire outcome. Quantities of questionnaires were left for a number of other Korean English teachers, native-English teachers and students.

**Questionnaires**

As a part of quantitative research, a structured-questionnaire was conducted for data gathering. The first thing that needs to be considered regarding the layout of questionnaires was ‘response burden’. Denscombe (2014, p.169) suggests that the researcher needs to consider the amount of time needed to complete the questionnaire and the ease of answering questions. Thus, conciseness and clarity were addressed to increase the likelihood of responses. The questionnaire was designed in such a way to cater for two different target audiences:

1. Korean English teachers
2. Secondary (high) school students

The questionnaires for the students were addressed with mainly closed questions
and were also given in both Korean-English (Appendix 3) to aid their understanding. Highly structured, closed questions are useful in that they can generate frequencies of response amendable to statistical treatment and analysis (Cohen, Manion and Morrison, 2011, p.382). Therefore, ten closed questions were made up for the students. In addition, dichotomous questions, multiple choice questions and rating scales were all used as well. On the other hand, in-depth study for qualitative data, face to face interviews were conducted to supplement limitation of closed questions and to get more detailed answers.

Both open-ended questions and closed questions were used for native Korean English teachers to get specific and detailed answers, which were composed of 15 questions (Appendix 4). A mixture of both types of questions can be useful for quantitative and qualitative data gathering. Especially, open-ended questions can catch the authenticity, richness, depth of responses; honesty and candour, [...] hall marks of qualitative data (Cohen, Manion and Morrison, 2011, p.393).

A Likert-type questionnaire can show answers to numerous possible responses with a variation scale from three up to seven or even more (Arthur et al., 2012). The Likert scale which can be used in any situation where belief or attitude is to be measured (Thomas, 2013, p.213) was used as one of the questions to find out what extent have met regarding English. Question 12 (Appendix 4), within the Korean English Teacher’s questionnaire adopted the Likert scale as this method as deemed appropriate for this particular line of questionnaire.

There are two types of self-administered questionnaire, in accordance as to whether
the researcher is present or not (Cohen, Manion and Morrison, 2011, p.404). In this research, ten students and two teachers completed self-administered questionnaires in the presence of a researcher with verbal guidance, ensuring that all the questions were completed and filled out correctly which also leaves a good response rate (Cohen, Manion and Morrison, 2011). The other students and teachers conducted self-administered questionnaires without the presence of the researchers. It was found that the better responses were obtained from the former method.

The distribution and return of questionnaires were conducted two different ways. One way was carried out by the researcher in person, the other way from the schools were completed by two family members who work for one of the schools and Metropolitan and Provincial Offices of Education in Jeju-do. They were able to distribute questionnaires and collate the filled out questionnaires. The researcher’s former high school teacher completed another questionnaire, from a girls’ school. This was arranged through an informal meeting before they conducted questionnaires to other Korean English teachers, and their students, as well as the English native teacher, on behalf of the researcher.

Piloting was carried out in order to increase reliability, validity and practicability of questionnaire (Oppenheim, 1992; Morrison, 1993; Wilson and McLean, 1994; 47 cited in Cohen, Manion and Morrison 2011, p.402). The main purpose of piloting questionnaire in this research was ‘to check the clarity of the questionnaire items, instruction and layout and to eliminate ambiguities or difficulties in wording’ (Cohen, Manion and Morrison 2011). First of all, two students who were selected at convenience of the researcher participated and were asked to give feedback such as
the time taken, and wording. In this stage, wording is an important factor for students to understand questionnaires so as to avoid low reliability. A second piloting of the questionnaires was conducted by one teacher, when the researcher visited a school.

After piloting, the version in both Korean and English was made for students’ questionnaires and there were a couple of words changed for Korean English teachers’ questionnaires.

Ethical consideration in the questionnaires for all stakeholders was composed with the consent form so as to encourage respondents (Appendix 2). Cohen, Manion and Morrison (2011, p.377) point out that respondents cannot be forced to complete a questionnaire. Therefore it was informed about rights to withdraw, anonymity and confidentiality to all participants (BERA, 2011). Especially, taking into account for students’ understanding of ethical issues, explanation of ethical issues was addressed by some teachers on behalf of the researcher.

The period for data collecting was planned for about one month and all responses sent back to this researcher by post.

**Interviews**

Questionnaire responses have to be taken at face value, but a response in an interview can be developed and clarified (Bell and Waters, 2014, p.178). The interview in this research project enabled the researcher to conduct qualitative
research and to gain in-depth and detailed responses from the students and teachers. Additionally, in this research project, the data from the questionnaires could be more accurate by conducting the interview. In addition, the interviews with two Korean English teachers were carried out as individual face to face interviews and group interviews were carried out with two different groups of students. Denscombe (2014, p.188) provides advantages of group interview, which is by interviewing more than one person at a time, the researcher is able to dramatically increase the number and range of participants involved in the research. The researcher paid attention to the interview with student groups, because the students are directly involved in implementation of CLT by Ministry of Education in South Korea. It is important to know that the students are aware of being taught by CLT and feel that it is helpful to improve their English. By these interviews, unexpected and wider responses were gained by interview, which was not available from the questionnaire. Furthermore, taking into account the reliability of interviews, the researcher endeavoured to put the different interviews in to same schedule and procedure in order get similar results. The researcher endeavoured to ensure that the interviews were conducted under as similar circumstances as possible so that results were not adversely effected.

Prior to starting the interviews, a brief account regarding the title of this research, informed consent, right to withdraw, confidentiality, anonymity and ethical issues were explained.

Field notes were used to record interviews. Because the background noise of the interview location with two student groups was distracting, a cohesive level of
recording for clarity was not possible. According to Denscombe (2014, p.196), under certain circumstances interviews will need to rely on field notes. Similarly, the interviews with the Korean English teachers were recorded by field notes.

**Ethical Consideration**

Biggam (2014, p.73) suggest that research ethics refers to the application of a moral code of conduct when human participants are the focus of empirical research. Therefore, ‘transparency’ was followed by explaining the purpose of research and voluntary consent to participants in addition to right to withdrawal. Especially, in the case of sensitive questions, privacy and disclosure issues were accounted in consent form in detail. For example, the researcher stressed the confidential nature of their responses.

Lastly, with regard to ethical issues relating to the researcher (Kumar, 2014, p.286), controlled to ensure validity any unconscious bias by the researcher should be controlled to validity. Therefore the researcher focused on primary research and academic documents to inform this research.
Chapter 4 - Evaluation of Methodology

4.1 Questionnaires

The questionnaire was designed to assess three different types of participants: Korean English teachers, high school students in Jeju, South Korea. A total of 50 questionnaires were collated from Korean English teachers; 53 questionnaires from students. A large sample was collected across two types of participants in order to provide reliability for this project.

The dichotomous questions are closed questions ‘to provide a clear, unequivocal response’ (Cohen, Manion and Morrison 2011, p.383), which was useful to discover their awareness in respect to CLT. In particular, this line of questioning provoked direct responses by asking how the Korean English teachers feel when using English in the classroom to deliver their lessons. Moreover, these same dichotomous questions were adopted from the following journal article by Li (1998, p.703) in line with the Korean English teachers questionnaire, number 13 (Appendix 4). This chosen question proved worthwhile to identify the teachers’ change of thought in adopting CLT in terms of past and present. Further to this, the researcher had expected that it would be likely to provide insight into the failure in adopting CLT to some degree.

On the other hand, an open-ended question also played a major role to supplement the disadvantages of the sole use of closed questions, which may be insufficient to obtain certain qualitative data. Further time is often needed for respondents to answer to open-ended questions, in comparison to dichotomous questions. Open-
ended questions are useful for obtaining details and rich data from the respondent (Burton, Brundrett and Jone, 2014). Furthermore, this provided respondents the capability to express and articulate their thoughts (Biggam, 2015) and made them more involved with regard to questions. Subsequently, open-ended questions involving both teachers’ questionnaires strengthened any weak areas of closed questioning to draw upon the in-depth data from the respondents.

However, Cohen, Manion and Morrison (2011) point out that in the context of open-ended questions, researchers have difficulty in making comparisons between the respondents since there may be hardly anything in common. Indeed, due to the diversity of responses, there were some difficulties for the researcher to code and to categorise some of the responses.

In terms of the multiple-choice section of the questionnaire, rating scale and dichotomous questions were chiefly employed. In designing questionnaires for students, the most important consideration was to avoid ambiguity in the questions; this would not only confuse students but also cause incorrect information to be provided. Moreover, the questions used concise language for students in order to aid their understanding of the questionnaire.

A set of multiple choice questions was designed to clarify what high school students would consider to be the most important thing in English learning and to be later displayed in a bar and graph chart. Thereby, this enabled the researcher to analyse data in a more straightforward manner.

On the whole, the raw data obtained from the questionnaires were processed and
analysed to present statistically in a graph and chart. Open-ended questions of questionnaire, which is related to qualitative data, were analysed for main outcomes and presented with tables by adapting a narrative approach (Cohen, Manion and Morrison, 2011).

4.2 Interviews

The interviews were conducted using two different target levels and were set out to collect qualitative data. It was designed for an in-depth study that was carried out face-to-face with teachers in light of a group interview to generate ‘a wide range of responses’ (Cohen, Manion and Morrison, 2011, p.432). This was conducted with two different groups of students under the same conditions to ensure reliability based on the questionnaire. Each interview lasted approximately twenty minutes. The interview questions were closely related in order to draw the best answers from respondents based on the given questionnaire.

In light of validity, the researcher was aware of that one student’s bias could affect to the other students’, because the interviews were carried out with two groups of seven students. Accordingly, the researcher requested and encouraged the respondents to answer frankly regarding the given questions in advance.

It was discovered that the advantages of the interview within this research project was that they facilitated immediate and direct opinions regarding the questionnaire. When one question was given to two different students groups, diverse answers
were returned from them. It was considered that this was because the interview enabled the respondents to work in a comfortable environment and allowed them to articulate their opinions more spontaneously.

Additionally, unexpected responses were drawn from the interviews with the students and teachers. Therefore, the researcher believed that the interviews played an important role during the research questioning.

### 4.3 Secondary data

For this research project, secondary data by the Korean Ministry of Education was used to investigate foreign native English teachers’ qualifications in Korea. According to Arthur (*et al.*, 2012), secondary data can include the data generated from the result of large-scale surveys. Secondary data analysis provided an economical way to obtain empirical research and high quality data.
Chapter 5- Data Analysis

The research was carried out to answer the following research questions:

RQ 1) What are the issues of implementing communicative language teaching in South Korea?

RQ 2) Are the policies set out by the Korean Ministry of Education successfully delivered through communicative language teaching?

RQ 3) Does ‘Chemyun(saving face in Korean)’ play a significant role towards Korean English language learning in South Korea?

The data for questionnaires was obtained from 53 secondary school (high school) students, 50 Korean English teachers from ten different schools in Jeju, South Korea (Table 1).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Distribution</th>
<th>Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary school students</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>Korean English teacher</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

A total of seven students and two Korean English teachers out of ten schools participated in an interview. The interview for students was divided into two groups. One group consisted of four students and the other group consisted of three students (Table 2).
<table>
<thead>
<tr>
<th>Student groups</th>
<th>Group 1: 4 male students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 2: 3 female students</td>
</tr>
<tr>
<td>Korean English teacher</td>
<td>Teacher 1</td>
</tr>
<tr>
<td></td>
<td>Teacher 2</td>
</tr>
</tbody>
</table>

Research Question- 1
What are the issues of implementing communicative language teaching in South Korea?

*Korean English teachers’ awareness of English teaching method and CLT*
Due to a major shift from the traditional English teaching method (grammar-translation and audio-lingual) into the ‘communicative’ approach teaching method by the Korean government in 1995 (Mcgrath, 2001, p.6), it is accepted that public teachers should know about this change and adopt it in their English teaching method.

Therefore, for this study a total of 42 (84%) of teachers were aware about the English teaching methods based on the Korean Educational Criteria. It was revealed that a total of 37 (74%) of teachers were only familiar with the concept of CLT. Even though a majority of Korean English teachers were aware of CLT, a total number of 13 (26%) teachers said that they did not know about the concept of CLT. It is worthy
to note that the government policy has not been implemented effectively. Furthermore, the 8 (16%) number is even more alarming because the number of teachers that answered ‘yes’ to question 3 (Appendix 4), but answered ‘no’ to question 4. The respondents seemed unclear of the questions, which illustrates that if the answer to question 3 is positive, the answer to question 4 should also be positive. However, this was not the case according to certain data. In relation to the same question, where teachers answered negative within both questions, this clearly shows a disinterest in whether CLT is taught or not. This can be seen in table 1, below:

Table 3: Teachers' responses (questionnaire) regarding unfamiliarity with CLT

<table>
<thead>
<tr>
<th>Teacher 1</th>
<th>“I have heard about it, but I do not know about CLT exactly.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 2</td>
<td>“I have never heard about CLT.”</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>“I have been in high school for long years and I have taught English for entrance university exam.”</td>
</tr>
</tbody>
</table>

In the above table, the question of whether the Korean government’s policy has guaranteed that Korean English teachers are trained to the standard of teaching the requirement of CLT to Korean high school students is uncertain.

Necessity of grammar-based or audio-lingual teaching method: Does this method still exist?

In reality, it could seem that teachers may still feel more comfortable to teach high school students English using the grammar-based and audio-lingual teaching models in their lessons. In relation to this notion, a total number of 28 (56%) of
teachers answered positive towards teaching the grammar-based model. In their opinion, teachers preferred to teach the grammar-based and audio-lingual model because they felt it still necessary under the present Korea Scholastic Assessment Test (KSAT). This can be summed up in (table 2) below:

Table 4: Teachers in favour of grammar based and audio lingual teaching method

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 4</td>
<td>“To prepare KSAT, the old methods are more useful than CLT.”</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>“If KAST system keeps going like this, it is more suited to stick on grammar-based or audio-lingual method.”</td>
</tr>
<tr>
<td>Teacher 6</td>
<td>“Absolutely, especially under the system of KAST.”</td>
</tr>
<tr>
<td>Teacher 7</td>
<td>“Grammar translation method works a lot for them to understand a foreign language”.</td>
</tr>
<tr>
<td>Teacher 8</td>
<td>“CLT is more appropriate for young kids.”</td>
</tr>
</tbody>
</table>

In relation to this concern, two teachers that were interviewed mentioned that:

It is impossible to completely change into the teaching method of CLT especially in high school because students would have to take an entrance exam (KSAT) to get into university and therefore need to prepare for that from first grade.

The other teacher also mentioned that:

When I taught in middle school, I used to use CLT. But, after I moved in high school, I have not had time to do that because I have a lot of things to go over to help prepare for exam in my lesson. Perhaps, CLT is good method for first and second grades, but there is no time for third grade.

In light of the above, there is a clear issue of teaching CLT to Korean high school students because there is the teachers’ duty to ensure that the students are well prepared for their university entrance examination test during high school. However, CLT did not seem such an issue to teach at middle school.
English teaching method at odds with students' expectations

The high school students in South Korea believe that communication (actual communication) is the most important thing in English learning. This notion corresponds with the Korean government policy of CLT.

According to the chart below, the reading skills take up 32%: Some students felt that this is still important and should not be dismissed (Figure 1).

![Figure 1: Students' responses regarding the most important aspects of English learning (n=53)](image)

Even though some students considered that communication skills are an important part of English learning, the graph in Figure 2 shows that students' responses to the questionnaire contradict this statement quite significantly.
In terms of their reason for learning English in order to achieve a good grade in their exam 16 out of 53 high school students, ‘strongly agreed’ and 15 out of 53 high school students ‘agreed’. This shows that 58% of high school students learn English at school to get a high grade. Further to this and compared with figure 1, the information suggests that students ideally want to develop communication skills but they need to study English in order to get higher grades.

With regard to these figures, one student interviewee mentioned that:

I think communication skill is very important in learning English but I have to study reading and grammar first for exam. So I go to private institution to learn actual communication skill, even though my parents pay additional money for that.

Evidently, this suggests that students are not able to learn English as a language but as a means to enter into a top university.
Research Question-2
Are the policies set out by the Korean Ministry of Education successfully delivered through communicative language teaching?

Teaching English through English (TETE)

According to Fouser (2001), “The Ministry of Education has been actively promoting TETE, particularly as the new 7th National Curriculum in South Korea”.

However, statistics show that 94% of Korean English teachers do not speak English in the classroom. There were some common responses presented in the questionnaire as to the open-ended questions regarding the question of why they do not speak English. It can be summarised in table 3, as follows.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 9</td>
<td>It takes long time to explain everything in English.</td>
</tr>
<tr>
<td>Teacher 10</td>
<td>My speaking skill is not good enough to teach only in English.</td>
</tr>
<tr>
<td>Teacher 11</td>
<td>Students’ English proficiency is not high enough to understand what teachers are saying in English.</td>
</tr>
<tr>
<td>Teacher 12</td>
<td>It is easy to use and understand Korean.</td>
</tr>
</tbody>
</table>

In light of the above responses, Korean English teachers are more concerned with teaching content during their lessons in order to become more effective. The delivery of a lesson in Korea can thereby help them deal with many more things in using their native tongue rather than not. A total number of 14 (28%) teachers had similar opinions concerning the students’ level of English in order to fully understand the lesson in English. Furthermore, it is surprising how Korean English teachers viewed their confidence towards delivering an English lesson to students through TETE. In
total, 33 (66%) of teachers did not feel confident enough to deliver their lessons in English.

On the other hand, according to the way high school students answered, with regards to TETE, most students became demotivated in their English lessons. A total number of 53% of students were not concerned about whether their teachers spoke only in English or not during the lesson. According to one student during an interview:

Most students are only concerned about getting a high grade. This may seem difficult understand but if a Korean English teacher only speaks English in the lesson, It really doesn’t matter.

In relation to this, another said that “it might be helpful if Korean English teachers spoke English during English lessons for the entrance examination”.

In this situation, motivating students and helping them enjoy learning English as a language that can be communicated globally is more important than whether Korean English teachers speak English in lessons.

---

**Figure 3: Students' responses relating to Korean English teachers speaking only English in a lesson (n=53)**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful</td>
<td>17 (32%)</td>
</tr>
<tr>
<td>Indifferent</td>
<td>28 (53%)</td>
</tr>
<tr>
<td>Not helpful</td>
<td>8 (15%)</td>
</tr>
</tbody>
</table>
Consequently, it could be questioned whether the implementation of TETE is currently used effectively in the Korean English educational system. Based on the researcher’s findings, there needs to be more effort and determination towards TETE for it to be effectively practised in Korean high schools.

**Difficulties with adopting CLT**

There are a few worries concerning the implementation of CLT. As stated earlier, the teachers had pointed out that most students have a low level of English proficiency, which is one of the difficulties. Another difficulty, relates to Korean English teachers who feel more comfortable using their mother tongue rather than English, further illustrated in Table 3. Moreover, these concerns are even greater in larger classes displaying quite significant results.

Question 13 (Appendix 4) of the Korean teachers questionnaire adapted from Li (1998, p.703) illustrates the change between past and present conditions. The results shown in the table 4 below indicate the varying views towards implementing the CLT model in Korea. The Korean Ministry of Education has yet to encompass effective CLT that specifically corresponds with Korean policy.

A similar questionnaire was conducted for Korean English teachers in 1995 by (Li, 1998, p.687). The following table shows some deterring factors of adopting CLT.
As mentioned by Kim (2004), to encourage students to talk more in English outside the classrooms has been a challenging concern for the Korean Ministry of Education. However, the different methodologies of teaching English as a Second Language (ESL) and English as a Foreign Language (EFL) should be noted as quite different styles of teaching. An ESL context would teach English to a Korean in a foreign country whereas, an EFL context would teach English to a Korean in their own country.

The Korean English teachers in the secondary school system have expressed strong scepticism about the efficacy of spoken English compared with their efforts and the investment in time and money that have been put in. They have cited major reasons for the inefficiency such as very large class size, difference of students’ English level and lack of teacher’s spoken English proficiency, etc.

(Kim, 2004, p.17)
English Program in Korea (EPIK)

The researcher has concentrated on how an English lesson can be proficient and effective when a native English speaker delivers a lesson to Korean students’. Furthermore, it is important to bear in mind how the students respond or feel concerned about an English lesson delivered by a native English teacher. This means that learning can be a two-way process since there is more than one person directly involved. For this questionnaire a total of 44 (83%) students thought that the lesson delivered by a native English speaker was helpful. This was in relation to a hypothetical or real situational experience with a foreigner. One teacher interviewed stated:

Unlike the past, the students are becoming active and try to take part in the lesson with native English teacher. I am sure this is helpful to improve their communication skill. But there is only one a hour lesson with a native English teacher at our school. Even if I think this is not enough, I still have a lot of things to deal with such as grammar and reading.

In addition, the teacher also added that there were no English lessons with native English teachers in the 3rd grade. The students’ main focus is on vocabulary and reading lessons that take up 80%-90% out of the English lessons. Another step back towards learning English at 3rd grade was shared in an interview student group. They highlighted the fact that in the middle or final term period lesson a native English teacher would often be replaced with another subject lesson or independent study. The number of lessons with native English teachers is different from school to school, but generally run once or twice a week.

As mentioned above, certain students expressed that having English lessons with
native English teachers are helpful. However, they also seemed to acknowledge the fact that learning English at high school is more focused on grammar and reading rather than the CLT approach. The opportunities to have lessons with native English teachers are seldom. The chart below shows those students who agree, disagree or are indifferent towards CLT. (Figure 5)

![Pie chart showing student responses](image)

**Figure 4:** Students' response regarding the degree of their English lesson more weighted to reading and grammar rather than conversation (n=53)

According to one student interviewee,

> I feel quite confident about vocabulary, reading and grammar so I have got competent grade in my exam. But I can’t speak English at all and I don’t feel confident, if I should have to speak in English.

Another student said that she was interested in learning communication skills in English. However, when she had tried to memorise studying English it was difficult because all her lessons at school mainly focus on reading and grammar. This issue seems to conflict with demands of students for learning English within the system of
assessment for learning. Methods of evaluating for English can seem problematic due to the emphasis on reading and grammar rather than speaking and listening. One student said that the lessons with native English teachers are evaluated based on what they memorise such as memorising short conversation and dialogue. When this aforementioned student encounters a foreigner in the street, he would just think in fragmentary sentences or small word phrases. As a result of this, there is a strong desire to depend on ‘memorisation’.

In a group interview, during the English lesson, the native English teacher can be overwhelmed by the amount of students in the class. Thus, there is hardly any chance for the students to speak in English while many students do not tend to focus on such lessons. Usually, when a native English teacher carries out a lesson, students rarely answer any questions unless they are asked.

The vast majority of students are aware that English is mainly taken more seriously at university rather than a school, which is not practical because of the entrance exam. The need to study real communication skills are not necessary until after they graduate from high school. Furthermore, it is generally accepted that “Korean college students’ linguistic competence is not good against their great efforts” (Lee, 2013). This is not irrelevant to the present problem pertaining towards an English lesson with native English teachers in high school. Therefore, it is important to organize how to teach English systematically in public education. For this to happen there would seem to be an essential need to invest in qualified native English teachers through the high school system in South Korea.
It was found that a little over half of native English teachers teaching in the South Korean public high school system had relevant teaching qualifications (Korea. Ministry of Education, 2013).

Table 7: Current condition of Native English teachers’ qualifications

<table>
<thead>
<tr>
<th>District</th>
<th>Total</th>
<th>(a) State QTS</th>
<th>(b) TESOL, TEFL, etc.</th>
<th>(c) (A+B=C)</th>
<th>Total (a+b-c)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seoul</td>
<td>1,122</td>
<td>189</td>
<td>698</td>
<td>99</td>
<td>788</td>
<td>70.2%</td>
</tr>
<tr>
<td>Busan</td>
<td>539</td>
<td>65</td>
<td>297</td>
<td>11</td>
<td>351</td>
<td>65.1%</td>
</tr>
<tr>
<td>Daegu</td>
<td>485</td>
<td>47</td>
<td>338</td>
<td>5</td>
<td>380</td>
<td>78.4%</td>
</tr>
<tr>
<td>Incheon</td>
<td>369</td>
<td>58</td>
<td>238</td>
<td>4</td>
<td>292</td>
<td>79.1%</td>
</tr>
<tr>
<td>Gwangju</td>
<td>227</td>
<td>8</td>
<td>128</td>
<td>2</td>
<td>134</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

| Total     | 7,916 | 817           | 4,839                 | 251         | 5,405         | 68.2%          |
| Percentage (%) | 100.0 | 10.3         | 61.1                  | 3.2         | 68.2         |

(Korea. Ministry of Education, 2013)

Consequently, the evidence indicates that out of 7916 teachers, 5405 (68.2%), have a teaching or English qualification as required in South Korea under the present EPIK system.

The data showed a total number of 817 (10.3%), out of 7,916, native English teachers had a teaching qualification from their own country. Subsequently, a total number of 4,839 (61.1%) of teachers had either a TESOL or TEFL qualification. Only 2.1% of native English teachers possess both a teaching qualification and a TEFL or TESOL qualification. However, 31% of native English teachers possess neither a teaching qualification nor a TEFL or TESOL qualification.
Furthermore, in terms of those teachers with a bachelor’s degree in the medium of English, 1585 teachers (20%) had studied the social sciences, 1578 teachers (19.9%) had studied humanities and 1166 teachers (14.7%) did not specify their subject area. Finally, 1112 teachers (14%) studied English for their bachelor degree.

The overall qualification was a bachelor degree at an alarming total of 91% (7,203, teachers), compared to possessing a master’s degree at 8.9% (702, teachers), or Ph.D., which came in at 0.1% (11, teachers).

The above statistics, taken from the Ministry of Education (2013) show a different concept that undermines the consistency of the implementation of CLT according to the Korean Ministry of Education’s policy.

Research Question-3

Does ‘Chemyun’ have a significant role towards Korean English language learning in South Korea?

From this researcher’s observation it would appear that ‘Chemyun’ impedes free
communication between students and teachers. According to Kim (2004), “face-consciousness (chemyun)” has a negative influence on schools in a collectivist society. In light of this quotation, it is interesting to consider how ‘chemyun’ affects Korean students learning the English language in high schools.

It is generally agreed that the people in South Korea are not accustomed to “speaking openly of criticism about someone else’s work” (Kim, 2004, p.22). Therefore even though there is a misunderstanding between student-teacher, students are reluctant to ask questions or express their opinion freely. If this is the case, the communication between student and teacher would be challenging during the lesson.

According to the questionnaire (Appendix 4), a total number of 33 (66%) Korean English teachers felt or considered the issue of ‘saving face’ (chemyun), during their lesson. Furthermore, as shown below in figure 6, teachers felt embarrassed when they often experienced uncertainty about ‘chemyun’ when teaching English in their lesson. A further 10 (20%) of teachers felt no embarrassment of this. However, a total number of 36(72%) of teachers felt embarrassed by this.
Teacher 1 in the interview said because students think that teachers know everything, when he comes across something that he is not sure of; he feels embarrassed. Also he thinks this is what most of the teachers in Korea experience at least once in their lesson.

In relation to this, Kim (2004, p.25) states that

Korean English teachers are also too obsessed with ‘chemyun’ culture. They are afraid of making mistakes and hesitate to speak English in and outside the classrooms. They are English teachers but their way of thinking is too Korean.

This remark by Kim seems to impede the free communication between teachers and their students due to this cultural factor. Thus, this notion of ‘chemyun’ would inevitably conflict with the teaching norms of CLT in numerous ways. Especially, the most important thing in language lessons is the free communication between students and teachers. However, if the teachers become afraid of making mistakes
In front of their students and the students are reluctant to speak freely during the lesson; it is obvious that the lesson is not likely to be effective.

In saying this, certain students were asked how they felt in relation to ‘chemyun’ during an English lesson. As shown below in the figure 7, a total of 33 (62%) of students answered positive towards the fact that Korean English teachers ‘save their face’ in the lesson due to ‘chemyun’. Other students, a little over half, felt that they noticed uncertainty from some teachers when asking questions that seemed to make the teacher feel uncomfortable. Therefore, teachers would often pretend to avoid answering their question due to this notion of ‘chemyun’. The following table below, figure 6, relates to the Korean English teachers who indicated a feeling of embarrassment with certain questions, based on ‘chemyun’.

![Figure 7: Students experience of Korean English teachers with regard to ‘saving face’ (n=53)](image)

With respect to this issue, one student that was interviewed said that when he had a
question, he preferred to ask a younger Korean English teacher when sometimes it was difficult for him to find the correct answer he wanted from one of the older teachers. His interpretation of this scenario suggests that the teacher didn’t know about the question, but so as to not ‘lose their face’, the teacher would explain something that was not relevant to his question. Furthermore, even if he didn’t get the right answer, he couldn’t keep asking the same questions because he had already considered the notion of the teacher ‘saving face’ (chemyun). Another student added that there were some teachers who pretended to know about it, even if they weren’t sure about it.

However, from the researcher’s observation, it seems that there are some changes towards teachers saving face as highlighted by another student who said “some teachers admit that they just don’t know the answer but they will try their best to find it later and then let me know”.
Chapter 6- Conclusions and Recommendations

6.1 Conclusions
Due to the changes in Korean government policies, the communicative approach has been emphasised by public English educators. As stated in the previous chapters, this research states that there are two major shifts from grammar-based and audio lingual teaching towards the CLT approach. The notion of ‘chemyun’ is a cultural characteristic of teaching English in a collectivist society that can become counter-productive towards high school English proficiency in a way that impedes free communication between students and teachers.

This study has provided an up-to-date account on issues regarding the adoption of CLT and its merits that reflect on teachers and students in light of their thoughts. Even though there may have been similar studies to determine the effectiveness of CLT, it is difficult to generalise the findings of a small-scale case study. However, by looking into these issues of CLT from a cultural perspective, the study may shed some light on the implications still faced with the policy makers and English teachers ahead.

To conclude, CLT remains a challenging English teaching methodology in South Korea, not least because of the existence of the entrance examination test. It should be noted that there is an occurring triangulation that involves (a) a students' low English proficiency, (b) teachers' have a deficiency in the spoken English (c) oversized classes seems to impede the adoption of CLT.

To represent the ability of classroom language learners to engage in speaking and
meaning-making as contrasted to rote-learning and memorization of dialogues or to perform on tests based on grammatical knowledge. This was an invitation for learners to take risk through coping strategies that involve asking for information, seeking explanations, and whatever (linguistic or non-linguistic) tools they may have at their disposal towards negotiation of meaning.

(Asassfeh, Alshaboul and Alodwan, 2012, p.79)

The case of employing EFL (English as a Foreign Language) within the Korean Education system requires English fluency from foreign teachers rather than Korean English teachers who would feel more comfortable in their mother tongue.

In addition, although CLT was introduced in 1995, a lack of knowledge towards CLT by Korean English teachers is quite likely to be a long-term challenge before it can be effectively implemented. It is assumed that in a contemporary society the English language is required in order to communicate well. However, the teaching of English as a foreign language in public high schools has plateaued since the days of a grammar based teaching method. The remnants of this teaching model are still quite noticeable and in some cases the preferred method in preference to the introduction of CLT.

In light of the students' viewpoint of CLT, the findings are contradictory. Some would expect to improve their English during lessons at school but the reality is a focus on preparing for their entrance examination. Other situations involve the fact that some students seem to lose their motivation to improve their communicative skill, leading to indifference towards whether the Korean English teachers speaks English well or not in their lesson. In relation to this, Brown (1990, p.62 cited in Lee, 2013, p.284) points out that ‘the rationale for English education in the first place is to produce
people who can communicate’. But it is undeniable that “there has been no fundamental change in English education as far as communicative competence is concerned” (Lee, 2013).

This study finds that, the cultural perspective towards ‘chemyun’ discourages the communication between the teachers and their students, which hampers the need to improve students’ communicative skills. Because of this, the Korean English teachers are afraid of making mistakes; this has a huge influence on the capability of students to engage with the English learning process. These results can also be said to cause confusion for learning English in general.

In summary, the notion of CLT, which was introduced in 1995, remains far from its initial introduction and implementation under the two-tier policy set out by the Ministry of Education in 1995. Therefore, it is apparent that CLT needs to be situated in its specific context.

6.2 Recommendations

- Government

Recently, the Ministry of Education in Korea reported that “Korea will implement an absolute grading system for the English section of the state-run college entrance exam” (The Korea Herald, 2014). It is likely to bring about a notable change in the English educational system of Korea. This may alleviate certain pressure from students based on their entrance examination. This follows that teachers and
students will have more time to engage in various activities towards improving communicative skills in the classrooms. Furthermore, Korean English teachers may benefit from putting less focus on grammar based teaching methods.

Consequently, it is essential for the teachers to be trained regarding CLT. At present, there is a lack of knowledge pertaining about the notion of CLT. The teachers’ mentality towards this could be addressed more positively.

There is the need to consider the employment of more native English teachers with better understanding of how to effectively teach and deliver CLT in the classrooms. This would benefit and open a wider opportunity for Korean students to speak English with native English teachers more directly.

Greater opportunity for Korean students to speak English in the classrooms more freely may help improve their communicative skills and confidence with the English language.

A need for more qualified native English teachers to teach English in South Korea is imperative for the development of the nation’s English speaking proficiency and quality of education.

- Teachers and schools

It seems that the current English teaching method is focused on the teacher-centred approach which can isolate students from active participation and motivation in the classroom.

The students need impetus toward promoting their interests. Furthermore, because
of the various levels of students, teachers need to apply and deploy a range of teaching methods such as role-plays, group activities and classroom inclusion.

There is seldom a chance for students to speak English in high schools, unless they go to private institutions. Therefore, it would be helpful to have more English speaking zones available in order for students to speak English as a second language more freely and confidently.

Furthermore, this would result in real English whereby communicating to one another outside of the classroom becomes more familiar with speaking the English language more naturally.

In short, the recommendations of this researcher are as follows:

1. To employ more qualified native English teachers with good knowledge of teaching CLT;
2. To introduce various resources of teaching methods that are more authentic towards CLT, moving away from the previous grammar-based and audio lingual teaching model;
3. To provide Korean students with a stimulus such as an English Speaking Zone in order for students to become more familiar with English fluency.

6.3 Further research
Essentially, this sample of research covered merely ten high schools in South Korea. Therefore, further research into the area of elementary and middle schools in South Korea should be addressed in relation to CLT.
In addition, CLT should be approached differently in both EFL and ESL situations because the location and context of the students when they are learning English, directly affects their levels of motivation felt by the students.
References


<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of the title and research questions with tutor</td>
<td>31st October 2014</td>
</tr>
<tr>
<td>Preview regarding Milestone 1</td>
<td></td>
</tr>
<tr>
<td>Searching for resources (relevant journal and books), internet research</td>
<td>November 2014</td>
</tr>
<tr>
<td>Submitting Milestone 1 and meeting tutor for feedback</td>
<td>26th November 2014</td>
</tr>
<tr>
<td>Research for literature review (Milestone 2) and designing questionnaires and interview</td>
<td>January 2015</td>
</tr>
<tr>
<td>Submitting Milestone 2 (Literature review) and meeting tutor for feedback</td>
<td>10th February 2015</td>
</tr>
<tr>
<td>Research design and conducting questionnaires and interviews</td>
<td>From 15th February 2015 To 15th March 2015</td>
</tr>
<tr>
<td>Collecting data (part of questionnaires) by post</td>
<td>April 2015</td>
</tr>
<tr>
<td>Submitting Milestone 3 (Methodology) and meeting tutor for feedback</td>
<td>2nd April 2015</td>
</tr>
<tr>
<td>Data analysis</td>
<td>May 2015</td>
</tr>
<tr>
<td>Submitting Milestone 4 (Evaluation of methodology, Results and Analysis and Recommendation) and meeting tutor for feedback</td>
<td>4th September 2015</td>
</tr>
<tr>
<td>Submitting Milestone 5 (Title and Abstract) and meeting tutor for feedback</td>
<td>11th September 2015</td>
</tr>
<tr>
<td>Submitting draft copy via ‘TurnItIn’</td>
<td>September 2015</td>
</tr>
<tr>
<td>Submitting Final version</td>
<td>October 2015</td>
</tr>
</tbody>
</table>
Appendix 2- Ethics Consent Form

Can Communicative-based Teaching Methods Enhance the English Language Proficiency of South Korean EFL Secondary School Students?

Nuri Kim is undertaking a small research study into if Communicative-based teaching methods can enhance the English of South proficiency of South Korean ESL secondary school learner.

Your involvement will be limited to the completion of a questionnaire, and in some instances, participants will be invited to take part in a short interview. I would like to assure you that you retain the right to anonymity in any data gleaned from your response to our questionnaire (and interview, if you are invited) and that these data will be kept secure and accessible only to Nuri Kim. Participation is entirely voluntary and you have the right to withdraw at any time and for any reason. The research design takes into account the time necessary for participation and attempts have been made to minimise any negative impact. This has been weighed against the potential benefits of the study, namely the improvement of provision for future cohorts by an improved understanding of the attitudes and expectations of students.

This research is being undertaken in accordance with the British Educational Research Association (BERA) (2004). For further details, please consult:

http://www.bera.ac.uk/publications/guidelines/

If you consent to participate in the study, please complete the tear off slip below and return it to Nuri Kim. Thank you in advance for assisting us with my study.

I ____________________________ consent to participate in the study on ‘Can Communicative-based Teaching Methods Enhance the English Language Proficiency of South Korean ESL Secondary School Learners?’ being undertaken by Nuri Kim. I have been informed of and understand the purposes of the study. I have been given the opportunity to ask questions and I understand that I can withdraw from the study without prejudice. I understand that any information that might potentially identify me will not be used in published material.

Signature: ______________________________

Date: ______________________________

* This consent form was adopted from Hannigan-Davies and adapted for this research.
### Appendix 3- Questionnaire for students

**Can Communicative Language Teaching Methods Enhance the English Language Proficiency of South Korean EFL secondary school students?**

(의사진달 중심의 영어 교육 방식이 한국에서 제2외국어로 공부하는 중/고등학생들의 영어실력 향상을 높일 수 있을 것인가?)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please indicate your year of school (circle one)</td>
<td>High school 1 2 3</td>
</tr>
<tr>
<td>2. 원어민 선생님과의 수업이 실제로 외국인을 만났을 때 도움이 된다고 생각하나요?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>3. 수업시간에 한국인 선생님이 영어로 수업을 진행하는 것이 영어 실력 향상에 도움이 된다고 생각하나요?</td>
<td>그럴다고 생각하면 3에 표시, 상관없으면 2그렇지 않다고 생각하면 1에 표시에 주세요. (If you agree, please circle 3, Indifferent is 2, If you don’t disagree please circle 1.)</td>
</tr>
<tr>
<td>4. 현재의 학교에서 진행하는 영어 수업은 실제적인 회화학습(의사소통 능력을 기르기 위한 학습) 보다는 문법과 독해에 치중되어 있다고 생각한다.</td>
<td>그럴다고 생각하면 3에 표시, 상관없으면 2그렇지 않다고 생각하면 1에 표시에 주세요. (If you agree, please circle 3, Indifferent is 2, If you don’t disagree please circle 1.)</td>
</tr>
<tr>
<td>5. 영어학습에 있어서 가장 중요한 것은 무엇이라고 생각하나요?</td>
<td>A. 문법  B. 독해  C. 실제로 원어민을 만났을 때 소통할 수 있는 회화 실력 (회화)</td>
</tr>
<tr>
<td>6. 학교 선생님이 영어 수업 시간에 가끔 체면을 차린다고 생각합니다.</td>
<td>예 아니오  Yes  No</td>
</tr>
</tbody>
</table>
Sometimes, the Korean English teachers 'save their face during lesson.

<table>
<thead>
<tr>
<th>7. 수업시간에 선생님에게 질문을 했을 때, 선생님이 질문에 대해 잘 모르고 있다거나, 체면을 차리기 위해서 그것에 대해서 회피 한다고 느낀 적이 있나요?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you ask some questions to your Korean teacher, have you felt or noticed that your teacher seems avoid the questions or the situation because your teacher is not sure about that?</td>
</tr>
<tr>
<td>예 Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. 내가 영어를 공부 하는 목적은 영어로 의사소통을 하기 위함이 아닌 학교 시험에서 좋은 점수를 받기 위함이다.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reason why I learn English is not for improving communication skill but for getting good grade.</td>
</tr>
</tbody>
</table>

| 5 | 4 | 3 | 2 | 1 |
### Appendix 4- Questionnaire for Korean English Teachers

Can Communicative-based Teaching Methods Enhance the English Language Proficiency of South Korean ESL Secondary School Learners?

<table>
<thead>
<tr>
<th>Question</th>
<th>Options/Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please indicate how many years you have been teaching (circle one)</td>
<td>[&lt;3] [3 - 5] [6 - 10] [11 - 20] [more than 20]</td>
</tr>
<tr>
<td>2. Please indicate your age (circle one)</td>
<td>[26 - 30] [31 - 35] [36 - 40] [41 - 45] [46 - 50] [51 or over]</td>
</tr>
<tr>
<td>3. Are you concerned about the English teaching methods that you use in South Korea based on the Korean Educational Criteria? (circle one)</td>
<td>Yes/No</td>
</tr>
<tr>
<td>4. Do you know about Communicative Language Teaching (CLT)? (If you answered ‘Yes’, go to next question, If answered ‘No’, go to No.6 question.)</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
| 5. Explain one or two methods of CLT that you use which can support a student’s language function in the classroom? | 1.  
2.                                                                 |
| 6. Explain why you are not familiar with CLT? (Please feel free to answer.) |                                                                                 |
| 7. Are you aware of the two major changes in the area of English language teaching in Korea? | Yes/No                                                                           |
| 8. The first change is Teaching English Through English (TETE). Which means that Korean teachers should only speak English in the English language classroom. Do you only speak English to your students in the classroom? | Yes/why? No/why not?                                                           |
| 9. Do you think that grammar-based or audio-lingual teaching method is more appropriate at present when teaching | Yes/why? No/why not?                                                            |
10. Do you feel confident if you speak only in English to deliver your lesson?  
| Yes | No |

11. Please describe your personal opinion or expectations of CLT. 

12. On a Likert scale, from not met to fully met, indicate to what extent your expectations have already been met regarding your English lesson. (circle one) 

| Not met | 1 | 2 | 3 | 4 | 5 | Fully met |

13. The following are some difficulties that other EFL teachers had in adopting CLT. Did you experience any of these difficulties when adopting CLT in South Korea? (Please circle) 

| A. Teachers' deficiency in spoken English? | Yes | No |
| B. Teachers' deficiency in strategic and sociolinguistic competence in English? | Yes | No |
| C. Teachers' having little time to write communicative materials? | Yes | No |
| D. Students' Low English proficiency? | Yes | No |
| E. Students’ passive style of learning? | Yes | No |
| F. Lack of authentic teaching materials? | Yes | No |
| G. Grammar-based examinations? | Yes | No |
| H. Large classes? | Yes | No |
| I. The differences between EFL and ESL? | Yes | No |

14. Have you felt or considered the issue of ‘saving face’(체면) when you are doing your lesson?  
| Yes | No |

15. Do you feel embarrassed when you come across something that you aren't sure about while teaching English in your class? (Please circle degree how much you feel.) 

| 3 | Very embarrassed |
| 2 | embarrassed |
| 1 | not embarrassed |
Appendix 5- Summary of filed note by interviews

• Interview with male students group 1

Q) Do you feel confident when a native English speakers start to talk to you?
A) 3 students out of 4 don’t feel confident, even though they have lessons with foreign English teachers.
One student experience: when the student met a native English speaker who asked how to find somewhere, the students wanted to let the foreigner know the way but only few words lingered in his mind. The student thinks that wasn’t a conversation.

Q) What is a lesson with foreign English teachers like?
A) The lesson should be focused on conversation but in reality, it puts stress on the textbook. The number of students is normally 35-38 in one class, but the foreign English teacher is only one. So students can hardly have chance to speak in the lesson.

Q) When you ask some questions to your Korean English teachers, have you experienced a situation your teacher tried to save their face?
A) One teacher looked like he was not sure about the answer but he gave the answer which was not relevant to what the student asked. So the students thought that was because of ‘chemyun’ to save his face.

• Interview with female students group 2

Q) How do you feel about your spoken proficiency?
A) The student has had high grades in her English subject and she has strong confidence of vocabulary, reading and grammar. The only part which she doesn't feel confident is conversation about English learning.
Q) Do you think conversation lessons are important?
A) It is important to communicate with people globally, but it is not relevant to get high grades for mid-term and final-term test, which is crucial for applying for university. The student goes to a private academy to learn English conversation because she is interested in learning English conversation. One student says that she is interested in English and enjoys learning. However, when she studies English in her school, she would memorise rather than ask questions to her teacher.

Q) What do you think of TETE?
A) The students say, “most students are only concerned about getting a high grade. This may seem difficult but if a Korean English teacher only speaks English in the lesson, it really doesn’t matter”. “It might be helpful if Korean English teachers spoke English during English lessons for the entrance examination”.

- **Interview with Teacher 1**

Q) What do you think about implementing the CLT teaching method in your lessons?
A) The teacher teaches 3rd grade of students who are preparing for KSAT. The lesson is composed of 80-90% reading and vocabulary. He doesn’t think he has enough time to teach conversation skills. CLT is a possible teaching method for middle school students. “To introduce CLT, the school entrance system has to be changed first.”

Q) Have you felt or considered the issue of ‘saving face’ when you are teaching?
A) Because students think teachers know everything, when he comes across something that he is not sure of; he feels embarrassed. Also he thinks this is what most of teachers in Korea experience at least once.
Q) Do you think that the grammar-based or audio-lingual teaching method is more appropriate than CLT?
A) In this global society, CLT is the right teaching method in English education. But under the circumstance, those traditional teaching methods are still needed. The teacher’s personal opinion is that both methods are evenly required.

- Interview with Teacher 2

Q) How do you feel about CLT?
A) The teacher is aware of CLT but he thinks that CLT isn’t appropriate. If more time and authentic material for CLT are given, the teacher wants to focus on improvement for students’ communicative competence.

Q) Do you only speak English to your students in the classroom (regarding TETE)?
A) “We (students) don’t need any speaking skills for the university entrance exam”. It is good for students who want to focus speaking skills but the teacher doesn’t think that TETE in present context is helpful for the students who prepare for the university entrance exam.

Q) What do you think of the ‘EPIK’?
A) Unlike the past, the students are becoming active and try to take part in the lesson with native English teachers. CLT is a good teaching method to improve students’ communicative competence but the lessons with native English teachers need more, at present there is only an hour lesson. Because grammar and reading lesson should be primarily dealt with, there is not enough time to do CLT.