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Kim, Hyeon Okh. (2016). Current practices and challenges of English teacher education: An analysis of curriculums of the graduate school of education in Korea. *Modern English Education*, 17(1), 205-226.

The study investigated the current practices of English teacher education by comparing curriculums of the graduate school of education against five standard domains: 1) language proficiency and its instruction; 2) knowledge in linguistics and applied linguistics; 3) knowledge in literature; 4) pedagogical knowledge and curriculum design; and 5) teacher research and practicum. A total of 2,192 courses operated by 78 schools were analyzed in terms of the distribution, focus, and balance of the five areas. The findings show that only ten schools have separate curriculums for pre-service versus in-service teachers, with the core curriculum centering around the foundational requirements for the pre-service teacher education. The results also demonstrate that the area of pedagogical knowledge and curriculum design ranks the highest with 589 courses, followed by the domain of language proficiency and its instruction with 576 courses. While the areas of literature and linguistics include 489 and 421 courses respectively, they need to strengthen methodological components beyond the theoretical knowledge and understanding of literary works. The courses for teacher research and practicum are quite limited in scope and number, calling for reformulating curriculums towards a more field-sensitive and reflection-driven model for cultivating English teachers with professionalism and teaching excellence.

[teacher education/teacher development/curriculum development/
English teachers/pre-service teachers/secondary education/
/ / / / /]

I.

, 2008; , 2010). , (, 2008).
 (, 2007), (, 2008; , 1999;
 , 2008; , 2010). , (,
 1996; , 2006; , 2005; , 1998; , 2008)
 ,
 1999; , 2010; , 5~11 (, 1985; ,
 , 1998) ,
 33 , 35
 14 TESOL (2008)
 , 가

- 1) 가?
- 1-1) 가?
- 1-2) 가?
- 2) 가?

II.

(curriculum) “ (currere) (run a race (Wiles & Bondi, course)” (2011, p. 3),

가

가

가

가

(, 1993)

(, 1988; , 1989)

. Wallace(1991)

(applied science)

(reflective)

(apprenticeship),

가

(transmission)

(top-down)

가

(1998)

“가(master) ” (craft)
 (p. 296) (technical rationality) 가
 가

- (1) (curriculum areas)
- (2) (theory and practice for teaching and learning)
- (3) (school experience)
- (4) (academic counseling)

가
 가
 가
 (1999) (1998)
 11
 4
 (23.1%) (20.2%) (25.9%) (30.6%)
 (37.3%) (36.3%)
 가
 가 (1989) (1999)

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

(2008) (14 , 2006)
 가 NBPTS(the National Board for Professional Teaching Standards), ACTFL(American Council of Teaching Foreign Languages, TESOL(Teaching English as a Second Language), INTASC(the Interstate New Teacher Assessment and Support Consortium) AACTE(American Association for Colleges for Teacher Education) 가 , 7 . (1)~(5) , (6)

- (1)
- (2)
- (3)
- (4)
- (5) 가
- (6)
- (7)

, 가 ACTFL, TESOL, INTASC, NBPTS 가 (2007) 가

가 , (, 2008). 가
 14 (2008) , 가
 1 .

1
(14 , 2008)

(1) (Language User)	1-1	4	가
	1-2		
(2) (Learning Manager)	2-1	4	가
	2-2		
	2-3		
	2-4		
	2-5		
(3) (English Teacher & Curriculum Specialist)	3-1	4	가
	3-2		
	3-3		
	3-4		
	3-5		
	3-6		
	3-7		
(4) (Language Analyst)	4-1	4	가
	4-2		
	4-3		
	4-4		
	4-5		
	4-6		
	4-7		
	4-8		
(5) (ELT Professional)	5-1	4	가
	5-2		
	5-3		
	5-4		
	5-5		

가

114
(2009)

가

212

III.

1.

(, 2015)

, 82

2015 112

78

2

2

	24	594
가 가 가		
	54 ^a	1,598
	78	2,192

^a (2014) , 54 () ,

2,192 , 78 28 1

2

2.

1

가 , (1989) (1999)

. 3 (1)

77 62
 , 10 , 2 , ,
 , 3 , 51 2 , 27 3
 , ,
 3 , , 1
 2 가 , 2013
 30 ,
 22 50 (14 ,
 6) .

1)

78
 18 , 10 ,
 2 , , , 가 .
 ,)가 (, , , 가 ,
 , TESOL , 28
 가 ,
 가 16 가 , ,

¹ , , 9 ,
 , 14 (5) , ,
² 2013 가, (, , ,),
 (, ,), (,)

7

6

18

2)

4

4

+	35	44.9
+	13	16.7
+	8	10.3
(+ , +)	3	3.8
	19	24.4

78

35 (44.9%) 가
가 19 (24.4%),

가 13 (16.7%),

8 (10.3%)

가

10

, 2

가

가

ICT

가

2.

1)

가

가

6

2,192

9.4%

206

6

6						
(%)						
	5 (2.4)					1
	10 (4.9)	1	1		1	
	15 (7.3)	1	1		1	1
	58(28.2)	3	13	2	25	9
	51(24.8)	11	4		21	
	109(52.9)	14	17	2	46	9
	61(29.6)	1	16	2		32
	21(10.2)	5	3			7
	82(39.8)	6	19	2		39
(%)	206 (100.0)	21 (10.2)	37 (18.0)	4 (0.5)	47 (22.8)	49 (23.8)

가

가 109 (52.9%)

가

가 46

82 (39.7%)

가

2)

362

59

5.4 , 421

가

19.2%

7

96 (22.8%)

86 (20.4%)

43.2%

67 (15.9%)

61 (14.5%)

: ... 219

23 (4.6%),

15 (3.1%)

가 9

50 (10.2%)

가

가

가

가

8

	(%)					
	107(21.9)	5	21	4	11	29
	7 (1.4)		2			
	20 (4.1)		5		2	3
	134(27.4)	5	28	4	13	32
가	21 (4.3)		6			
	12 (2.5)		3			
	39 (8.0)		14			1
	50(10.2)		14			3
	9 (1.8)		1			
	33 (6.7)		8			
	13 (2.7)		2			
	177(36.2)		48			4
	35 (7.2)	12	4		1	8
	13 (2.7)	2	1			
	19 (3.9)		4			
	3 (0.6)	1	1			
	23 (4.7)	3	4			1
	6 (1.2)				1	9
	15 (3.1)	1	4			
	14 (2.9)	2	1			
	128(26.2)	21	19	0	2	18
	16 (3.3)	6	1			1
	8 (1.6)		2			
	11 (2.2)		2			
	3 (0.6)		1			
	7 (1.4)		2			1
	5 (1.0)	1	2			1
	50(10.2)	7	10	0		3
(%)	489 (100.0)	33 (6.7)	105 (21.5)	4 (0.8)	15 (3.1)	57 (11.7)

220

4)

589 , 26.9% 9
7.6

9

		9					
		2009 (%)					
		74(12.6)	38	1	10	1	24
		62(10.5)	37		12	3	4
		66(11.2)	35	1	9	1	6
		202(34.3)	110	2	31	5	34
		29 (4.9)	9	4			
2		11 (1.9)	3	1			1
		40 (6.8)	12	5			1
		17 (2.9)	7	1			
		30 (5.1)	16		1		
		3 (0.5)	1				
		50 (8.5)	24	1	1		
		48 (8.1)	15	2	2		5
가	가	54 (9.2)	22	1	2		1
		102(17.3)	37	3	4		6
		86(14.6)	36	6			6
ICT		9 (1.5)		2			
		21 (3.6)	1				6
		116(19.7)	37	8			
		29 (4.9)	8	2			
		13 (2.2)	2				1
		51 (8.7)	15	2			1
		14 (2.4)	4	1			
		5 (0.8)	1				
		9 (1.5)	4	1			1
		28 (4.8)	9	2			1
	(%)	589	244	23	36	5	43
		(100.0)	(41.4)	(3.9)	(6.1)	(0.8)	(7.3)

2009
3 202 가 , 34.3%
가 40~50 (6.8~8.5%)
가 가
ICT

221
 : ...
 78 48³ 116 가 ,
 19.7% ,
 가 30
 (Teaching English in English, TEE)
 가 29 , 13
 32
 51 (8.7%)
 14 (2.4%)
 5 (0.8%)

5)

10
 117 가 5.3%

10

(%)					
	76(65.0)	25	6	4	4
	4 (3.4)	2			
	6 (5.1)	3			
	30(25.6)	7	3		3
	116(99.1)	37	9	4	7
	1 (0.9)				
	1 (0.9)				
(%)	117 (100.0)	37 (31.6)	9 (7.7)	4 (3.4)	7 (0.6)

³ 24 48% 10 15
 , ICT 5
 1 54
 70% 38 99 ICT

가 54 76
 (65%) ,
 4 (3.4%), ,
 TESOL 가,
 6 (5.1%) , 30 (25.6%)
 가
 가 ,

V.

,
 ,
 78
 2,192
 ,
 가 , , ,
 , 11
 26.9%, 26.3%,
 22.3%, 19.2%
 (, 1985; , 1999; , , 1998)
 가

가
 가 3
 가 43%, 22%, 21%, 14% (, 2015)
 가 가
 가 (, , 2009; H. J. Kim, 2008),
 가

가

가

78 10 가

가 가

가

(2008)가
EFL(English as a foreign language)
(training) (development)

(2008).
가 가

(2015). 2015
(1988). , 36, 85-90.

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(Examples in): Korean

- 가 (Applicable Languages): English
가 (Applicable Levels): Tertiary

442-749

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