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Implementation of CLT-Based Curriculum and Consideration of Negotiated Pedagogy in Korea

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Communicative Language Teaching (CLT) has been pursued as the main principle of the national English curriculum in Korea as well as in several East Asian countries. However, with the different pedagogic preferences and contextual particularities, these curricula generate pedagogic conflicts or require negotiation in practice decisions. This article investigates the ways in which the CLT-based curriculum is implemented in Korean state high schools by exploring four English teachers' practices, through the analysis of their lesson plans, classroom observations and interviews. CLT implementation was obstructed by the teachers' narrow conceptualisation of CLT, focus on forms, reading-centred lessons, and an overload of administrative work. In order to practise more communicative and contextually appropriate lessons, (a) developing professional development programmes where the teachers learn the broad concept of CLT and how to practise CLT in a coherent way, (b) incorporating contextually and culturally appropriate pedagogies into the national curriculum, (c) improving the state exam for the measurement of communicative competence, and (d) supporting teachers' administrative work are suggested.

**[Confucian heritage culture/communicative language teaching/curriculum implementation/ negotiated pedagogy/culturally appropriate curriculum/
유교문화권/의사소통중심교수법/교육과정적용/
협상된 교수법/문화적으로 적절한 교육과정]**

I. INTRODUCTION

With the need for the practical use of English in the global market, many governments in East Asia have pursued policies to facilitate Communicative Language Teaching (CLT)

since the early 1990s (Chowdhury & Le Ha, 2008; Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2011; Ministry of Education [MOE], 1997; Tsui, 2007; Wang & Lam, 2009). However, it has been reported that adoption of CLT in the national English curriculum of those countries, particularly based on Confucian heritage culture (CHC), does not often lead to the realisation of the pedagogic aims of CLT—that is, enhancing learners' communicative competence (Hymes, 1971), or preparing learners for real life communication. While teaching practices in CHC are close to teacher-led knowledge transmission, CLT pursues more learner-centred practices for knowledge construction by learners themselves. Different pedagogic backgrounds and several contextual particularities from the teachers, students and facilities generate some conflicts, in terms of misunderstanding and nonimplementation of CLT or non-conversion of professional learning about CLT into actual teaching (Hu, 2002; Le Ha, 2008; Nagatomo, 2012). This problematises the existence and meaning of the CLT-based English curriculum in the CHC countries. In other words, if CLT is not realised in CHC in the way it was originally intended, pursuit of its original principles through a national curriculum may not be effective and the best practice. Therefore, this study aims at investigating how the CLT-based curriculum is implemented and negotiated in schools by English teachers in Busan Metropolitan City, Korea, and provides some implications for the establishment of a culturally or contextually appropriate (English) curriculum in CHC or for intercultural programmes in Korea and other countries.

II. LITERATURE REVIEW

1. The Meaning of Adopting CLT in East Asia Based on Confucianism

Based on the pragmatic idea for communication, CLT aims to "(a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills" of listening, speaking, reading, and writing (Richards & Rodgers, 2001, p. 155). Canale and Swain (1980) conceptualise communicative competence as grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Based on the psychological theories of learning, developing from behaviourism to cognitive and social approaches, the learner-centred approach became prevalent alongside CLT (Duff, 2013). This is the realisation of constructivism, changes in teacher and student roles, with a shift of power from teachers to students and the forming of a democratic environment (Massouleh & Jooneghani, 2012). The characteristics of CLT can be summed as: (a) focus on meanings which languages produce (Savignon, 2002); (b) respect for learner autonomy and individualities based on humanistic ideals (Jacobs &

Farrell, 2003); (c) coopererative learning (Vygotsky, 1978) and task completion (Richards & Rodgers, 2001); and (d) content-based instruction increasing learners' intrinsic motivation (Brown, 2001). However, implementation of CLT is often constrained as its broad or flexible conceptualisation has not been clearly confirmed and agreed. This often leads to teachers' difficulty in CLT realisation or the disorganised implementation of it (Littlewood, 2013; Spada, 2007). CLT is often unclearly conceptualised in Korea (Li, 2001), confused with teaching oral competence in Japan (Sato & Keinssasser, 1999), and recognised as task-based instruction in Hong Kong (Clark et al., 1999).

Academic cultures of most East Asian countries are primarily based on the Confucian tradition. Thus, hierarchical relationships (S. Choi et al., 2007), book-centred methods, memorisation, and transmission of knowledge from teachers to the students (Biggs, 1998; Liu & Littlewood, 1997) are mainly pursued. Although the essence of learning for the individual in CHC is "to find the ego" (S. Choi et al., 2007, p. 298) or to benefit both society and the individual, learning in East Asia has been focussed on preparation for the state's examination for individuals' obtainment of higher social status (Biggs, 1998; Starr, 2012). This propensity has been the case in Korea (The Association of Korean History Teachers [AKHT], 2010), known as 'education fever' (J. Kim, J. Lee, & S. Lee, 2005, p. 8). Meanwhile, it is known that using the grammar translation method (GTM) in ELT is prevalent in East Asia. The popular Japanese ELT style, 'Yakudoku' mainly uses a 'text-based foreign language instructional methodology … translating the foreign language text into Japanese' (Kojima, 2004, p. 106). The prevailing ELT method in China also shows similarities (Jin, 2007; Wang & Lam, 2009). The reason GTM is well reconciled with the teaching and learning tradition of CHC may be based on some of their shared aims and particularities. The attributes of GTM and the pedagogies in CHC can be summarised and compared in Table 1; whereas the principles of CHC are based on the studies of Littrell (2005), S. Choi et al. (2007), and Wong (2004), and those of GTM are based on Brown (2000) and Larsen-Freeman (2000).

Both pursue the mental development of learners, expect the classes to be teacher-dependent, and teach reading skills with text materials, and the students use memorisation as a strategy. The Korean style of GTM shares some commonalities with these but may not be the same as the original principles of GTM, which will be dealt with again in the discussion section.

In this sense, adoption of CLT in East Asia is an encounter between different academic cultures, between Western values, but with some undefined or misunderstood conceptualisations and Confucian values, but involving some pragmatic or functional aims. Simultaneously, social and political aspects and contextual particularities may be contributing to the ways CLT is implemented. As Beaumont and K. S. Chang (2011) argue, understanding the difficulty of the realisation of the CLT-based curriculum needs

multidimensional comprehension of several contextual factors.

TABLE 1

Comparison Between the Grammar Translation Method and the Pedagogies in Confucian Heritage Culture

	GTM	CHC
Background Philosophy	-	Confucianism
Goal	Mental dexterity, gaining reading proficiency	Building character, finding a truthful ego
Teacher Position	Teacher-centred	Teacher-led
Student Position	Teacher-dependent	Teacher-dependent
Teaching and Learning Focus	Translation of texts, grammatical rules, reading proficiency, focus on forms, disregard of text contents, doing written exercises, no attention to pronunciation, memorisation of vocabulary, declensions, conjugations	Knowledge acquisition from the teacher, using reading materials and the blackboard, book-centred method, concrete-sequential, emphasis on repetition and memorisation, interpersonal relationships, growth of morality

2. CLT Adoption in the National English Curriculum and Teachers' Responses in East Asia

The differing development of Confucianism, specific differences of English language teaching (ELT) policies and several contextual particularities seem to result in either similarities or dissimilarities in CLT implementation in each East Asian country. Understanding of similar or dissimilar phases of CLT implementation in these countries provides the foundations to comprehend the position and status of current Korean CLT.

The Chinese national English curriculum based on CLT was established in the 1990s, to facilitate the open door policy, modernisation, and global exchange (Wang & Lam, 2009). Its objective is to facilitate autonomous, and cooperative learning with strategies, critical thinking and problem-solving (MOE, 2003, cited in Wang & Lam, 2009). Chinese English teachers are required to be educators aiming at students' whole-person development, and recognising students as the centre of learning. However, as CLT has not yet gained wide prevalence, only a small number of teachers in large cities use CLT, while most use the grammar translation method (GTM) focusing on teaching reading and writing (Hu, 2002). The poor implementation of CLT is also caused by large class sizes, teachers' lack of English knowledge and teaching skills in CLT, lack of materials, and textbook-based (Jin, 2007) and test-oriented (Yu, 2001) approaches.

The Japanese state has emphasised CLT implementation in its state schools (MEXT, 2011), and the Curriculum Council has stressed students' and teachers' autonomy in English education (Kojima & Kojima, 2005). However, CLT is used in a narrower scope,

with institutional resistance to adopting CLT for fear of losing a sense of national identity (Nagatomo, 2012). The absence of explicit teacher guidelines, teachers' lack of confidence, and the dissonance between the teachers' traditional roles and the CLT paradigm, also hinder CLT facilitation (Cross, 2005). Teachers are required to have their students achieve high academic scores (Nagatomo, 2012) and the university entrance examinations work as powerful motivators for teaching and learning (Gorsuch, 2000). In addition, textbook-based and teacher-centred approaches, extensive use of mother tongue (Wang, 2008), teachers' lack of qualification in CLT (Yu, 2001), and teachers' misconception of CLT, as TEE (Teaching English in English), or ALM (Audio Lingual Method) (Sakui, 2004; Sato & Keinssasser, 1999), are reported to obstruct CLT realisation.

The goals of the Vietnamese secondary English language curriculum issued by the Ministry of Education and Training (MOET) in 1997 can be summarised as: (a) mutual understanding of other cultures; (b) becoming effective language users; and (c) learner autonomy development (Lap, 2005). Their aim is to enhance students' communicative skills while improving formal linguistic knowledge. Within Confucianism in Vietnam, the teacher is highly respected and students are supposed to learn with a modest attitude (Lap, 2005). The university entrance exam for English, composed of multiple-choice questions mainly evaluating linguistic knowledge (Tran, Griffin, & Nguyen, 2010), results in teachers performing test preparation lessons and using their mother tongue (Van Canh & Barnard, 2009). Thus, Vietnamese students in general use memorisation, and lack learner autonomy (Lap, 2005).

3. CLT Adoption and English Teachers' Practices of CLT in Korea

Korea has activated the CLT approach through several revisions of their national English curriculum. They pursue the learner-centred approach and cooperative learning through group work and task-based learning (Ministry of Education, Science and Technology [MEST], 2008; MOE, 1997), which represents a transformation in the teacher-student relationship and general pedagogies. The latest one focuses on using CLT and increasing students' exposure to spoken English (MEST, 2008) through TEE (B. Lee, 2008). According to Beaumont and K. S. Chang (2011), Korean secondary English teachers tend to perceive CLT as teachers' small talk with the students, students' memorisation of dialogues, retelling stories, taking quizzes, students' oral activities of a behaviouristic nature, and as similar to audio-lingualism. Exam preparation lessons are prevalent in the higher grades, with textbook-based lessons in the lower grades. While just over two thirds of 136 Korean teachers recognised CLT as a desirable approach, 50 reported they used a combined method of the traditional and CLT, 57 mostly used the traditional for the students' correct comprehension of the text's content and acquisition of linguistic

knowledge, and nine used communicative methods. Judging from their conceptualisation of CLT, the nine might be using CLT in limited ways. Meanwhile, Li's (2001) study reveals: (a) teachers' deficiency in spoken English and strategic and sociolinguistic competence, lack of (re)training in CLT, misconceptions about CLT, and little time for developing communicative materials; (b) students' low English proficiency, lack of motivation, and resistance to class participation; (c) large classes, and grammar-based examinations; and (d) inadequacy of CLT itself in the EFL (English as a foreign language) environment and lack of effective and efficient assessment instruments, as factors limiting CLT implementation.

In a study of CLT implementation in Korean state schools, Y. J. Jeon (2010) analyses each of the classes of an in-service-teacher, a pre-service-teacher and a team-teaching class by a Korean English teacher and a native English-speaking teacher. Using COLT (communicative orientation of language teaching) as an analysis tool (Allen, Fröhlich, & Spada, 1984), which consists of a part that describes 'classroom events at the level of episode and activity', and a part that analyses the 'communicative features of verbal exchange between teachers and students and/or students and students' (Flyman-Mattsson, 1999, p. 40), she concludes that in general, (a) communicative interaction between the teacher and students is not active, (b) group work was mainly guided by the teacher's input, (c) the students' English speaking is limited to simple or positive responses, (d) teaching and learning is focussed on language forms, and (e) the lesson is textbook-based, not creative. However, in that Y. J. Jeon analysed a lesson of a teacher who had won a teaching contest for in-service teachers, and a lesson of the winner of a teaching contest for pre-service teachers, the findings may not represent the general implementation of CLT in Korean English classrooms. J. B. Lee and Y. J. Jeon's (2015) comparative analysis of CLT implementation in an English lesson in an elementary school and one in a secondary school, which is also based on COLT, shows that (a) while word level in teaching reading is higher, in teaching speaking it is lower in the secondary class, (b) group work is more active in the elementary class, (c) the lesson is more form-focussed in the secondary class, and (d) English was used during the lesson over 90% in the elementary class, but it was about 15% in the secondary class. However, though both studies used COLT, which is a quantitative approach for practice analysis classifying each activity in seconds or frequency, they could not analyse several cases of English lessons. This seems to be due to the internal limitation of COLT as an analysis tool, which gives the researchers the burden of time and effort needed for analysis. In addition, COLT cannot represent the general flow and coherence of a lesson to the readers. These limitations necessitate the use of qualitative studies. The qualitative approach in this study enabled the researcher to handle four cases in a study conducting comparative analysis, and to disclose more in-depth aspects of different cases of CLT practice in a coherent way, helping the readers imagine the actual educational

situations. It also allowed the researcher to comprehend socio-cultural or individual attributes which work as rationales for participant teachers' ideas and practices. This study, as a necessary attempt, specifically represents the lessons and identifies the reality and the meaning of CLT practice at the micro-level in a qualitative approach.

III. METHOD

1. Participant Demographics and Settings

Participant recruiting was initiated by the researcher emailing English teachers with whom she had worked in state academic senior high schools in Busan Metropolitan City, South Korea. That is, participants were sampled by the researcher's convenience; their practices and ideas which might be shared with English teachers in other metropolitan cities are expected to be observed in the narratives of the teachers in Busan, becoming an academic reference for different readers. Through the emails, they were informed of the summary and academic purpose of the research. The researcher sent emails explaining the research process to the teachers who showed an interest in research participation, with consent forms for their voluntary participation and termination. The participants selected were one male (John) and three females (Mary, Susan, and Lucy). Pseudonyms were used in the study at their request. Every schedule for data gathering was discussed through emails and text messages. The small number of participants might be a limitation to generalising the findings. However, given that the aim of this research is not to establish structured themes for generalisation but to draw out several arguments which reveal the multifaceted essence of the phenomenon of implementation of the CLT-based curriculum, the study size made it possible for the researcher to perform in-depth investigations into the rationales of the teachers' practices or pedagogic decisions. All were in their mid to late forties and had 18 to 26 years of teaching experience in state secondary schools; because over a third of the teachers working in Korean academic high schools are in their 40s (Korean Educational Development Institute [KEDI], 2010), the findings have some possibility of transferability as a qualitative research, though not having a high level of generalisation.

An English teacher typically teaches around 15 to 20 classes of 50 minutes each per week. First- and second-year students are usually taught via state-mandated textbooks but teachers of third graders, who take the Korean Scholastic Aptitude Test (KSAT) for university entrance, often use books produced by the Education Broadcasting Station (EBS); 70 percent of the KSAT are based on the books (Korea Institute for Curriculum and Evaluation [KICE], 2010). The KSAT consists of about 60-70% reading and 30-40%

listening questionnaires, including indirect measuring of speaking competence, with paper and pencil based multiple-choice questions. Reading skills are usually taught during the classes. Each class consists of 30 to 40 students. A 40-inch or larger display screen is equipped in each classroom to show audio-visual materials connected with the teacher's laptop and each school in Busan has an audio-visual room in which computers, electronic blackboards, and beam projectors are installed.

TABLE 2

Demographics of the Participants

Name	Degree	Professional development	Target year observed
Lucy	· B.A. in Eng. education	· Domestic & overseas programmes designed by local MOE, · Study group	3rd grade
John	· B.A. in Eng. education	· Domestic programmes designed by local MOE · Watching education channels	2nd grade
Susan	· B.A. in Eng. education	· Domestic & overseas programmes designed by local MOE	2nd grade
Mary	· B.A. in Eng. education · M.A. in Eng. education uncompleted	· Domestic programmes designed by local MOE, · Rotary club's overseas activity	1st grade

2. Data Collection

For data gathering, interviews, lesson plans, and classroom observations were used. Every teacher participant participated in two interviews, with a one year interval. This enabled the participants to reflect sufficiently on their own teaching practice and professionalism over a year with constant critical self awareness, and the researcher to identify the change or continuity of these. Questionnaires were semi-structured and contained areas of recognition and practice of CLT, preferred teaching approach, primary teaching practices, the amount of spoken English to be used during the lessons—TEE has often been regarded as CLT in Asia, including Korea (Beaumont & K. S. Chang, 2011; Li, 2001; Sakui, 2004; Sato & Keinssasser, 1999), and current CLT classes introduced by the state or local MOE in Korea premise TEE—and teaching materials used daily (e.g., What kind of teaching approach is being delivered and encouraged by the state? What is your preferred teaching approach, and why do you use it? What kinds of activities do you mainly use in your teaching? How much do you use English in your classes? Do you support the TEE policy? What kinds of materials do you usually use and why?). Each interview took approximately 80 minutes and was conducted in the Korean language for the participants' convenience. The interviews were recorded by their consent, and transcribed and translated into English by the researcher. The investigation of a lesson plan

and its authentic teaching situation for each participant was conducted between the interviews; all the plans were designed in English. However, as it was quite a burden for Mary to open her class to others, two sets of her lesson plans were analysed in comparison to each other. For Korean teachers, opening classes to others is regarded as an evaluation (H. S. Choi & D. K. Lee, 2011), so classroom observation is not easy; there is thus a need in Korea to consider how to lead teachers to open up their classes for academic development or practice improvement studies. Lucy, Susan, and John's actual classes and lesson plans were analysed in an integrated way.

3. Data Analysis

Interpreting practices requires a particular type of perspective on intentional human activity. The researcher adopted Kemmis' "reflexive-dialectical perspective" (2009, p. 29) in analysing teaching practice. This perspective regards practices as constituted by both human agency and social action, and accepts both an objective perspective as an observer and a subjective perspective as an insider. Assuming these multidimensional positions, the researcher could gain the richest understanding of teaching practices. Based on this perspective, the researcher noted analytical comments next to each paragraph of the transcriptions, relating the narratives to the research questions. Then, she applied the participants' sociocultural background and the education system to comprehend their pedagogic beliefs and decisions. During this process, she used "self-reflection" (Laverty, 2003, p. 17), taking advantage of her position as an insider sharing Korean culture with the participants. Based on her teaching and learning experiences in Korea and professional experiences as an English teacher in Korean secondary schools, she could interpret explicitly and implicitly produced Confucian-based socio-cultural meanings embedded in the participants' narratives. According to Schatzki's (2002) view of practices, understanding professional practices necessitates the understanding of what might be described as the 'arrangement', meaning the language, actions, people, and networks of social connection. In the process of analysis, the researcher tried to interpret language (words, utterances, symbols, and ideas), actions (activities and instructions used, including materials), and people and their networks (patterns of relationships with students or invisible curriculum designers) in the participants' practices. In addition, the five aspects: (a) individual performance, events, and effects; (b) wider social and material conditions and interactions; (c) intentions, meanings, and values; (d) language, discourse, and traditions; and (e) historical dimensions, including change and evolution in practice (Kemmis & McTaggart, 2000), also formed the focus of the analysis as well as data gathering. At the micro level of analysis, the aspect of COLT was the concern of the researcher's lesson analysis. Thus, she concentrated on the aspects of human organisation,

content and content control, activities, student modality and materials alongside focus on the language use of L1 and L2, kinds and continuity of teacher/student speech and utterance, and reactions. However, her observation and analysis was described in a qualitative way instead of quantifying each activity in tables in the minutes as in the original COLT studies. This enabled the researcher and the readers to comprehend, naturally follow and visualise the general lesson procedures in a time sequence and in a coherent way. After the process of analytical and commentary writing by reflection, participant teachers' narratives formed some common themes to discuss, but individual voices were kept as they were. The sorted data are presented in the following section.

IV. FINDINGS

1. The Teaching Practices of Korean English Teachers in their Classes

1) Lucy

Lucy reported that she is very positive and active in applying CLT, but she was sometimes confused in recognising the ALM or using various materials, or the audio-visual method, as CLT. She tried to make her classes communicative in the introduction of each lesson by applying different materials such as wigs, handmade paper glasses, or objects which can be taken from her surroundings. Moreover, she mentioned that her second- and third-year students were cynical about activity-based lessons and expected KSAT preparation in which underlining some sentences with red pens and highlighters is the main activity. She called this teaching method GTM. She said she used English over 50% of the time during her class, being against using it up to 100%, as it could prevent the students from gaining a prompt understanding and interacting with the teacher in the EFL context, and the students were mostly cynical of TEE. Her teaching was in essence teacher-centred, and focussed on using audio-visual materials. Interestingly in her second interview she reported that her participation in the research gave her a chance to critically reflect on her own practice and professionalism over the year.

Lucy's class, which was observed, targeted third-year male students of mixed level. The aim of her lesson was preparing them for the KSAT, and the specific activities were reading, question-solving, checking answers, and finding clues: among the four participants, only Lucy's statement of aim was clear, though it was not about enhancing the learners' communicative competence. In the warm-up stage, Lucy tried to motivate the learners using a guessing game related to one of the texts, which was about Hamlet. She facilitated the students' free thinking and expression by prompting them with open-ended

questions regarding Hamlet's characteristics and life. When students put forward ideas, Lucy requested that they include some reasons for their ideas. Most of the students responded in Korean, but tried to use English with some words and short phrases. In this way, Lucy tried to realise a communicative class though the lesson was aimed at KSAT preparation. The next steps of asking students to read short articles silently, think about correct answers, and compare these with their partners, took most of the lesson, and the material was selected from a book produced by the EBS; the text for each question was in the form of a complete paragraph of six to ten sentences, and the students were required to read the text and solve the related question (about finding a topic, deducing missing words or phrases, and arranging paragraphs for a logical structure, etc.) within about 80 seconds, which was the format and speed needed in the KSAT for English. This was followed by Lucy's simple comprehension check questions. Though this practice was teacher-led, it was interactive in a cognitive way. The typical GTM activity of translating each sentence which was planned in her lesson plan was removed due to time limitations. Instead, she read each text and summarised the content in Korean. Lucy frequently asked the students about their perception regarding the difficulty of question-solving. In solving the first question, Lucy used both English and Korean while explaining the meaning of new words and grammatical points. When explaining grammar, she used the five types of sentence structure classification, which were introduced into Korean during the Japanese colonial era (D. Jung, 2010). In dealing with the third question, she added her scientific knowledge to help her students' understanding. In solving the eighth question, Lucy added an anecdote, shortened the text content, and led the students to find answers by providing clues. Following Lucy's clues, students answered in English and often gave some simple English responses such as, 'Right now?' or repeated Lucy's short English expressions. That is, though the teaching was content-based within the aim and process of the KSAT preparation, the teacher's speaking in English accounted for most of the spoken words. Students' English speaking or communication in English between the teacher and the students was much limited. Moreover, it seems that teachers' small talk was recognised as CLT by Lucy, as in the Korean teachers' response in Beaumont and K. S. Chang's (2011) study. In general, Lucy was energetic and used a loud voice, clear pronunciation, and easy-to-understand English and Korean explanations, which seemed to help the students understand her speech easily. However, the students had difficulty in producing spoken English compared to their listening and reading.

2) John

John remembered his experiences of applying CLT as a learning-motivating approach which led to his students' positive and active participation, such as in role-playing activities,

but tended to confuse the concept of CLT with that of TEE. However, he suggested KSAT preparation, pressure to complete the textbook, a lack of confidence, and an overload of administrative work, as obstacles to CLT realisation. He stated that he used English about 10% of the time in class, and he thought 40% was appropriate. He thought TEE is inefficient in the current classes teaching mainly reading, and regarded the students' low capacity to understand spoken English and his lack of competence in speaking English as hindrances. John believed that grammar and vocabulary learning are the basis of communication, and he stated he usually used the 'traditional method' or GTM for KSAT preparation. However, his concept of this method involved finding topic sentences and analysing text information and structure, such as finding supporting sentences or examples.

When his lesson was observed, John taught the second-year middle-level achievement class attended by female students. He used a mandated textbook, supplementing it with an activity book, the related CD-ROM and some worksheets. The aims were constructed in a more content-based manner as well as a reading-centred approach. In the warm-up stage, John used the prepared English expressions in his lesson plan, such as 'Now read the explanations carefully and match them to the appropriate jobs.', and 'Read the sentences carefully and choose what the underlined expressions mean in the context.' and the students responded to him with a 'Yes' or 'No'. After leading the students to read aloud the goals of the day's lesson written on the blackboard, he let them listen to the text from the CD-ROM and asked them about future jobs. Following this, the students suggested some English and Korean words. John's teaching was based on having students engage in individual problem-solving activities related to the text, followed by answer checking on the screen with the teacher's guidance. After giving the students some time to read the texts and match the jobs to their descriptions, John summarised the texts in Korean. In order to help the students understand each text, he used some examples related to their routine issues. He often asked questions about content comprehension. He asked the students to guess the meaning of words or sentences in the contexts, to encourage their deduction. In these senses, the teaching and learning process was interactive in a cognitive way between the teacher and the students and between the students and the texts. Then he had the students translate the text sentences, providing the meanings of words and idioms in PowerPoint on the display screen, and emphasised the importance of learning grammar for text comprehension. When using the activity book, John gave the students enough time to solve the questions in the book, and they checked the answers together using the CD-ROM. For the final activity, he provided the students with handouts on filling in the blanks with the vocabulary that they learned. In general, John's English speech was easy for the students to comprehend and he used the text-based approach in a teacher-led way.

3) Susan

Susan was positive about using CLT in that it could enhance students' interest in English learning and lead to their active participation. She stated she uses audio-visual materials and games with TEE for communicative classes. She showed confidence in implementing communicative activities and TEE. She reported that she uses spoken English up to 50-60% of the time for the convenience of teaching reading, but when observed by the supervisors, up to 100%. Her focus on daily lessons was about teaching vocabulary, as she believed that vocabulary learning is essential for students' text reading, as well as KSAT preparation. She added that grammatical knowledge is the basis of all language competence. However, Susan recognised that the 'traditional method', in which a grammar explanation is the main activity, is opposed to CLT, but that she had to use the traditional method in the current situation. She said that when the researcher observed her class, she would try to implement a communicative lesson, though it could be a little different from her usual teaching practices; she thought any open classes should be constructed based on CLT. This reveals her belief that the standard lessons are CLT-based.

When her class was observed, Susan was teaching second grade made up of male students of a mixed level. She used English during the whole time of the lesson. As the aims of the lesson, Susan suggested her students' understanding of content about tea and the use of related vocabulary and relative pronouns. These statements contained the learning process as well as some communicative and linguistic aims, as John's did. In the introduction, Susan asked the students to answer some simple questions to review the previous lesson, and read aloud the day's aims in English to the students using PowerPoint. In the development stage, she had each student find the appropriate tea names by filling in the blanks on the worksheet, but the students had some difficulty in completing the task without background knowledge. Then, she checked the answers with them, using PowerPoint, including some pictures to help learner comprehension. However, as tea name learning took over 15 minutes among the total 50 minutes of a lesson, there was insufficient time to thoroughly cover the other activities suggested in the lesson plan. After this, she led the students to complete a crossword puzzle about some verbs and idioms from the text. Though this was also not an easy task for them, the students helped each other by sharing ideas in pairs. For a warm-up prior to teaching the text, she played a YouTube video clip about tea, and asked the students some comprehension questions. However, given the advanced level of English of the YouTube content, the students were rarely able to answer them. It seems that if this video clip were provided in the introduction of the lesson, the lesson could gain in coherence in general, and lead into the activity of finding appropriate tea names in the development stage. Susan played a CD-ROM in order to enable the students to listen to the text while reading. Then she divided the class of 40

students into three groups and gave some questions for suggesting tea names based on the text, to which each group actively gave answers. However, as a comprehension check of the text was not conducted thoroughly enough together, some of the lower-level students could not participate in this activity. For consolidation, each student performed a controlled composition, using the words and expressions they had learned, and Susan showed the answers on the screen. She wrapped up the class with another worksheet to review the text contents in pair work. In general, Susan's English-speaking was clear and fluent, but the students could not understand her very well, so they often exchanged small talk saying, 'What did she say?' She had difficulty in meeting the students' levels, and seemed to regard the use of a quiz or puzzle and audio-video materials to be CLT, regardless of the coherence between the activities and the lesson flow or aims.

4) Mary

Mary was also positive about her students' communicative interaction with the teacher, in that such interaction contributed to increasing their interest and confidence in English language learning. Her understanding of the learner-centred approach was close to providing what students want, and her concept of CLT in her first interview was similar to that of TEE or ALM, but in her second interview her concept of CLT covered the teaching of all the skills: reading, writing, listening, and speaking. However, she stated that she could not use CLT actively because of the pressure of preparing her students for the KSAT through reading-based teaching and the time needed to perform administrative work. She reported that she had used English for approximately 20% of the class time because of her focus on teaching grammar and the students' KSAT preparation, which mainly requires translation. She believed that, based on her teaching and learning experiences, grammar and vocabulary learning helps enhance the learners' English-speaking competence and becomes the basis of language learning, as Susan and John stated.

As Mary did not open her class to the researcher, two pieces of her lesson plans were analysed instead. The title of the lesson analysed first was 'Six things to remember as high school students'. It was a reading-focussed class, targeting the first-year high-level achievement classes in her first term. The objectives were practical or meaning-focussed, in that the aim was to enable the learners to think and express their own plans for school life at the end. At the beginning of the lesson, Mary used a popular song as an introduction. Then, as a way of motivating the students, she had them draw a mind map; it seems that Mary meant brainstorming. During most of the lesson, she let the students listen to the day's text material with a CD-ROM, solve the comprehension questions in the activity book, and repeat the text content or learn some vocabulary from the text, as teacher-guided individual work. During the while-reading stage, she let the students read and translate

English sentences, focusing on grammatical points, as does GTM. However, by adding pair work for students to share their own ideas on the guidelines of high school life as a post-reading activity, she endeavoured to complement the traditional approach with learner-centred, content-focussed activities. She wrapped up the class using the popular song again. Mary suggested in her interview that the song was connected with the day's teaching content.

In the second term, Mary taught first-year students in the low-level achievement class and one of the lessons was analysed. The lesson was learning about Korean society in English with newspaper materials provided in the textbook. The aims of the lesson were developing the students' reading skills, answering questions to check comprehension, and learning new vocabulary in a textbook-focussed manner; her statement of aims contained the process of learning, not just the aims, as Susan's did. Mary used a popular song as an introduction. In the pre-reading stage, she had the students listen to the day's text using a CD-ROM and answer comprehension questions on the worksheet for learning new words, followed by the learners sharing their ideas about the words' meanings. During the while-reading stage, reading the text and checking comprehension were conducted in a text-based way and with the teacher's guidance. This was complemented with an interactive talk between the students to exchange information from their reading, and she added translation. The post-reading activity with the worksheet consisted of a vocabulary review. Mary wrapped up her class with the students singing the popular song again. In general, though she tended to apply audio-visual materials and student interaction, her two lessons were based on the teacher-guided methods, contained text reading and translation, and did not contain enough of the learners' active knowledge construction. The students' activities or answers were limited to finding out right or defined answers to the questions from the given texts.

Teaching practices of each participant teacher are summarised and compared in Table 3, and this helps readers comprehend several inter-subjective themes which need to be discussed. In the following section, the themes arising from the data and the factors contributing to the construction of the themes are analysed and discussed.

TABLE 3

Summary of the Participant Teachers' Teaching Practice

	Lucy	John	Susan	Mary
Year of the Target Students/ Gender/Level	3rd year, male, mixed level	2nd year, female, middle level	2nd year, male, mixed level	1st year, high-level/ 1st year low level
Aims	KSAT preparation	Content-based aims	Content-based, communicative and linguistic aims	Practical or meaning focussed aims, developing reading skills
Language/ Speech/Utterance	English (50%), loud voice, clear pronunciation, easy-to-understand English and Korean explanation	English (10%); 40% as desirable, lack of competence in English speaking and students' low capacity in English listening, prepared English expressions, easy English	English (50 to 60%); 100% when observed, clear and fluent English speaking	English (20%)
Organisation/ Interaction	Teacher-led, interactive in a cognitive way	Teacher-led, interactive in a cognitive way	Teacher-led, learners' pair and group work, low coherence	Teacher-guided individual work, pair work, text-based
Content	EBS books, grammar, words	Text, grammar, vocabulary	Text, grammar, vocabulary	Text, vocabulary
Material	Audio-visual materials, wigs, handmade paper glasses, objects from surroundings	Mandated textbook, activity book, CD-ROM, worksheets	Audio-visual materials, games, PowerPoint, worksheets, crossword puzzle, YouTube video clip, CD- ROM	Popular song, mind map, CD- ROM, textbook, activity book, newspaper, worksheets
Methods/ Actions/Activities	Test preparation, content-based method, reading articles, summarising text content, question solving, checking answers, finding clues, guessing game, open ended questions, comprehension-checking questions	GTM, KSAT preparation, finding topic sentences, analysing text information and structure, reading-centred approach, content-based manner, individual problem-solving, answer checking on the screen, using examples, comprehension checking, guessing word meanings	Questioning and answering, comprehension - checking questions, controlled composition, reviewing	GTM, opinion exchange, comprehension-checking questions, finding out answers from the given texts, vocabulary review
Conception of CLT	ALM, using various materials, audio-visual method, teacher's small talk	Learning-motivating approach, role-playing activities, TEE	Opposed to GTM, using quizzes or puzzles or audio-video materials	Similar to TEE or ALM, teaching reading, writing, listening and speaking

V. ANALYSIS AND DISCUSSION

1. Narrow and Unestablished Conceptualisation of CLT

1) Positive Attitude to CLT, but Confused Concept of It

All the teacher participants were positive about using CLT and the learner-centred methods, as revealed in the studies of Beaumont and K. S. Chang (2011) and S. Choi (2000). They supported and tried to apply CLT in their own ways not just to conform to the principles of the national curriculum, but to reflect their changed values in their changing society, with a preference for the learner-centred active classroom. However, all the participants' conceptualisation of CLT was often confused with TEE, ALM, using audio-visual materials such as CD-ROM or PowerPoint, as observed in Beaumont and K. S. Chang's (2011) study and the cases of the Japanese teachers (Sakui, 2004; Sato & Keinssasser, 1999), or with not teaching grammar, as revealed by Li (2001), or with role playing or playing simple quizzes with worksheets performed in teacher-led ways or as individual students' tasks - as John and Susan recognised or teachers' small talk as in Lucy's case. These responses were similarly observed in Beamont and K. S. Chang's (2011) study.

2) Unclear Goals and Directions for CLT With Unestablished Conceptualisation of It

All the teachers' statements of the lesson aims, such as enhancing text-summarising competency, developing reading competency and filling in the blanks for checking linguistic grammatical knowledge, did not contain specific communicative goals and even represented learning processes. This fact reflects the unclear aims and directions of the Korean teachers' teaching for CLT. These narrow and unestablished conceptualisations of CLT are one of the factors limiting CLT implementation. This also implies that though CLT has been around for 20 years since the initiation of the CLT-based curriculum in Korea, the state still has not established guidelines for teachers' flexible CLT implementation. Thus, alongside the national discussion on the conceptualisation of CLT and ways for its specific or contextualised implementation, systemic professional development programmes should be organised to help teachers interpret and implement CLT-based lessons in comprehensive ways.

2. Use of GTM With Pedagogic Beliefs and for Test Preparation

All the teacher participants included teaching grammar or using translation in their

lessons. They focussed on language forms and text-based learning, as were the cases in the studies of Y. J. Jeon (2010) and J. B. Lee and Y. J. Jeon (2015). The rationale for this phenomenon seems to stem from several grounds.

1) Belief in the Value of Linguistic Knowledge for Communication

Mary, Susan and John believed that grammar (and vocabulary) knowledge is the basis of communication, which was based on their past English teaching or learning experiences in EFL that had brought a positive influence on their as well as their students' English competence. As Borg (2011) argues, teacher belief is a primary factor for teachers to decide their practices, and such belief is formed by their successful experiences as an English learner or teacher. This implies the significance of the development of appropriate and valid teacher education programmes for both pre-service and in-service teachers in which they establish specific theoretical and practical knowledge frameworks as learners and experience virtual teaching situations.

2) Recognition of GTM as a Traditional Method

In that Susan and John especially named GTM as a traditional method, it seems that the similarities between Korean traditional Confucian pedagogic methods and GTM have contributed to teachers' familiarity with using GTM or teaching language structures during the lesson (Refer to Table 1). That is, teacher-centredness, teaching reading and a focus on using text materials and language forms might be the most common teaching and learning methods for Asians (Jin, 2007; Kojima, 2004; Wang & Lam, 2009) including Koreans, regardless of their effectiveness or learner preferences for the methods. These methods are in the repertoires of practice of the participant teachers, who are in their 40s and so were taught English by their teachers' practice of GTM in Korean English classrooms.

3) Focus on Teaching Reading for Test Preparation

The teachers' use of GTM is connected to their focus on teaching reading with the need to prepare students for the KSAT, as revealed in the data. In particular, the teachers who are teaching the third graders facing the KSAT might be concentrating on teaching how to solve the KSAT questions, like Lucy does, and they seem to choose GTM for their convenience in order to teach several texts within limited time. Test preparation has been reported to be prevalent in China (Jin, 2007; Yu, 2001), Japan (Gorsuch, 2000), Vietnam (Lap, 2005; Van Canh & Barnard, 2009), and Singapore, as well as Korea (Biggs, 1998; Li, 2001; Starr, 2012). In this sense, focus on test preparation is not irrelevant to Confucian

culture or their education system, in which academic success is highly valued, and passing examinations and responding to task requirements are pursued (Volet, 1999). Korea is the country most obsessed with test preparation education in the world, with their great concern for upward social mobility (Seth, 2002). If the high concern of Korean teachers and students on test preparation is not mitigated, active implementation of CLT in Korean English classrooms seems to have a long way to go.

3. Reading-Centred Lessons and Limited Use of TEE

1) Test Preparation Leading to GTM-Based Reading Centredness and Limited TEE

Test preparation lessons and the need for grammar translation led to reading-centred practices. For the third grade students, Lucy performed KSAT questionnaire solving lessons on text readings, while the others conducted textbook-based reading lessons for the first or second graders. This also led to the teacher participants' limited use of TEE. All the teacher participants' idea of the appropriate amount of English use in their current situation was approximately below 50% of a lesson time. All the teachers employed English when explaining each step of the lesson procedures to the students or providing them with clues to assist task completion. This was also meaningful teacher-talk, supporting the students' understanding and participation. However, the students' English speech in information-gap activities, as revealed in Lucy's or Susan's classes, was very simple and short or was conducted in their mother tongue as in John's class. This is in line with one of the findings of Y. J. Jeon's (2010) study. Performing TEE in the reading-focussed classes in Korea seems not to be easy and limited to a simple level. Thus, the current way of implementing TEE may not contribute much to enhancing students' speaking competence as the state expects, though it does to improving their listening.

2) Discord Between the Encouraged Pedagogy and the National Test Form

The difficulty of implementing TEE as well as CLT comes ultimately from the discord between the pedagogy encouraged by the state curriculum and the nationl test form for university entrance. This was also implied in Li's (2001) study, and the studies of other East Asian countries (Tran et al., 2010). Such disagreement leads the teachers to perform test preparation in daily practices, but to present CLT-based lessons when observed or assessed by others. In this sense, if the wash-back effect of the test in their culture or their system cannot be diluted, the national exam should be improved in order to measure communicative competence. This may in turn lead to a change in teachers' practices and the students' needs simultaneously, with the two being reconciled together.

3) Teachers' Lack of Ability in English Speaking and That of Students in English Listening

The low use of TEE may also reside in the teachers' lack of ability in English speaking and the students' low ability in English listening as John mentioned, or speaking as shown in Susan's and Lucy's classes, or resistance to TEE as a hindrance for their immediate understanding of the lesson, as Lucy indicated. These considerations have been similarly observed in Japan (Wang, 2008; Yu, 2001) and Vietnam (Van Canh & Barnard, 2009). Therefore, how and when to apply TEE needs to be re-discussed in EFL countries including Korea, taking into consideration their multidimensional environmental particularities limiting English use.

4. Overload of Administrative Work and Lack of Time for CLT Preparation

As Mary and John reported, an overload of administrative work for the teachers seems to be one of the factors obstructing the teachers' CLT implementation. As this makes up much of the teachers' work in schools, they may not have enough time for lesson preparation and pedagogic development. O'Donoghue's (2007) study shows frequent decision-making meetings in Australian schools hinder the teachers' investment of time in their students and education, and MacDonald, Wiebe, Goslin, Doiron, and MacDonald (2010) suggest that the teachers in Prince Edward Island, Canada, spend more time doing administrative tasks than interacting with students, losing their autonomy. There have also been several studies to mention the correlation between administrative workload and preparation of lessons in Korea (D. Kim, D. Lee, & S. Lee, 2014; K. N. Kim & J. S. Park, 2014). However, despite the recognition of the need to reduce the workload in Korea, administrative support has not yet been put into practice, owing to disagreement among several local government. Funding for staff to take on managerial responsibility in schools (People for Education, 2011) seems to be needed for the development of a cooperative school culture and to secure teachers' time for pedagogic development.

Based on these understandings and discussions of the current implementation of the CLT-based curriculum in Korean secondary schools, some considerations and suggestions in order to support the activation of the curriculum and appropriate pedagogies in their context are provided in the following sections.

VI. CONSIDERATIONS AND SUGGESTIONS

1. Professional Development Programmes for Developing a New Belief System

Most teacher participants emphasised form-focussed instruction and vocabulary learning as a basis for English communication, with their beliefs being established from their teaching or learning experiences. This implies that teachers in their 40s, who have not experienced communicative lessons, may not have established their belief in and concept of appropriate implementation of CLT. Their comprehension or implementation of CLT depends on their professional learning after becoming in-service teachers, so the quality of the professional development programmes is influential in deciding the success or failure of a CLT-based curriculum. Borg (2011) also argues that when teachers recognise their practices are theory-based, they can perform them with assurance and confidence. From the findings, well-designed programmes need to include conceptualising CLT (e.g., all the participant teachers' misunderstandings or confused or narrow ideas of CLT); building appropriate goal statements for communicative lessons (e.g., Lucy's statements of lesson aims which were not communicative, and Susan's which were learning processes); enhancing the teachers' language competence (e.g., John's lack of incompetence and confidence of his English); practising communicative lessons in mixed-level classrooms (e.g., Susan's incompetence to embrace her mixed-level students in classroom participation); organising coherent activities within a lesson (e.g., Susan's not coherent use of activities); balancing teaching the four skills of speaking, listening, reading and writing in communicative ways (e.g., all the participants' focus on teaching reading, and particularly estrangement of speaking and writing); and developing CLT reconciled with the contextual needs. Thus, programmes that involve the improvement of these areas need to be developed by discussion among the curriculum designers, in-service teachers and students. In particular, the programmes for the in-service teachers who are 40s—and who have therefore not experienced communicative lessons as learners—are expected to be effective for the increased implementation of CLT. According to H. O. Kim (2016), Korean graduate school programmes for pre- and in-service English teachers do not sufficiently contain the areas of pedagogical content knowledge, practicum, professional learning and teacher research. Furthermore, the teachers' voluntary and active participation in constant and appropriate professional learning is essential for a change in their cognition and actions —that is, curriculum reform. For instance, organising teacher-led study groups or establishing programmes by the local MOE based on the teachers' requirements can be methods for developing more practical programmes.

2. Consideration of a Culturally and Contextually Appropriate Curriculum in Korea

The ultimate aim of teaching and learning and pedagogic selection is to maximise learning effectiveness. Thus, there is no single perfect pedagogy in ELT, but pedagogies are appropriately chosen or developed based on a consideration of the educational situations. In this sense, the current pedagogies being performed by the Korean English teachers in the study, which include partial TEE, some interactions in cognitive ways between the teacher and students based on text analysis and gist finding, and teacher-led individual, pair, and group work or task completion, combined with GTM, can be interpreted as negotiated pedagogies born out of a consideration of their national curriculum, national exams, students' needs, teachers' beliefs, and local educational culture: Susan's lesson—which was totally based on TEE and non-translation, being intended for an open class to be observed by others—seems rather to have caused the low-level Korean students to misunderstand the lesson; Had her lesson been conducted in the way she usually performed, students' understanding of the lesson would have been better. Thus, despite their statement that they apply GTM, Korean English teachers' teaching practices are more extensive than GTM and are rather interactive in their style. Such practices might be ideal in their context, as pedagogic decisions are the outcomes of the teachers' professional judgement, working and living in their own educational environment. Therefore, the value of their current practice cannot be totally ignored, given that they are not the representation of the expected realisation of CLT.

However, with their non-coherent curriculum, it is difficult for teachers to develop consistent and varied pedagogies for better English education. This is the situation in which the current research was conducted. This is because in this situation, the students' needs cannot help but be limited to test preparation as they move to higher grades, regardless of their pedagogic preferences or learning styles: as Lucy reported, her third year students were cynical about teachers' endeavour for CLT implementation and expected test preparation lessons in which underlining some sentences with red pens and highlighters is the main activity. Therefore, it is necessary to revise the assessment for measuring communicative competence, as it is true that the Korean state, as well as other East Asian countries, could not develop a reliable exam measuring communicative competence. Simultaneously, improvement of the current national English curriculum to allow some negotiated pedagogies reflecting their cultural and contextual particularities should be followed, instead of emphasising a focus on using a particular pedagogy, such as CLT. In a sense, exclusion of such particularities due to an over-focus on CLT is self-estrangement by dichotomisation. Guaranteeing flexibility in pedagogic decisions helps teachers to exert their professionalism with discretion and to have responsibility as professionals, which

ultimately supports the formation and development of their professional identity. When teachers and students are in a situation in which curriculum, exams and pedagogies are reconciled, reflecting their cultural and contextual particularities, teaching and learning processes are expected to be performed in more consistent and comprehensive ways. In addition, teachers can actively endeavour to develop their competence in running communicative classes, if the alleviation of administrative work follows and the appropriate level of TEE is reconsidered.

VII. CONCLUSION

Implementation of CLT in Korean academic senior high schools is not realised in the way the national curriculum and related ELT policies intend. The major obstructions are the teachers' (and the policymakers') narrow or unestablished conceptualisation of CLT, use of GTM for test preparation, teachers' pedagogic beliefs in teaching language forms, reading-centred lessons with limited use of TEE and an overload of administrative work that results in teachers' lack of time for preparing communicative lessons. However, Korean English teachers' positive attitudes towards CLT and their endeavour to implement CLT in negotiated forms through reading-centred lessons in the interaction between teachers and students in cognitive ways, and use of diverse materials and tasks to enhance learner interest in teacher-led ways, imply that CLT is implemented in their own styles. These can be respected for what they are, in that they are endeavours based on the teachers' professional judgement for the development of the best pedagogies for the learners' good in their situation, and for contextually appropriate education.

Based on the understandings of the current implementation of the latest English curriculum in Korean secondary schools, developing appropriate professional development programmes, where the teachers learn the broad concept of CLT and how to practise communicative lessons in a coherent and balanced way, as well as enhancing their own English language competence, is needed in order to realise more communicative classes. Alongside this, the incorporation into the state curriculum of contextually and culturally appropriate pedagogies negotiated between the principles of CLT and their existing pedagogic methods and contextual needs, the improvement of the state exam for the measurement of learners' communicative competence, and support for teachers' administrative work are required. The necessity of these endeavours is not limited to Korean ELT situations, given that China, Japan, Vietnam and many other East Asian countries have faced similar situations since their recent adoption of a CLT-based curriculum. Thus, though this study deals with a small number of teaching samples and has limited participants residing in a particular city, which may obstruct wide generalisation of

the research outcomes, it provides researchers and curriculum designers with meaningful literature for a more effective implementation of the curriculum and development of a culturally and contextually appropriate curriculum. Being guided by the improved curriculum, English teachers in secondary schools will also gain professional confirmation of their pedagogic decisions, such as the use of negotiated pedagogies based on their consideration of the contextual attributes. In addition, similar qualitative studies in Korea and East Asia are also expected to increase the transferability of the outcomes of this study, providing a diverse comprehension of the teaching practices performed in real English classrooms.

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Examples in: English
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Applicable Levels: Secondary

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