

## **Korea's English Education Policy Innovations to Lead the Nation into the Globalized World**

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**Chang, B-M. (2009). Korea's English education policy innovations to lead the nation into the globalized world, *Journal of Pan-Pacific Association of Applied Linguistics*, 13(1 ), 83-97.**

This study is to historically survey the development of English language education policies in Korea to show that English education policies in Korea have developed to cultivate Korean students who are capable in a globalized world. This study has the following purposes: first, this paper surveys the origin of English education from the ending period of Chosun dynasty, and the developmental process through the Japanese Colonial period into the modern national curriculum periods. Second, this study emphasizes the development of English education policy by analyzing the 6th and the 7th national curriculum policies based on the progressive principles of educational philosophy. Based on the 6 progressive principles, this research paper can prove that English education policies in Korea have many traits for progressive orientation, which can play essential evidence for the development of English education policy. Third, this study can reveal the innovations of English education policies from the 1990s after the 6th and 7th national curriculums were reformed to direct English education in Korea appropriate for the globalized world. From the historical survey on the development of English education, we can conclude that the policies of English education in Korea have developed in the direction of cultivating the communicative competence of Korean learners. In the future, English education policies of Korea have to develop in the direction that can lead the communicative and cultural competence of Korean learners. Further, the direction of English education in the future needs to accommodate World Englishes with Korean ,English as one variety of World Englishes.

**Key Words:** the development of English education, the national curriculums, the educational philosophy, progressivism, the communicative competence, the cultural competence, English education policies, world Englishes

### **1 Introduction**

We can learn many things from the historical records in every aspect of human lives and society. The most recent year of 2008 marked the 125th year of systematic English education in Korea. The long history of English education in Korea has had a tremendous impact on the every aspect of Korean society. So a historical survey on the origin and development of English language and language education can play a significant role in giving direction for the future of English education in Korea.

This paper aims to survey historically, the origin and development of English education in Korea, and emphasize the innovations of English education policies in the 1990s when the 6th national curriculum was reformed. The first part of this paper surveys the historical background of English education from the Chosun

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Dynasty Period, from which the origin of English education in Korea started, the Japanese Imperialism Period and to the modern National Curriculum Period. The second part of this paper focuses on the developmental aspects of English education in Korea by analyzing the contents of the 6th and 7th national curricula based on the progressivism in educational philosophy. The characteristics of progressive philosophy will be suggested as theoretical background and the 6th and 7th national curriculum will be analyzed based on 6 progressive principles. From the results of this analysis, this paper can prove that the policy of English education in Korea has developed enough to give the appropriate directions for the future of English education in Korea. Also, this historical research can explain the characteristics of Korea English from the socio-political perspective, which can be connected to the concept of World Englishes.

### **2 Historical Background**

This section surveys three historical periods of English education in Korea. The first period is the Chosun Dynasty, from which we can trace the origin of English education in Korea. The next historical survey is on the Japanese Imperialism Period, and the National Curriculum Period. The history of English education in Korea can be divided into three periods along with the historical accidents and events of Korea. This historical research will explain the origin and characteristics of English education in Korea.

#### **2.1 The Chosun dynasty period**

The English education in the Chosun Dynasty Period can be categorized into two groups by the institutes which delivered English education to Korean people: public institutes and missionary schools.

##### **2.1.1 Public institutes**

English Education in Korea started with the opening of a public institute named Dong Mun Hak(同文學) in 1883. For the dynasty, the end of the 19th century was dynamic for global commercial trades as well as diplomatic relations: the Chosun dynasty opened its door to some Western European countries such as England and Germany as well as the United States of America. The dynasty was in an immediate need for officials who were able to communicate in the native languages of the countries for both commercial transactions and diplomatic purposes (Lee, 1978).

The purpose of this institute was to educate the translators who are the experts in translating and interpreting Korean into many foreign languages. The characteristics of English education in this institute can be summarized as follows:

- 1) the instructors were native-speakers
- 2) the teaching method was Direct Method
- 3) Written English (Reading and Writing) and Spoken English (Listening and Speaking) were taught.

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In 1886, another public institute named Yuk Young Gong Won(育英公院) was established in order to cultivate young talented persons who were well educated to manage tasks necessary in modernized society. Having put a restriction on the selection of the students, the Yuk Young Gong Won's policy on English education was slightly more systematically developed than its predecessor in this way:

- 1) the instructors were Americans and were well qualified
- 2) English courses were intensive courses
- 3) All the teaching materials were written in English
- 4) Direct Method was adopted as a teaching method
- 5) the number of students in this institute were few, so it is rather easy to keep the qualification of English education high. This institute was evaluated genuinely as the first government level of the foreign language institute in seeking to advocate an active understanding of western culture and civilization through the authentic use of English(Chang, 1986).

In 1893, the public foreign language school(官立外國語學校) was established to educate young men who could handle the various tasks necessary to modernize Korea at that time. There were 6 different foreign language departments: i. e., Chinese, English, French, German, Russian, and Japanese. Compared to Yuk Young Gong Won, the public foreign language school followed the social and political movement of Gapokyungiang, and offered its academic opportunities to every citizen possible in Korea. The English education in the public foreign language school pursued the Direct Method, and the curriculum was specified into reading and translation, writing, dictation, and conversation (Lee, 1978). The difference of English education between 育英公院 and 官立外國語學校 is that more students were able to enter 官立外國語學校 because the changes in Korea removed the social status of Korean people. Another difference between two institutes is that there were Korean instructors at 官立外國語學校.

### **2.1.2 Missionary schools**

During the Chosun Dynasty period, another group of institutes had English education. They were the missionary schools in Korea. The most noticeable schools of those days were BaeJae Boys High School(培材學堂), Ewha Girls High School(梨花學堂), Young Men Christian Association, Kyungshin Boys High School, Jungshin Girls High School, and Bawha Girls High School etc. These missionary schools played very important roles in modernizing the Chosun Dynasty not only in English education, but also in every aspects of Korean society.

In their curriculum, Bible readings mostly, English and science were taught. The distinguishable characteristics of these missionary schools compared with the public schools were: first, most teachers were missionaries, not qualified English language teachers, thus they lagged behind in pedagogical qualifications and experiences. The second was that English was not the major means of instruction for English education, so the Direct Method as a teaching method had not been thoroughly facilitated. The main purpose of these schools was to propagate Christianity into Koreans, so many missionaries took the roles of English teachers

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and the Bible was used as the English textbooks (Chang, 1986).

### **2.2 Japanese imperialism period**

Korea suffered in every aspect during the Japanese Imperialism Period, especially in English education retrieved from the Chosun Dynasty period in several aspects. First of all, Korean people had to use Japanese in their personal lives and receive English education in Japanese. Actual English language education in secondary and higher schools was regarded as being degenerative to Japanese Imperialism rule (Chang, 1986). Most Koreans had to learn English through another foreign language. English became one of those foreign languages; not required, but an elective courses in all schools. Most English educators were Japanese and this had a negative impacts to English pronunciation of Korean people. So the grammar-translation method was used as teaching method from Japanese Imperialism period.

Kwon(1995) reports that all of the textbooks for teaching English were written and published in Japanese by Japanese with some educational background from English-speaking countries. The textbook based on the curriculum strictly dealt with grammar and structural explanations.

### **2.3 National curriculum period**

After Korea was liberated from Japanese Imperialism, English education was delivered through a tentative syllabus, and the first national curriculum was established in 1955. So the National Curriculum of Korea can be divided into 10-year terms, the 1950s, the 1960s, the 1970s, and 1980s. And from the 6th National Curriculum period, the curriculum will be surveyed more specifically from the aspects of syllabus designs. This section summarizes the key points of English education during each 10-year term as follows.

#### **2.3.1 The tentative syllabus period**

- Grammar-translation method was adopted as teaching method.
- The Tentative Syllabus Period was to emphasize the ability to understand the cultures of various foreign countries
- English education through Korean language began.

#### **2.3.2 English education of the national curriculum in the 1950s**

- Grammar-translation method was adopted as teaching method.
- The National Curriculum in the 1950s emphasized the ability to understand the cultures of various foreign countries.
- Empirical psychology played a role in developing English textbook.

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### **2.3.3 English education of the national curriculum in the 1960s**

- The National Curriculum in the 1960s emphasized the spoken ability of English
  - Listening and Speaking
- The first emphasis on the ability to introduce Korean culture to other countries.
- The Audio-Lingual Method was adopted as a major teaching methodology.

### **2.3.4 English education of the national curriculum in the 1970s**

- The emphasis of the National Curriculum in the 1970s was on the communicative ability.
- The National Curriculum in the 1970s de-emphasized the grammar-translation method.

### **2.3.5 English education of the national curriculum in the 1980s**

- The emphasis the National Curriculum in the 1980s was on the audio-visual teaching material.
- The emphasis the National Curriculum in the 1980s emphasized English test across four language skills (Listening, Speaking, Reading, Writing).

## **3 English Curriculum Reforms in the 1990s**

A national curriculum is one of the most influential elements in improving language teaching. From the 6th curriculum, Korean English education policies have focused on the development of communicative competence in Korean students. In this curriculum, the English department made various reforms with respect to the previous curricula in Korea. Because of these reforms, the 6th curriculum is called "the innovation of curricula history." (Ministry of Education, 1992a, b)

### **3.1 Innovative characteristics of the 6th and the 7th national curriculums**

The English curriculum of the 6th national curricula marked a revolution in the history of English in Korea, for they adopted a completely new approach to English teaching. In order to teach Korean students to communicate effectively, the 6th and the 7th curriculum made various reforms compared to the previous curriculums in Korea.

#### **3.1.1 The major characteristics of the 6th curriculum reforms**

These are the major characteristics of the 6th national curriculums. (Ministry of Education, 1992a, b).

- 1) A adaptation to Notional-Functional Syllabus

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The most innovative element of the new curriculum was its change from the traditional grammatical syllabus to a type of notional-functional syllabus. The actual goal of the 6th curriculum was to improve the communicative competence of Korean students, instead of only grammatical competence. Therefore the 6th curriculum revises the English education policy and tries many innovations.

### **2) Comprehension before Production**

The 6th national curriculum adopted the principle of "comprehension before production", so the textbooks published on the 6th national curriculum presented listening materials at the beginning of each unit.

### **3) Emphasis on Cultivating Communicative Competence**

The 6th national curriculum emphasized developing communicative competence, which includes the policy for teacher training and retraining to increase the communicative competence of English teachers. Also the College Scholastic Ability Test also emphasized communicative competence.

### **4) Fluency over Accuracy**

Another important change in the new curriculum is the shift from accuracy to fluency, which means that teacher and students be concerned with speedy processing of information through the English language without being inhibited by too much attention on accuracy.

### **3.1.2 The major characteristics of the 7th curriculum reforms**

The 7th national curriculum was renovated on the basis of the following reform principles (Korea Institute of Curriculum and Evaluation, 1997):

- 1) English education for focusing the student-centeredness,
- 2) English Education for cultivating the communicative competence
- 3) English Education for utilizing various activities and tasks
- 4) English Education for fostering logical and creative thinking
- 5) English Education for functioning effectively as a nation in an era of globalization

The most innovative characteristics of the 7th national curriculum can be summarized as follows:

- 1) According to the guiding principles of the general remarks for the curriculums, English curriculum was developed in two parts: a required subject and an elective subject.

English as a required subject applies from the third grade of elementary school through to the first grade of high school. English as an elective subject applies for the second and third grades of high school.

- 2) In the 7th curriculum reform, a proficiency-based language program was introduced. The 7th curriculum adopted a proficiency-based in order to allow students to learn according to their own abilities and interests. The proficiency-based language program consists of three types of programs:

- a) a proficiency-based curriculum in the form of intensive and supplementary program: This applies to elementary schools where students are taught in the same class or grade, but are divided into an intensive or supplementary group according

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to their achievement levels.

b) a proficiency-based curriculum in stages: This applies to the first grade in middle school(Stage5a) through to the first grade in high school (Stage 8b). If students do not accomplish the learning goals at each stage, they can study at the same stage for one time only. If students show differences in their levels of ability within the same stage, a proficiency-based curriculum in the form of intensive and supplementary programs can be applied.

c) a proficiency-based curriculum in the form of elective subjects: This applies to the second and third grades in high school. Students can choose a subject appropriate to their aptitude, interests, future career and level.

3) It intends to foster accuracy and fluency by presenting communicative functions and example sentences. These communicative functions and sample sentences are references for oral communicative activities. As references for written communicative activities, linguistic functions are presented,

### 3.2 Curriculum reforms based on the progressive educational philosophy

The main purpose of this section is to provide some clear evidence for the development of English education in Korea through analyzing Korean national curriculums focusing on the progressivism of the educational philosophy. This study sets up 6 progressive principles as the criteria to evaluate the curriculum reforms, which were systemized through the literature survey on the progressivism of educational value systems. TABLE 1 summarizes the progressive principles from the educational philosophies (Clark, John L.,1987).

Table 1. Progressive Principles for Curriculum Reforms

Progressive Principle	Curriculum Reform Contents
Progressive Principle ①	Focusing on Communicative Activities and Tasks
Progressive Principle ②	Focusing on Language Acquisition Process
Progressive Principle ③	Emphasizing on the Pre-Productive Stage
Progressive Principle ④	Emphasizing on the Process-Oriented Syllabus
Progressive Principle ⑤	Emphasizing on Mastering Learning
Progressive Principle ⑥	Focusing on Individual Differences of Students

The next parts provide the progressive traits of the 6th and 7th curriculum reforms based on 6 principles of progressivism.

#### 3.2.1 Principle ① focusing on communicative activities and tasks

According to the reform principles of the 7th national curriculum(Korea Institute of curriculum and Evaluation, 1997), the reform principles ②,③ emphasized focusing on Communicative activities and tasks like these :

- ② English Education for cultivating the communicative competence.
- ③ English Education for utilizing various activities and tasks.

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The results of analyzing English textbooks published based on the 6th and 7th national curriculums gave clear evidences for focusing on communicative activities and tasks instead of suggesting just grammars and sentence patterns in the previous national curriculums of Korea.

This orientation to focus on communicative activities and tasks can be proved by analyzing the communicative function categories from English textbooks published on the 6th and 7th national curriculums. According to Chang (2001), the communicative function categories of 6th national curriculum include Personal Function (12.5%), Interpersonal Function(25%), Directive Function(14.2%), Information Search Function(44.5%), Creative Function(3.9%). The results show that the communicative function categories for the 6th national curriculum concentrates on the Information Search Function and Interpersonal Function. And the distribution of Creative Function is relatively very low.

According to Chang (2001), the communicative function categories of the 7<sup>th</sup> national Curriculum include Intimate Activities (21.7%), Exchanging Factual Information (25%), Expressing Intellectual Attitude (22.4%), Expressing Emotion (13%), Expressing Moral Attitude (1.4%), Persuading & Suggesting (2.1%), Problem Solving (14%). From analyzing the curriculum contents of the 6th and 7th national curriculums, we can conclude that the national curriculum of Korea adopted the Progressive Principle ①: Focusing on Communicative activities and tasks. This fact can be contrasted with the orientation for the grammar-translation method in the 1st-5th national curriculums in Korea.

### **3.2.2 Principle ② focusing on language acquisition process**

According to the curriculum contents(Ministry of Education, 1992a, b), the 6th national curriculum of Korea adopted the acquisition theory, and divides the language functions into productive skills and receptive skills, which are presented prior to productive skills(Chang, 1995, 2001).

### **3.2.3 Principle ③ emphasizing the pre-productive stage**

According to the curriculum contents (Ministry of Education, 1992a, b), the 6th national curriculum of Korea constituted the curriculum contents based on the students' developmental stages. The 6th national curriculum organizes the learning material according to the students' developmental stages. The acquisition sequence of communicative competence is comprehension-production, so the 6th national curriculum began to emphasize the comprehensible process for beginning level students and productive process for intermediate and advanced level students (Chang, 1995).

### **3.2.4 Principle ④ emphasizing on the process-oriented syllabus**

The 6th and 7th national curriculums adopted the notional-functional syllabus and various syllabus types (Chang, 2001). The 6th national curriculum adopted the

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notional-functional syllabus instead of the grammatical-structural syllabus. Moreover, the 7th national curriculums developed the syllabus types into multi-syllabus model through adopting not only the product-oriented syllabus (grammatical-structural syllabus and notional-functional syllabus), but also the process-oriented syllabus types (procedural syllabus, task-based syllabus). Since the 6th curriculum was adopted, Korean English education policy has focused on the development of communicative competence in Korean students.

Within Korean tradition of English curriculum, the change of syllabus design from the structural-grammatical syllabus into the notional-functional syllabus can be a very innovative event. The 7th curriculum proposes to combine the notional-functional syllabus and grammatical-structural syllabus so that we can compensate for the incompleteness of the syllabus design of the 6th curriculum and foster the communicative competence in a natural environment.

Through analyzing the syllabus designs of 6th and 7th curriculums, it is indicated that the 7th curriculum adopts various syllabus designs- the product-oriented syllabuses (grammatical-structural syllabus, notional-functional syllabus), and the process-oriented syllabuses (procedural syllabus, task-based syllabus). This fact can prove that the curriculum reforms of English education in Korea were very appropriate for the progressive principles for emphasizing the process-oriented syllabus.

### **3.2.5 Principle ⑤ emphasis on mastering learning**

The 7th national curriculum reduced the contents of learning material by 30%. The 7th national curriculum reforms has reduced the contents of learning by 30% compared to the 6th curriculum in order to maintain the levels of learning contents at a reasonable level (Chang, 2001).

### **3.2.6 Principle ⑥ focusing on individual differences of students**

In the 7th national curriculum reforms, a proficiency-based language program was introduced in order to allow students to learn according to their own abilities and interests (Chang, 2001). Also the 7th curriculum reform principles emphasized topics which are appropriate for developmental learning and helpful for intellectual and emotional development and forming a sense of value (Chang, 1999).

Through these innovative characteristics of the 6th and 7th national curriculums, we can conclude that the national curriculums of Korea have developed to cultivate the communicative competence of Korean students based on the progressive principles in order to cultivate English abilities for Korean young students to become capable in a globalized world.

## **4 Korea's English Education Policy Innovations**

Through analyzing the characteristics of the 6th and 7th national curriculums, it can be found that Korea's English education policies have been innovated to cultivate

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the communicative and cultural competences of Korean students who play an important roles as representatives of Korea in a globalized world. Many innovative traits in English education policies can be found after the 6th national curriculum was adopted in Korea, the most distinguishable innovations in Korea's English education after the 1990s can be summarized as: English education in Elementary Schools, Importing Native Speaker Teachers, The College Scholastic Ability Test.

### **4.1 English education in elementary schools**

The most important innovations in the history of English education in Korea is the introduction of the teaching of English as a regular subject into elementary schools in 1997. Before that, English was taught as an extra-curricular activity. After English was introduced as a regular subject in elementary school, English teaching in elementary schools became the people's prime interest.

The one of characteristics of elementary school English is to exclude totally written language in the first year. In the second year, reading is limited to the identification of the letters of alphabet. From the third year of instruction, reading on the word level and writing on the alphabet level and on the short sentence level are taught. Also the vocabulary is strictly controlled. Only 500 words over the course of four years are taught: 100 words each the 3rd and 4th grades, and 150 words each in the 5th and 6th grades. The 16 textbooks for elementary school English were authorized by MOU in 1997. And the textbooks were organized based on the notional-functional syllabus, which was the most distinguishable aspect from the textbooks published from the 1st and 5th national curriculums (Ministry of Education, 1995, 1996)

### **4.2 Importing native speaker teachers**

According to Dusthimer & Gillett (1999), there have been five waves of NS teachers who came to teach English in Korea. The first wave came at the end of the Chosun Dynasty of Christian missionaries who came to Korea in order to proselytizing Koreans and taught English. The second wave were new groups of missionaries who came to Korea after the liberation of the country. The third wave were the Peace Corps volunteers from the US who were assigned to secondary and tertiary education institutions. The fourth wave came at the end of the late 1970s, with a need for English teaching professionals to teach in industry and education. Then in the 1990s, the fifth wave was comprised of the NS teachers who came through the Fulbright English Teaching Assistant Program and MOE's English Program in Korea. In addition to MOE's English Program in Korea, which was designed to supply NS teachers to secondary schools, universities and colleges began to hire NS instructors on their own. These influx of the NS instructors in Korea's secondary school has left a great impact on the general perception of the public and the teachers. Most English students and teachers began to see the importance of communicative competence in their real lives, both in and out of the classroom.

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## **4.3 The college scholastic ability test**

All Korean high school graduates who wish to go to universities are required to take the national College Scholastic Ability Test (CSAT) administered by the government. The purpose of CSAT is 1) to provide valid, reliable and objective data for selecting students into colleges and universities, 2) to contribute to the improvement of the high school education (Korea Institute of Curriculum and Evaluation, 1999, p.22). The real test of CSAT was given in 1993 for the school year of 1994. The CSAT English Section differed from that of the College Entrance Academic Proficiency Test, which had focused on phonological, lexical, and grammatical knowledge. The characteristics of the new test are 1) emphasis on communicative competence, 2) introduction of a listening comprehension test, 3) fluency over accuracy, 4) emphasis on reading comprehension and 5) no paper-and-pencil test on pronunciation or spelling. Among the characteristics of CSAT, the introduction of the listening comprehension test was a historic decision because along the history of Korea's English education, it was the first time for the listening comprehension test to be administered in the national college entrance examination. According to Kwon (2000), the CAST has had a tremendous wash back effect on secondary school English education. After the CAST was introduced, the secondary school English classes shifted their focus from analysis of grammatical structures to reading and listening of gist, main ideas, and inferences. Students began to listen to audio-tapes, and more and more multimedia were utilized in the classroom (Korea Institute of Curriculum and Evaluation, 1999).

## **5 Conclusion**

This study focused on the origin and development of English language and language education through the historical survey on English education in Korea. We can trace the origin of English education from the ending period of the Chosun Dynasty. English education during the ending period of Chosun Dynasty was activated by both the public institutes and Missionary schools. At that time, the main purposes of English education were to educate the translators who are the experts in translating and interpreting Korean into many foreign languages. The history of English education in Korea developed into the national curriculum period through the Japanese Imperialism period. After Korea was liberated from Japanese Imperialism, English education was delivered through the tentative syllabus, and the first national curriculum was established in 1955. So the National Curriculum of Korea can be surveyed through 10-year terms, the 1950s, the 1960s, the 1970s, and 1980s. And from the 6<sup>th</sup> National Curriculum period, this research focuses on analyzing the 6<sup>th</sup> and 7<sup>th</sup> national curriculum on the basis of the progressive educational philosophy, and the innovative traits of those curriculums in order to provide the clear evidences of the development of the national curriculums. As above section suggests that the situation for implementing English education policy has matured and improved from the grammar-oriented education to the communication-oriented education,

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which is the most significant trait in the progressivism of the educational values. Also this study shows up the English education policy innovations after the 6<sup>th</sup> and 7<sup>th</sup> national curriculums were adopted in Korea's English education situation.

If Korea is to function effectively as a nation in the era of globalization, Korean people must be able to communicate effectively in English. In order to participate and contribute to the rapidly changing culture of the 21st century, we need to foster a human force with a good command of English. So it is imperative that we focus on cultivating communicative competence in Korean students. The historical survey on the origin and development of English language and language education can prove that the education of English in Korea started from the ending period of Chosun Dynasty, the history of English education of Korea is more than 100 years old. English education policy has been developed in order to cultivate the communicative competence of Korean EFL learners. From the historical survey on English education of Korea, we can learn that English education policies of Korea have developed to the direction that can cultivate the communicative and cultural competence of Korean learners.

As a final word, some suggestions for new directions of English education for the future can be given. First, new environment for ELT must be taken into consideration in the process of making English education policies in Korea. One of the factors which consists of new environment for ELT is the internationalization of the country. Since 2000, the educational market of Korea has been fully opened to the international community. The other factor is that new technology will change the English education environment. Through satellite TV and internet, internet English through websites and e-mails will be readily available to many Koreans, and cyber school will also provide English materials and courses. Also, the rapid spread of computers and multimedia materials will affect ELT methodology. So we must consider all these technological development in planning English education policies in Korea. Second, we must acknowledge the status of English as an International Language. As the English language is being used as a means of international communication, people regard English not as a second or foreign language but as an international language. So Korea needs to face up the new concept of "World Englishes" or "EIL (English as an International Language)", and practice these new concepts into the classrooms of English education through bidirectional communication (non-native speakers interaction) and cultural identity in bilingual education (Chang, 2008). Further, the progression of English education in the future needs to make use of multimedia, co-teaching with native speaker instructors and intensive retraining of English teachers. Also systematic follow-up studies on the changes and environment are needed to develop English education in Korea appropriate for the globalized world.

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Received: February 26, 2009  
Revised: May 29, 2009  
Accepted: June 2, 2009

## Korea's English Education Policy Innovations to Lead the Nation into the Globalized World

### Appendix A.

#### The comparison of Educational Value Systems

Classical Humanism	
Philosophy	The promotion of generalizable capacities The maintenance and transmission of the knowledge, culture and standards of one generation to another
Syllabus	Subject-centered Content-driven Sequencing of elements of knowledge
Methodology	Transmissive and teacher-directed
Individual Differences	Stream or set pupils is not homogeneous classes in terms of ability or achievement, and whole class as one unit
Assessment	Norm-referenced
Reconstructionism	
Philosophy	Social change through education planned to lead toward certain agreed goals Egalitarian concern for the equal valuing of all citizens Emphasis of the practical relevance of the curriculum to the social goals of the nation
Syllabus	Goal-centered/Ends-means approach Objective behavioral need of the learner Sequencing in terms of part-skills leading to global activities
Methodology	"Good Habit" forming Practices of Part-skills Rehearsal of behavioral goals
Individual Differences	Mastery learning or predetermined pupil contract schemes
Assessment	Criterion-referenced
Progressivism	
Philosophy	The development of the individual as a whole person The promotion of learner responsibility and of a capacity for learning how to learn
Syllabus	Process approach Process-driven Principles of procedure Learners impose own sequence on what is learnt
Methodology	Learner-centered Experiential learning Learning how to learn
Individual Differences	Promotion of individual responsibility so that pupils work at their own levels Negotiation of appropriate assignments
Assessment	Individual evaluation

(Source: Clark, John L.(1987)