



Title of Project:

EFL Teacher Educators in Teaching Methods Courses for Pre-service Teachers: A Critical Analysis of Communicative Approaches

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Project Summary:

Why, even after two decades since mandates for communicative language teaching were established, do English-as-a-foreign-language teachers still find it difficult to employ communicative approaches in their classrooms? Is it a matter of poor training, as teachers have consistently claimed? What do current teacher training programs do to prepare teachers for communicative teaching? This dissertation answers these questions by exploring how teaching methods courses, as part of a Korean pre-service English teacher education program, promotes teaching communication in light of the Ministry of Education (MOE) mandates. The rise of English as a global language has immensely impacted English education across the world and highlighted the need to prepare English learners to be able to *use* the language for authentic communication. As a stated national goal in many countries, educational mandates for teaching communication in K-12 have challenged teachers and language teacher education (LTE) in Korea, as sociocultural theory illustrated. Reflecting that subsequent initiatives in LTE have not yielded expected results, this qualitative case study investigates Korean teacher educators' instructional decisions and practices in teaching pedagogical and linguistic knowledge, while addressing various stakeholders' expectation in their English teaching methods courses. Informed by sociocultural theory for learning and teaching, findings will contribute to understanding current practices in LTE and improving courses so that pre-service teachers do not return to teacher-centered teaching methods such as drills and memorization. I also hope to assist LTE policy and planning to seek ways to reduce discrepancies between mandates and incompatible classrooms.