

Equitable Education Reforms in the Context of Glocalisation

글로벌 시대의 교육 형평성 제고를 위한 교육 개혁

TODAY'S DISCUSSION



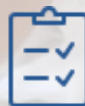
Glocalising World & Equity Issues

글로컬 시대와 교육 형평성 문제



Case Study: Language-in-Education Reforms in South Korea & Hong Kong

한국과 홍콩의 언어교육정책 사례비교



Key Lessons

교육형평성 제고를 위한 개혁 핵심 정리

Glocalising World & Equity Issues

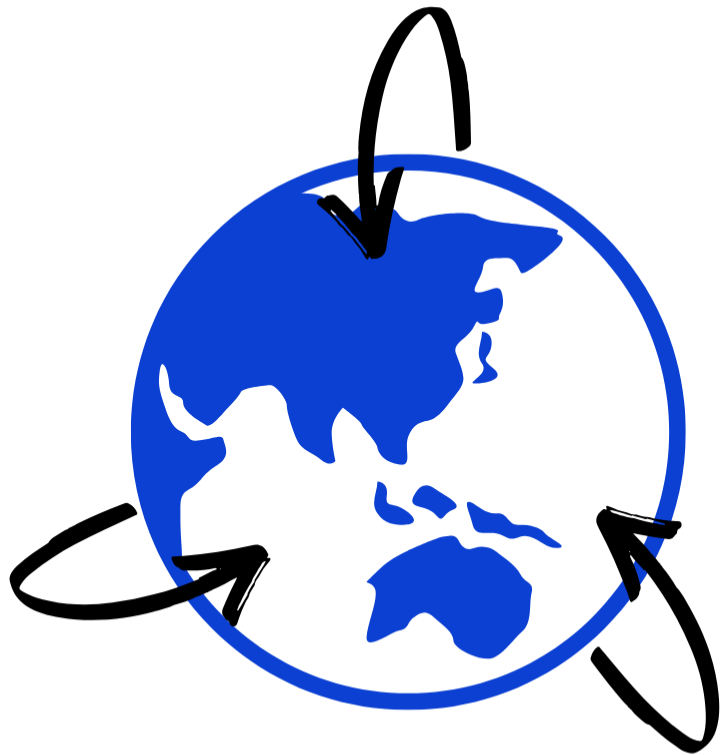


글로벌 시대와 교육 형평성 문제

Glocalisation

= Globalisation + Localisation

- Englishisation 영어사용 보편화
- Public Private Partnerships 민관협력사업



세계화 속 지역화

Englishisation

English for Individual & National Competitiveness

- *English in early year education*
- *Multilingualism*

영어사용의 보편화와
교육형평성

& Equity

- ✓ *More access to English*
- ✗ *Penalisation in outcome, e.g., assessment results, learning & life chances*

접할 기회 vs 성취의 기회

For more details about Englishisation & equity, please see Choi, T.-H. (2016) & Choi, T.-H. (2017)

Public Private Partnership (PPP)

Public Schooling in
Collaboration with the
Private Sector, Brokered by
the Government and
International Organisations

민관협력사업과 형평성

& Equity

- ✓ *Diversification of the curriculum contents*
- ? *Ensured access but outcome? (e.g., quality control)*
- ? *Marginal students' needs vs. profitability*

다양화 vs 질관리 및 소외학생

For more details about PPP & equity, please see Choi, T.-H. (2018a) & Bates, Choi, & Kim (2019)

Support for Teachers

교사への 지원



About support for teachers during a reform and teachers' reform engagement, see Choi (2015; 2017b)

- Higher expectations vs. limited resources (e.g., time)
- New responsibilities within an old system
- Blame culture & a mission drift

새로운 교육방법에 적합한
교사교육 및 교육체제 준비를 통한
소외 계층 간접 지원


ON TEACHER DEVELOPMENT FOR REFORMS



Ambiguity

Conflict

		Low	High
<i>Ambiguity</i>	Low	<i>Informative TD</i> <ul style="list-style-type: none"> Provides factual or theoretical knowledge & trains basic, straightforward skills. (e.g., talks & information-sharing seminars) 	<i>Negotiatory TD</i> <ul style="list-style-type: none"> Focuses on communication, persuasion & negotiation (e.g., open discussion & consultation)
	High	<i>Experiential TD</i> <ul style="list-style-type: none"> Involves interaction, collaboration & reflection assisted by peers & mentors (e.g., workshop, mentoring scheme & peer support group) 	<i>Experiential & Negotiatory TD</i> <ul style="list-style-type: none"> Aims to change attitudes/beliefs & develop complex knowledge & skills (e.g., consultations combined with workshops)



EDUCATIONAL REFORMS AS A SOLUTION?

Global **E**ducation **R**eform **M**ovement

교육개혁 바이러스

교육개혁 ≠ 만병통치약

Change ≠ improvement

An aerial night photograph of a city, likely Seoul, showing a wide river, a bridge, and a complex multi-level highway interchange with light trails from cars. The entire image is overlaid with a semi-transparent blue filter.

Case Study: Language-in-education Reforms in South Korea & Hong Kong

한국과 홍콩의 언어정책 사례 분석

THE REFORM CONTEXT: HONG KONG

For more details about the Hong Kong reform context, please see Choi & Walker (2018)

- **Bi-literacy & Tri-lingualism Policy**
English & Chinese vs. English, Cantonese & Mandarin
- **Medium of Instruction (MOI) Policy**
EMI schools (1/3) & Chinese medium (CMI) schools, with fining-tuning
- **The Colonial Background & the Current Status as a Global City**
English proficiency as crucial, basic social capital

홍콩: 양문삼어 (兩文三語),
조정된 모국어교육정책

THE REFORM CONTEXT: SOUTH KOREA

For more details about the Korean LEP/TEFL context,
please see Chung & Choi (2016) and Choi & Leung (2017)

- Korean vs. English
 - ❑ Korean, the national language (English as the second language?)
 - ❑ TEE since 2001, though the pressure has decreased
- English Fever
 - ❑ 40% of students participate in English tutoring (Statistic Korea, 2018)
 - ❑ Continuous initiatives on English education
 - 2004 English Villages
 - 2010 'TEE' Certification
 - 2014 Absolute Assessment of English for CSAT (수능)
 - 2017 Ban on Extra-curricular Lessons in Kindergartens
 - 2018 Ban on Extra-curricular Lessons in Primary Schools

한국: 영어로 진행되는
영어수업(TEE)과 영어열풍

Cases

분석 사례

Hong Kong: EMI Reform in a University

- ❑ A reform between 2011-2018
- ❑ To improve students' English proficiency, in particular focusing on better performance in The International English Language Testing System (IELTS)

Korea: The TEE policy

- ❑ Certification of in-service teachers
- ❑ Conduct lessons in English promoting students' use of the language

More on the Korean case in Choi (2013); Hong Kong case in <https://www.eduhk.hk/moi>

홍콩 대학의 수업어 교체 vs 한국 TEE 인증제



Reform Features

개혁 개별 및 관계적
특성



Reform Actors

개혁 참여자 개별 및
관계적 특성



Contextual Features

개혁 환경 정비

FACTORS SHAPING REFORM PROCESS AND SUCCESS

교육개혁 영향 변인

Reform Features

1. Reform-specific

개혁의 특성 1. 개별적 특성

Features of the reform as perceived, e.g., relevancy, feasibility

개혁 참여자가 보는 개혁 - 적절성, 수월성 등

TEE in Korea

- ❑ Limited relevance (e.g. EMI cannot meet the needs of high school students)
- ❑ 사회이동성에 필수인 대입에 도움이 안된다는 인식



EMI in HK

- ❑ A degree of relevance (e.g., useful for university's image building)
- ❑ 대학 이미지쇄신에는 유용하다는 인식



Reform Features

2. Relational

개혁의 특성 2. 관계적 특성

The reform should be aligned with others.
타 개혁 및 정책과의 방향 일치 정도

TEE in Korea

- ❑ A series of reforms were aligned with it, e.g., textbook revision, the teacher recruitment test and in-service teacher education
- ❑ 기존 개혁과의 방향성 일치



EMI in HK

- ❑ As a main provider of teacher education, the university should educate students to perform in the Chinese environment as well.
- ❑ 역할 갈등: 주교사교육 기관으로서 중국어 환경 교사교육도 시켜야



Reform Actors

1. Identification

참여자 특성 1. 참여자 바로 알기

All actors should be identified & supported
모든 개혁 참여자를 알고 준비시키기

TEE in Korea

- ❑ Other actors, e.g., the officer who writes circulars to schools, teacher educators and assessors
- ❑ 교사외 다양한 참여자 준비도 문제



EMI in HK

- ❑ The support was initially provided to students only, but instructors also needed support
- ❑ 학생뿐 아니라 교사도 지원필요



Reform Actors

2. Individual Readiness

참여자 특성 2. 개인 준비도

Awareness; knowledge & skills; attitude
개혁의 바른 이해, 지식·기술 숙지, 긍정적 태도

TEE in Korea

- ❑ Insufficient English proficiency or ability to use English for some teachers
- ❑ 모든 교사가 영어로 수업할 준비되기 까지 시간 필요



EMI in HK

- ❑ Some instructors not ready to conduct lessons in easy English easy without simplifying the content too much
- ❑ 쉬운 영어로 대학수준에 맞게 가르치는 기술 필요



Reform Actors

3. Interpersonal Readiness

참여자 특성 3. 협력 준비도

Effective collaborative/communication systems
효과적 협력과 의사소통 시스템 마련

TEE in Korea

- ❑ A task force was formed involving all relevant institutes, e.g., the regional educational office, the assessment centre, & teacher training institutes
- ❑ 유관기관 협조위한 taskforce구성



EMI in HK

- ❑ Regular surveys to understand stakeholders' views and needs & focus group to express concerns
- ❑ 상하 상호 소통위한 장 마련



Contextual Features

1. Reform Culture

환경요인 1. 개혁 문화

Sustainable reform culture (cf. reform fatigue)
지속성 있는 개혁 문화 (개혁 피로감 유의)

TEE in Korea

- ❑ The frequency of reforms leaves little resource to mobilise (e.g., time) and people are less engaged with new reforms
- ❑ 잦은 개혁으로 의욕상실, 개혁피로감



EMI in HK

- ❑ The fact that reforms are planned with long-term time-frame led to high awareness of the policies, and enabled making necessary adjustments
- ❑ 장기적 안목, 높은 개혁 관심도



Contextual Features

2. Reform Specific

환경요인 2. 당해 개혁

Contextual readiness, e.g. resources, educational system (e.g., high stake exams), & history

개혁에 필요한 자원, 교육시스템 정비 (대입 등),
관련된 사회 인식 (영어=신분상승의 열쇠)

TEE in Korea

- ❑ Previous reforms prepared some required aspects ready to adopt the communicative approach
- ❑ 기존 개혁으로 영어수업 자체에 필요한 준비 상당 부분 완료



EMI in HK

- ❑ Willingness to bear the cost, with the traditional role of English as a communicative and mobility tool
- ❑ 영어의 전통적 역할로 - 의사소통과 사회이동도구 - 개혁의 기초 마련



ON REFORMING



Factors Shaping Reform Implementation & Success		Examples
Reform Features	Reform Specific	<ul style="list-style-type: none"> • Relevance, complexity, feasibility, self-containability • Equitable in intended and unintended areas
	Relational	<ul style="list-style-type: none"> • Alignment with other policies, maturity
People	Identification of Actors	<ul style="list-style-type: none"> • Implementers in the specific context (e.g. officers in the regional educational offices, teacher trainers, teachers)
	Individual Readiness	<ul style="list-style-type: none"> • Cognition, attitude, skills
	Interpersonal Readiness	<ul style="list-style-type: none"> • Communication, collaborative system
Contextual Features	Reform-Specific	<ul style="list-style-type: none"> • Resources, legal preparation, educational system readiness, history (e.g., meaning attached to reform elements)
	Reform Culture	<ul style="list-style-type: none"> • Political vs. educational; long-term preparation vs. fast-paced issuance

Key Lessons

성공적 개혁 핵심 체크리스트



DESIGNING AN EDUCATIONAL REFORM

교육형평성 제고를 위한 개혁
핵심 정리

Reform Features

- ☐ The reform makes sense to actors
- ☐ Related reforms send out the same messages

Actors

- ☐ Need to identify all stakeholders
- ☐ Check on individual and systemic readiness, especially vertical communication

Contextual Features

- ☐ Ensure the context supports the reform
- ☐ Build in evaluation and revision of the reform

✓ Check out the equity implications

(개혁 세부 분석 체크리스트 - Choi, 2018b 참조)

PREPARING TEACHERS FOR THE REFORM

교육형평성 제고를 위한
교사 개발 핵심 정리

- ❑ Teachers - Key to success and sustainability of a reform
- ❑ Provide teacher development customised to reforms
- ❑ Help teachers be researchers, especially in terms of equity implications - active role required in dealing with multiple reforms



Equity & A Dynamic
Society Can Be
Reached With
Educational Reforms

교육 형평성 제고 및 역동적
사회를 위한 교육 개혁

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참고 문헌

Thank You!



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