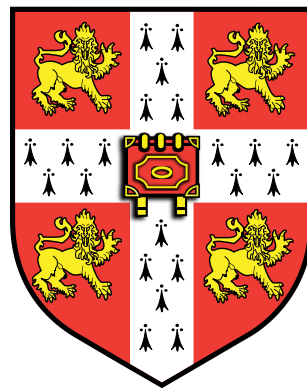# Investigating Global Englishes-oriented teacher development through the lens of transformative learning theory:
A study of South Korean elementary EFL teachers' experiences

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Abstract

The field of Global Englishes (GE) has called for a paradigm shift in English language teaching (ELT) – a move away from standard English-oriented teaching to reflect the diversity, fluidity, and hybridity of English used in the global community. As teachers are important agents of change in the classroom, this call has generated a growing number of studies investigating how to raise teachers' awareness of GE and help them conduct language teaching grounded in the current sociolinguistic reality of English. Despite an increasing number of studies into GE-oriented teacher development, there have been very few empirical studies that have systemically investigated the overarching mechanism of GE-oriented teacher development. By drawing on transformative learning theory, a framework that is widely used to explicate critical learning of adults, this study aims to provide a theorised account of the outcomes, processes, and factors of GE-oriented teacher development.

The study took place in South Korea, where standard language ideology has long been perpetuated in ELT practice, and is based on seven elementary teachers who attended a GE-oriented teacher development programme consisting of a four-day-long workshop introducing GE and its pedagogical implications and a semester-long application of GE-oriented language teaching in their classrooms. Employing semi-structured interviews and reflective writings as primary sources of data and metaphorical drawings, field notes, and video-recorded lessons as supplementary sources, this study explores the participants' experiences of GE-oriented teacher development.

The findings of this study suggest that GE-oriented teacher development consists of three aspects of teacher change: heightened critical awareness of ideology of standard English and the purpose of language teaching (cognitive), increased knowledge and confidence about incorporating GE into one's teaching context (performative), and willingness to resist hegemonic and normative practice of language teaching (conative). However, not all participants demonstrated cognitive, performative, and conative change uniformly. Investigation of individual differences in learning outcomes revealed that participants underwent unique trajectories of GE-oriented teacher development. Drawing on stages of transformative learning, the findings reveal three distinctive trajectories of teacher development: progressive, regressive, and delayed trajectories. By examining factors of each stage of transformative learning, this study further demonstrates that GE-oriented teacher development was influenced by a variety of internal and external factors of the teacher development programme which mediated teacher cognition and emotion. In sum, this study

sheds new light on GE-oriented teacher development from the perspective of transformative learning, providing systemic analysis of possible outcomes, trajectories, and factors of GE-oriented teacher development.

Declaration

This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared in the Preface and specified in the text.

The dissertation is not substantially the same as any that I have submitted, or, is being concurrently submitted for a degree or diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text. I further state that no substantial part of my dissertation has already been submitted, or, is being concurrently submitted for any such degree, diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text.

The dissertation does not exceed the prescribed word limit stipulated by the Degree Committee of the Faculty of Education.

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List of Abbreviations

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ELT: English Language Teaching

EIL: English as an International Language

GE: Global Englishes

GE-TD programme: Global Englishes-oriented Teacher Development Programme

NNS: Non-Native Speaker

NS: Native Speaker

TD programme: Teacher Development programme

TEE: Teaching English in English

TESOL: Teaching English as a second or foreign language

TOEIC: Test of English for International Communication

WE: World Englishes

Chapter 1 Introduction

In this ever-globalising world, English is the most commonly used international contact language (Crystal, 2003). The role of English as a global language can be witnessed in the domains of business, tourism, and academia. Moreover, even by 2003, the number of Non-Native Speakers (NNSs) of English significantly outnumbered that of Native Speakers (NSs) (Crystal, 2003). Although there are a few languages that could also lay claim to being a lingua franca, such as Spanish and French, English is the most 'global' lingua franca in three ways: its use is not constrained to a certain geographical location (Dewey, 2013), the number of NNSs greatly surpasses that of NS (Crystal, 2003), and English is used in not only interactions involving a NS but also as a contact language among NNSs who do not share a first language (Seidlhofer, 2011). The emergence of English as a global contact language has changed and is still changing the sociolinguistic landscape of English.

Despite the increasing diversity and hybridity of English and its users in the global community, there has been little change in the way we teach English language to students (Fang & Ren, 2018). In many countries where English is taught and learnt as a foreign language, English still tends to be taught as the language of privileged countries where English is used as a first language. Many teachers and students tend to powerlessly submit themselves to hegemonic ideologies such as NS supremacy and standard language ideology although these ideologies could be oppressive and disempowering to their NNS identities. South Korea, the country where I first learnt English and taught English to students, is no exception. Throughout teaching materials, pronunciation teaching, and evaluation criteria, American English has been predominantly favoured in South Korean educational contexts. Korean English is often marginalised as 'Konglish', Korean-influenced English, and believed to be unsuitable for global communication due to its 'inappropriate' grammar and 'unintelligible' pronunciation (Park, 2009). The reality of how English is taught and learnt in Korea is not clearly reflected in how English is used and has spread in the global community.

Some might think we need to accept the unequal reality of different varieties of English and NS and NNS of English simply because 'that is just the way it is.' Others might argue that it is overly idealistic or utopian to think that education can change social orders and overhaul the inequality that is rooted in our societies. However, I believe this sort of 'realism' which rejects the notion of education for emancipation "offers docility and compliance with the powers-that-be" (Kemmis, 2006, p. 463). As someone who believes in the power of education as a tool for empowerment, I believe a researcher and teacher could disrupt the status quo and make a small

but meaningful change in the current landscape of English language teaching. I believe one of the most urgent research topics to disrupt the monolingual-oriented practice of language teaching is how teachers could develop critical awareness of English and language teaching and the capacity to make informed actions based on this critical consciousness. Teachers are important agents who can make significant impacts on student learning and potentially start a grassroots movement that could affect the culture of language teaching in South Korea. The important role of language teachers has led me to conduct my PhD research project on critical English language teacher development focused on Global Englishes in the context of South Korea.

This thesis examines how professional development can help English language teachers develop critical awareness of the monolingual bias underlying language teaching practice and encourage them to make agentic choices in the classroom. This opening chapter presents the theoretical background, aims, and contexts of the present research. Section 1.1 presents the changing sociolinguistic landscape of English, which is a backdrop of this study. The section briefly discusses linguistic studies which demonstrate the global use of English and presents several required changes in mainstream English Language Teaching (ELT) practice. In Section 1.2, gaps in previous research on teacher education and development[1] which focuses on the global spread of English are discussed, and it is explained how the present study aims to fill these research gaps. Section 1.3 presents the context of this study by discussing the pervasive ideologies of English in Korean society and the ELT classroom. The section also provides a review of several studies examining Korean teachers' beliefs and attitudes regarding English, indicating the need to raise Korean teachers' critical awareness of normative beliefs about English and language teaching.

1.1 Background to the study

1.1.1 Academic background to the study

Scholarly fields that research the global spread and use of English, such as World Englishes (WE) and English as a Lingua Franca (ELF), have shown remarkable development in recent decades. WE scholarship has demonstrated that diverse postcolonial and localised varieties of English have developed or are developing unique features of their accent, grammar, and

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[1] This thesis uses the term teacher education to refer to pre-service teacher education and the term teacher development for professional development of in-service teachers.

vocabulary, and these features are distinctive from those of English spoken as a mother tongue (B. Kachru, Y. Kachru, & Nelson, 2009). WE researchers have also demonstrated how unique characteristics of a localised variety of English are creative and codifiable, indicating that these features are not simply errors or mistakes made by individual speakers. Based on their research findings, it is argued that localised varieties of English spoken by speakers of English as a second or foreign language should be respected in their own right rather than regarded as merely 'incorrect' English (Seidlhofer, 2011).

While the focus of WE research is certain geographical varieties of English, ELF studies tend to focus on analysing international communication which involves English as the main medium of communication (Galloway & Rose, 2015). The growing body of ELF research has revealed the fluidity and hybridity of English used in interactions involving speakers who do not share a first language. For instance, it was found that NNSs can still competently communicate in English without strictly adhering to linguistic norms of NSs (Cogo & Dewey, 2012). Also, it was discovered that competent NNSs actively make use of effective communication strategies to pre-empt or compensate for the communication breakdown that can result from interlocutors being of different lingua-cultural backgrounds (Cogo & Pitzl, 2016).

Drawing on findings from the fields of WE and ELF, there have been several calls for change in mainstream ELT practice in order to better reflect the global use of English. For example, Matsuda and Friedrich (2011) point out the need to raise students' awareness of the diverse varieties of English used in the global community beyond certain varieties of NS English. Dewey (2012) calls for a post-normative approach to language teaching, suggesting ELT practitioners move away from teaching English as a set of static NS norms and critically reflect on conventional notions of 'accuracy' in ELT. Cogo and Pitzl (2016) highlight the lack of ELT materials addressing the pragmatic strategies required for successful communication, indicating the need to include them in the ELT classroom to help learners' development of effective communication strategies for global communication.

These calls for pedagogic change contributed to the emergence of Global Englishes (GE), which is a scholarship that includes the pedagogical implications of the global use and spread of English for ELT as a core research agenda. Despite growing research activities in the area of GE-oriented language teaching (see Rose & Galloway, 2019), English language teaching still seems to be heavily influenced by standard language ideology and fails to reflect the reality of the use of English in the global community (Fang & Ren, 2018). This indicates GE research has had little impact on how English is taught and learnt in the classroom and demonstrates the need for

more research on the ways to bridge the gap between the theory and practice of GE-oriented language teaching. Whether GE can be incorporated into classroom practice "hinges on the very decision that language teachers themselves make" (Rose & Montakantiwong, 2018, p. 90). Therefore, teacher education and development is an urgent research topic.

1.1.2 Personal background to the study

This study is not only a response to a call in academia, it is also a result of my own transformative journey as a learner, user, and teacher of the English language. By recounting my story of how I became an advocate of inclusion of the diversity and hybridity of English in language teaching after once being an enthusiastic teacher and learner of American English, I aim to demonstrate that this research is a form of "praxis" (Freire, 1972, p. 52) which reflects my commitment to taking informed action based on the critical consciousness that I have developed through my exposure to ELF and WE literature during my postgraduate studies.

My admiration towards American English began when I started learning English in elementary school[2]. At that time, English as a school subject was introduced to Korean students in middle school, but I was able to learn English earlier as I attended a private elementary school which had integrated English language teaching in the school curriculum. Students of my private elementary school were generally from the families of middle and high socioeconomic backgrounds due to the high tuition fees. In this context, I had several classmates who were also learning English outside school and had studied English in the US. They became objects of my envy as their English sounded so 'natural' to me. I tried hard to replicate their General American pronunciation by practising the 'r' sound, which is especially difficult for Korean language speakers. I was interested in English but at the same time, I was not recognised as a 'good' English speaker as I had never studied or used English abroad.

When I went to the middle school, I was one of the very few students in my class who could speak sentences in English while the majority of students who attended state elementary schools were learning the alphabet. Therefore, my English abilities naturally caught the attention of English language teachers at the school, and they openly praised my 'American' pronunciation in front of other students. The teachers even seemed to believe my pronunciation was 'better' than their own and asked me to read words in front of the class for daily vocabulary

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[2] The reason I use the term elementary school rather than primary school in this thesis is that the South Korean education system is largely similar to that of the US – ages 6 to 12 attend elementary school, ages 12 to 15 attend middle school, and ages 15 to 18 attend high school.

tests. The way my English was treated by the teachers naturally made me proud of being able to speak like 'American' speakers, and I started to recognise the societal value attached to the General American accent. My fondness of English led me to apply to attend a foreign language high school where I could intensively practise practical and academic English skills.

Being interested in a career in teaching, more specifically teaching English language, for my undergraduate degree I enrolled in a university specialising in teacher education. In my second year, I decided to take a year off to study English in the US, mainly because of my fondness of American English and culture. Although taking a year off was a 'risky' choice as the government teacher employment exam was becoming increasingly competitive year by year, I was ready to take that risk in order to improve my English and experience a new culture. I attended a private language school in downtown San Diego, California, and during my time there, I became extremely interested in learning American slang and idiomatic expressions that other NNS friends could not use. I liked the fact that I was sometimes mistakenly recognised as a NS of English by Americans and received praise for my Californian pronunciation. By the end of my time studying abroad, I was proud to have developed NS-like proficiency.

When I became an elementary teacher, I continued to enjoy my privilege of speaking 'authentic' American English. Students envied my General American accent and parents saw me as a teacher who can teach 'real' English. Due to my accent, I was even recognised as a teacher who spoke a 'higher' level of English than my South African co-teacher who had learnt English as a mother tongue. Once, my Korean colleague complained about the accent of my South African co-teacher and asked me to instead record English listening materials to be used in her class. I enjoyed the privilege of speaking English like Americans, and I invested more time and effort to learn American idioms and expressions by watching American TV dramas.

The privilege that I received for being a speaker of 'authentic' American English was completely shattered when I moved to the UK to start my MPhil studies at Cambridge. I was shocked when I was unable to understand simple sentences in British English due to my unfamiliarity with the British accent. My sudden change in status as an English speaker caused me to lose confidence in my language abilities, negatively affecting my self-image and delimiting the boundary of my social life. I refrained from going to the supermarket without my British partner because I was afraid of misunderstanding even the simple sentences spoken by the cashier. When communicating with in-laws, I often felt ashamed when asking them to repeat themselves, and I sometimes pretended to understand when in fact I did not.

My loss of privilege and my very first experience of being marginalised as a speaker of English in the UK triggered a critical awakening in me. In search for the reason of the personal 'crisis' that I was experiencing, I became interested in the literature of WE and ELF. After reading Jenkins's (2000) seminal book *The Phonology of English as an International Language*, I was able to grasp the reasons for my struggle, and I critically reflected on the blind faith I once had in American English. Reading *The Handbook of World Englishes* (Kachru et al., 2009), I was surprised to learn the sheer variety of post-colonial and localised varieties of English that exist. Books and articles on WE and ELF led me to dispense with my 'fake' language identity and fully embrace my true identity as a Korean speaker of English. This made me feel more empowered as a NNS of English, care less about the accent of my English, and interested in unfamiliar varieties of English.

This enlightening experience led me to critically reflect on my previous practice of language teaching and the South Korean landscape of English language teaching that reveres the North American variety of English. For the past several years, therefore, this personally transformative experience has shaped my research interests. For my master's thesis, I investigated South Korean elementary students' comprehension of differently accented English. This study drew on a psycholinguistic approach to analyse whether and how exposure to only a certain English accent can hamper students' abilities to comprehend accents of other English varieties. While my master's thesis demonstrated the problematic aspect of American English-oriented language teaching in the South Korean classroom, for my PhD thesis I wanted to conduct research that could make a difference in the local community that I serve. In particular, the idea of providing teachers with an opportunity to undergo a similar transformative journey to mine was extremely appealing to me. I believed conducting a study on professional development, focusing on pedagogical implications of WE and ELF, could suggest a path of critical language teacher development which has rarely been taken in professional development in South Korea.

This section described the academic backdrop of the present study as well as the personal experiences which motivated me to conduct a study on critical language teacher development. The next section discusses the primary aims of this study and the gaps in the research that this study intends to fill.

1.2 Aims of the study

To make ELT classrooms better reflect GE, the need for teacher education and development research has been frequently highlighted (Cogo & Dewey, 2012; Dewey, 2014; Galloway & Rose,

2014; Matsuda, 2009; Matsuda & Friedrich, 2011). As teachers are one of the foremost important agents in implementing a pedagogical innovation in the classroom, it is critical to research effective ways to inform teachers about relevant discussions of GE and to encourage them to think about how to reflect these relevant discussions in their ELT practice. The important role of teacher education and development in GE-oriented language teaching has generated a growing body of research investigating the impacts of ELF, WE, and GE teacher education or development programmes on teachers' beliefs and ELT practice (Blair, 2015; Deniz, Kemaloglu-Er, & Ozkan, 2020; Dewey & Pineda, 2020; Hall, Wicaksono, Liu, Qian, & Xiaoqing, 2013; Prabjandee, 2020; Sifakis & Bayyurt, 2015; Vettorel & Corrizzato, 2016). Although this line of research has demonstrated the possibility of challenging teachers' normative beliefs about language teaching through teacher education or development courses, there is still a lack of a systemic understanding of the outcomes, processes, and factors of teacher change that GE-oriented teacher development promotes. Drawing on transformative learning theory, one of the most widely used theories in the realm of adult education research, this study focuses on what GE-oriented teacher development constitutes, how GE-oriented teacher development proceeds, and what influences GE-oriented teacher development in the professional development context.

First, this study draws on transformative learning theory to systemically examine outcomes of GE-oriented teacher development. Previous studies have shown that GE-oriented teacher education and development could impact teachers in various ways. Examples of reported impacts include changes in teachers' views of linguistic variations (Suzuki, 2011), critical awareness of the monolingual view of language and language teaching (Hall et al., 2013), a reasonably sophisticated understanding of the implications of ELF (Blair, 2017), and in the case of non-native English-speaking teachers, even increased self-confidence as teachers and speakers of English (Sifakis & Bayyurt, 2015). Although these studies demonstrate what GE-oriented teacher development could entail, a systemic discussion of what constitutes GE-oriented teacher development has been lacking. To address this gap in previous research, this study draws on discussions in the field of transformative learning to analyse outcomes of GE-oriented teacher development.

Second, this study aims to investigate trajectories of GE-oriented teacher development. Previous studies have tended to focus on reporting the end-results of a teacher education or development programme, while few studies have delved into the process of how teachers develop critical awareness of English and language teaching. Some studies reported success at challenging teachers' normative beliefs and teaching practice (e.g., Sifakis & Bayyurt, 2015; Vettorel &

Corrizzato, 2016), while some other studies reported only minor impacts of a programme (e.g., Prabjandee, 2020; Suzuki, 2011). However, merely reporting outcomes of different programmes cannot shed light on the general mechanism of how and in what circumstances teachers may develop critical awareness of English and language teaching and put that awareness into practice. Therefore, this study aims to understand the process of GE-oriented teacher development and examine different trajectories of critical language teacher learning. In doing so, this study draws on transformative learning theory, a framework which provides a detailed explanation of how adults become critical thinkers and actors.

Lastly, this study aims to examine a variety of influencing factors of GE-oriented teacher development. Previous studies have reported the possibility of teacher education or development programmes raising teachers' awareness of GE and facilitating positive attitudes towards GE-oriented language teaching. However, there has been a lack of systemic discussion of which factors might facilitate or impede the critical development of language teachers in the context of GE-oriented teacher development. In particular, there is a very limited understanding of how personal and contextual factors might impact the trajectory of GE-oriented teacher development. This study, therefore, intends to analyse a variety of personal and contextual factors as well as programme-internal factors that mediate each stage of GE-oriented teacher development.

In sum, the main aim of the present study is to examine outcomes, processes, and factors of GE-oriented teacher development. The participants of this study are seven Korean elementary school teachers who participated in a GE-oriented teacher development programme (GE-TD programme) I implemented for my PhD project. Of the twelve teachers who attended the workshop, seven teachers participated in the ensuing phase of the GE-TD programme to experiment with GE-oriented language teaching in their classroom for one academic semester. This thesis is based on the seven teachers who completed both the workshop and implementation phases of the teacher development programme, using semi-structured interviews and reflective writings as primary sources of data and metaphorical drawings and classroom observation as supplementary data sources. Adopting transformative learning theory as an analytical framework, this study seeks to provide a theorised account of the mechanism of GE-informed critical language teacher learning in the context of professional development.

The next section provides background information on the problematic aspects of South Korean ELT practice, particularly focusing on the prevalence of standard language ideology. Using

several previous studies on Korean teachers' attitudes about the English language, I set out the context of the present research.

1.3 Standard language ideology in South Korea and ELT classrooms

South Korea's enthusiasm for English language learning is well-known, with some scholars describing it as a "national religion" (Park, 2009, p.1) and "English fever" (Cho, 2017, p. 18). Park (2009) argues this national obsession with English learning is fuelled and sustained by a dominant ideology that proclaims English is "a language one must acquire and secure in order to survive and flourish in the globalizing world" (p. 26). In addition to its role as a survival language, English is used as symbolic capital in higher education and the white-collar job market in Korea. For example, high scores on standardised English exams such as Test of English for International Communication (TOEIC) is often required to graduate from university and enter the white-collar job market (Park, 2009). Even upon entering the job market, white-collar employees continue to be pressured to improve their English competence as English learning is widely recognised as essential professional development, regardless of the applicability of English skills to one's professional role.

The prevalent role of English as a resource for social mobility and a symbol of higher social status has contributed to generating a widespread notion of 'good English' in South Korea (Yoo, 2014). Yoo describes Korean society as "a place where any form of English different from 'good English' is labelled as 'incorrect'" (p.84) and describes the difficulty of eradicating this strong preference for standard English in Korean society. In a similar vein, Park and Bae (2009) also discuss the prevalent hegemonic belief in Korean society that only English spoken in Western English-speaking countries can be regarded as appropriate English for social mobility. Among English spoken in Western English-speaking countries, American English is particularly favoured in South Korea due to its historical ties to the US and the powerful socioeconomic influence of the US (Ahn, 2017).

Such ideologies of English language also reside in ELT classrooms in Korea. Although an updated English curriculum in 2007 revised the stated objectives of English language teaching in Korea to better reflect the status of English as a global lingua franca (Kim & Ko, 2014), there has been insufficient teacher education and training addressing what this change means for language teaching. Therefore, the change in the curriculum's objectives has had little impact on teachers' standard English-oriented mindsets and classroom practice (Sung, 2019).

Several studies reveal Korean language teachers' standard English-oriented mindsets and their normative approaches to language teaching. For example, Korean teachers' general preference of standard English was highlighted in a comparative study by Lee, Lee, and Drajati (2019) on Korean and Indonesian pre-service teacher's attitudes towards English as a global language and its implications for language teaching. They provided questionnaires to 344 Indonesian and 246 Korean pre-service English language teachers in order to examine teachers' attitudes towards varieties of English. The study reported that although Korean participants "acknowledged the existence of non-native varieties of English, they seemed hesitant to include non-native English accents in ELT listening materials," while "the same phenomenon was not observed with the Indonesian group" (p.230). Also, the study reports that Korean teachers demonstrated a lower degree of ownership of their own English accents than Indonesian teacher participants.

In a similar vein, Ahn (2015, 2017) reported Korean teachers' biases against NNS varieties of English. She used questionnaires and semi-structured interviews to investigate the attitudes of 204 English teachers in South Korea, mostly South Korean nationals, towards different varieties of English. In Anh's study (2017), most participants demonstrated a strong preference for American English and described American English as "the most powerful English", "the base English", and "the best English" (p. 76). Ahn theorised that Korean teachers' strong preference for American English comes from the dominance of American English in instructional materials and national assessment provided by the Korean government as well as the political and economic power of US and its strong ties with South Korea. In contrast to the Korean teachers' positive attitudes towards American English, Anh (2015) reported most Korean teacher participants rejected the legitimacy of English varieties from Singapore, India, China, and Japan, describing these NNS varieties of English as incorrect. This study suggests there is a need to raise Korean teachers' awareness of Asian Englishes in order to challenge their linguistic prejudice.

However, there are some studies demonstrating more ambivalent attitudes by Korean teachers towards teaching a non-American variety of English in the classroom. Kim and Ko (2014) conducted a case study of a Korean elementary teacher's perspective towards teaching English as a global language after attending a seminar on the global spread of English. This study reported that in a reflective writing exercise, the participant described having conflicting beliefs – although she displayed a positive attitude towards the concept of teaching English as a global language, she was less positive when discussing its practice. For example, the teacher participant stated that it might not be feasible to teach language variations of English in the classroom due to the sheer number of varieties of English. The teacher also showed a preference

for teaching a native-like accent and American English due to the societal values attached to particular varieties of English in Korea.

Similar findings have been reported by Sung (2019), who surveyed 135 Korean pre-service elementary teachers. In this study, most of the teachers understood the need to expose students to the variety of English used in the global community, but the focus group interviews revealed the teachers had ambivalent attitudes towards doing so. Several teachers in the interviews displayed tensions in their understanding of the importance of teaching a variety of English that is regarded valuable and legitimate in society and the need to reflect the reality of English used in the global context in order to cultivate students' global communicative competence. Sung suggests the teachers' reluctance towards incorporating WE into language teaching might stem from the teachers' own experiences of learning only American English, a lack of inclusion of WE in pre-service teacher education in Korea, and the teachers' limited understanding of how to practically incorporate WE into language teaching.

Despite slight differences in teachers' language attitudes manifested in the above studies, these studies indicate Korean teachers tend to agree that it is somewhat important or practical to teach English using only standard English. However, it is difficult to hold the teachers solely responsible for this because Korean language teachers have been provided few opportunities throughout pre-service and in-service teacher education to extensively learn about WE, ELF, and GE and reflect on pedagogical implications of the global use of English. Without such a learning opportunity, Korean teachers are left with no choice other than to follow and reproduce the status quo of language practice that promotes unequal Englishes. This indicates the importance of researching how to facilitate teachers' understanding of the global use of English and its pedagogical implications in order to help teachers develop the necessary critical attitudes and agency to challenge American English-oriented language teaching practices and hegemonic discourse on NS English that are prevalent in the South Korean ELT classroom. Therefore, the present research on GE-oriented teacher development is especially significant in the Korean context.

1.4 Organisation of the thesis

This chapter discussed the context of this study and problematised standard language ideology, which has long been perpetuated in Korea. I examined previous research on the language ideologies of Korean English language teachers and argued the need to introduce a GE-TD

programme in order to challenge teachers' normative beliefs about language teaching and help them become agents of change to transform hegemonic ELT practice.

The next two chapters, Chapters 2 and 3, provide a literature review of the study. Chapter 2 reviews the literature on GE, GE-oriented language teaching, and GE-oriented language teacher education and development, and I set out two scholarships on the pedagogical implications of global use of English, the research fields of GE and English as an International Language (EIL). Based on the discussion, I justify my choice of using GE as a main terminology in this thesis. The chapter then moves on to a discussion of the main principles of GE-oriented language teaching, with practical examples to clarify what GE promotes as ELT practice. The last section of the chapter provides an extensive review of previous studies conducted on language teachers' attitudes towards GE and GE-oriented teacher education. The chapter concludes with a discussion of insights and gaps of previous research.

Chapter 3 demonstrates the use of transformative learning theory as a theoretical framework that can explain the outcomes and processes of GE-oriented teacher development. Drawing on transformative learning theory, the chapter first discusses definitions of expected outcomes of GE-oriented teacher education. Then, the chapter presents a set of phases of transformative learning that Jack Mezirow (1978), the founder of transformative learning theory, proposed and discusses possible processes of GE-oriented teacher development. By drawing on previous empirical research that used transformative learning theory to investigate teacher learning and professional development, the chapter then examines several factors contributing to the phases of transformative learning.

Chapter 4 introduces the research methodology used in this research. I discuss the rationale of choosing critical theory as a research paradigm and the reason why I adopted critical action research as a research methodology. Then, I move on to explaining the research design, which includes sampling strategies and the procedure of the TD programme that was implemented as an intervention in this study. I also provide details of the methods of data collection and analysis and the measures taken to ensure trustworthiness and ethicality of the research.

Chapters 5, 6, and 7 present the findings of the thesis. Chapter 5 examines the learning outcomes that participants demonstrated while and after taking the TD programme of this research. Referring to the transformative learning perspective of teacher change, I examine whether and how GE-oriented teacher development generates teachers' critical awareness and the capacity to take informed action in the classroom. Chapter 6 analyses three typical

trajectories of GE-oriented teacher development that participants underwent. Drawing on the different stages of transformative learning, three trajectories were identified, and I illustrate these different trajectories of learning based on analysis of three representative cases. Chapter 7 focuses on analysing internal and external factors that mediated each stage of transformative learning experienced by research participants. Various internal and external factors were identified as potential factors to GE-oriented teacher development.

Chapter 8 discusses the research findings in line with previous literature on GE-oriented teacher development and transformative learning. The chapter is organised into three sections, with each section providing answers to one of the three research questions. In this chapter, I attempt to elicit theoretical insight from the finding chapters and generate a well-theorised account of outcomes, trajectories, and factors of GE-oriented teacher development. Chapter 9 suggests implications for future GE-TD programmes and discusses the theoretical contribution of the present research. The thesis concludes by discussing limitations of the study and making recommendations for future research.

Chapter 2 Global Englishes for language teaching

2.1 Introduction

This chapter provides a review of literature on GE and its implications for language teaching and teacher development. Section 2.2 explains my choice of GE as the main terminology to be used in this thesis. Section 2.3 discusses the principles of GE-oriented language teaching and what kinds of changes might be required in the mainstream ELT classroom. Section 2.4 provides an extensive review of empirical research on GE-related language teacher attitudes and teacher education. Section 2.5 identifies insights and gaps in the previous research which inform how the present research is conducted.

2.2 The choice of Global Englishes as an umbrella terminology

As discussed in Chapter 1, the research fields of ELF and WE have revealed the linguistic diversity and hybridity of English used in the global community and demonstrated the need for ELT practice to reflect the changing sociolinguistic landscape of contemporary English. While ELF and WE are linguistic-oriented research fields, GE and EIL embrace research that focuses on the pedagogical implications of ELF and WE. While the focus of EIL is the pedagogical implications of WE (see Matsuda, 2019), GE scholarship embraces both linguistic research on the global spread and use of English as well as research examining the pedagogical implications of ELF and WE (Galloway & Rose, 2015). This section discusses the research orientation and history of GE and EIL and justifies my choice of using GE over EIL as an umbrella terminology to indicate ELF, WE, and EIL in my thesis.

EIL appeared as a field of inquiry before GE, and the field has been majorly developed by scholars affiliated with North American or Australian intuitions (e.g., Marlina, 2017b; Matsuda, 2017; Matsuda & Friedrich, 2011). EIL scholarship is heavily influenced by WE research (see Matsuda, 2019), but it has been often used as a superordinate term to refer to pedagogical implications of research generated in the field of both ELF and WE. EIL research initially focused on the pedagogical implications of WE, for example, how to reflect the diversity of English used in the global community in the ELT classroom, and early EIL research also looked at how to incorporate different varieties of English into language teaching and how to raise students' awareness of the global spread of English (e.g., Matsuda & Friedrich, 2011). More recently, EIL scholars have attempted to conceptualise EIL as a term that incorporates pedagogical

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implications of a wide range of relevant fields of research including ELF, translanguaging, and multilingualism (see Marlina, 2018; McKay, 2018).

Although EIL scholars attempt to embrace pedagogical implications of ELF as one of their research topics, there seems to be a dissonance between the fields of EIL and ELF. Despite the shared endeavours to challenge normative language teaching practice, EIL and ELF scholarships do not dovetail due to the different theoretical roots of the fields of inquiry. EIL sets out to inquire into the pedagogical implications of the emergence of diverse post-colonial and localised varieties of English. Meanwhile, the focus of ELF scholarship is examining the fluidity and hybridity of English used in global communication moment by moment. Due to the differences in the research foci of the fields, there have been some disagreements between EIL and ELF research. For example, an ELF researcher, Ishikawa (2017), stated that the concept of EIL rests on "the false premise of presuming geographically-bounded linguistic systems in global encounters" (p.35), and an EIL researcher, Marlina (2018, p.4), called Ishikawa's claim as a "misconception" of EIL and suggested a critical reassessment of Ishikawa's view.

The use of the term GE was suggested as an alternative to unite the fields of WE, ELF, and EIL (Fang & Widodo, 2019; Galloway & Rose, 2015). As demonstrated in Figure 2.1, GE is conceptualised as an umbrella field of inquiry that integrates not only WE, ELF, and EIL but also relevant pedagogical insights drawn from the latest trends of research on language use, such as translanguaging and multilingualism (Rose & Galloway, 2019). Galloway and Rose (2015) proposed six changes to incorporate GE into ELT practices: 1) increase exposure to how English is used in global interaction and to diverse varieties of English in a global community, 2) teach English as a multilingual practice and raise awareness of the hybridity of English, 3) focus on developing communicative strategies for international communication, 4) raise awareness of English as a global contact language, 5) respect cultural diversity and the fluidity of English, and 6) promote fair teacher employment practices between native and non-native English speaking teachers. Here, the first five items are proposed changes in classroom practice in order to reflect the linguistic and cultural diversity and the hybridity of English used in the global community. The last proposed change is specifically about teacher employment policy.
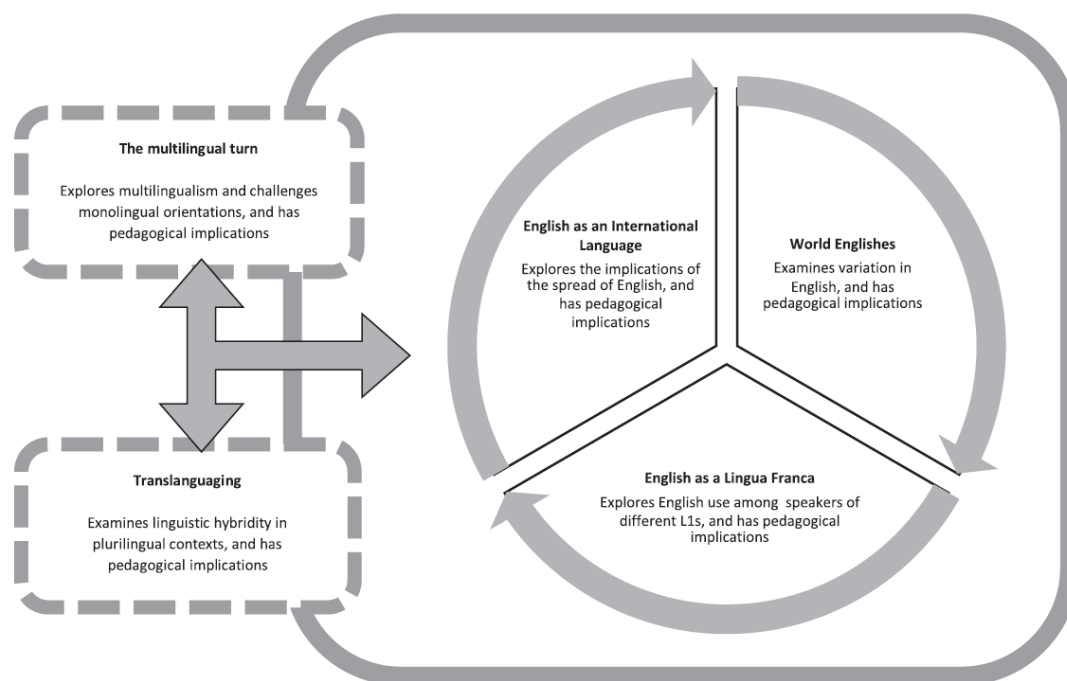
Figure 2.1 Global Englishes as an inclusive paradigm (Rose & Galloway, 2019, p.12)

As demonstrated above, GE and EIL share many commonalities in their advocacy for change in the normative practice of language teaching. This creates a dilemma when choosing which term to use as an inclusive terminology to refer to the pedagogical implications of the global spread of English. After careful consideration, this thesis will use GE for three reasons. First, while EIL tends to focus on pedagogical implications drawn from WE scholarship, GE seems to embrace more diverse relevant research fields (see Rose & Galloway, 2019). Second, some ELF researchers, like Ishikawa, perceive EIL as a concept which draws on nation-bounded varieties of English and see EIL as being incompatible with ELF, which emphasises the fluidity and hybridity of English in global communication. I decided to therefore use GE as a superordinate terminology to indicate ELF, WE, and EIL to overcome the tension between the fields of ELF and EIL. The third and most important reason for this thesis using GE over EIL as an umbrella term is that the field of GE is more compatible with the political orientation of the present study. While GE researchers openly acknowledge the ideological and political nature of GE pedagogy (Cogo & Siqueira, 2017; Fang & Ren, 2018; Rose & Montakantiwong, 2018), EIL researchers seem reluctant to see EIL pedagogy as ideology. For instance, Matsuda (2018), who has made a significant contribution to the development of the EIL paradigm over the last two decades, emphasised that the rationale of EIL pedagogy mainly lies in the pragmatic purpose to prepare students for the messiness of English in the global community. Matsuda denies teaching EIL is "an ideological endeavour" and argues it is mainly about "understanding and accepting the (sociolinguistic) reality (of English) and having our teaching grounded in it" (p.29). The context

of these comments is that Matsuda was defending teaching EIL from criticism that it is "all about being politically correct" (p.24), however, the potential risks of this line of argument should be addressed. This is because overemphasising the pragmatic purpose of teaching EIL could be used as a counter-argument to criticise the pedagogical implications of EIL. For instance, if the main purpose of incorporating sociolinguistic diversity is pragmatism, advocates of standard English ideology would have a strong argument that we should stick to teaching only standard English because it is regarded as the most valuable and practical variety of English for practical purposes such as entrance to higher education or job interviews. If the purpose of teaching English as a fluid, diverse, and hybrid language is all about accepting 'reality', an opponent of EIL pedagogy can also argue we should accept the current reality where the hierarchisation of varieties of English and the fetishization of standard English exist.

In my view, teaching English as a global language serves a purpose beyond preparing our students for the sociolinguistic reality of English in the global community. For me, teaching English as a global language is not only about reflecting the reality of language use but also about empowering students and teachers to liberate themselves from language ideologies that might be oppressive to their language or professional identities. Teaching English as a global language is about demystifying the hegemonic assumptions about English that serve the interests of the powers-that-be, encouraging students to see ownership of English as their own right, and allowing students to embrace their identities as non-native English speakers without guilt or shame. In this regard, my views more comfortably align with GE scholarship which accepts the ideological nature of the pedagogical implications of GE. Thereby this thesis uses GE rather than EIL as a main terminology.

Having said that, other terminologies will be used when necessary. When it comes to referring to specific linguistic aspects or research findings of English used in the global context, ELF or WE will be used, depending on the context. For example, ELF is usually used to refer to English used in global interaction and WE is used to indicate postcolonial or localised varieties of English. Also, when reviewing previous literature, the specific terminology chosen by the researcher will be respected. For example, when discussing previous research that employed the term EIL, I use the term EIL. In this regard, although I generally use GE as an umbrella term in the thesis, EIL, ELF, and WE might be interchangeably used with GE when discussing previous research and literature.

This section discussed my choice of umbrella terminology to embrace various fields of research relevant to the global spread and use of English. The next section illustrates the pedagogical

implications of GE and practical examples to demonstrate the principles of GE-oriented language teaching. In doing so, I provide an overview of ELT practice that GE-oriented teacher development promotes.

2.3 Global Englishes for language teaching

Broadly speaking, there are two rationales of GE-oriented language teaching. The first is to help students achieve the linguistic competence required for using English for global communication. GE-oriented language teaching in this sense is about preparing students for the 'messiness' of English used in the global community. The second aim is to facilitate students' critical understanding of English from a global perspective. GE-oriented language teaching in this sense is more concerned with facilitating an accurate understanding of the sociolinguistic landscape of English and a critical appraisal of the hegemonic language ideologies attached to the English language. This section explains GE-oriented language teaching under these two broad categories and provides examples of relevant classroom activities. In doing so, this section demonstrates what changes in classroom practice GE-oriented teacher development aims to promote.

2.3.1 GE-oriented language teaching for pragmatic purposes

Increasing exposure to diverse varieties of English

Given that the majority of teaching materials are based on either American or British English, students in the ELT classroom tend to be exposed to only the varieties of English used in certain Western English-speaking countries. Students do not usually have opportunities to familiarise themselves with other varieties of English that are used in the global community. Yet, the lack of exposure to diverse varieties of English can be problematic because it fails to address the need for our students who learn English to communicate in the global community. Considering that students use English to communicate not only with American or British speakers but also speakers from other linguistic backgrounds, there is a strong argument that students should experience the English of speakers from diverse linguistic backgrounds in the classroom.

In this regard, GE-oriented teaching supports the introduction of more diverse varieties of English into ELT curricula and materials so that students can be adequately prepared for the reality of how English is used in the global community. In particular, increasing exposure to diverse varieties of English can help students increase their familiarity with diverse accents of English. This is important because the listener's familiarity with a certain English accent can

greatly enhance the listener's ability to comprehend speech in that accent (Choi, 2013). Accent familiarity is also an important issue because it could provoke positive attitudes towards speech with those accents (Winke & Gass, 2013). Therefore, it could be important for students to familiarise themselves with as many varieties of English as possible, or at least several varieties of English that they are most likely to encounter in the future.

Some practical suggestions have been made about how to increase exposure to diverse varieties of English. First, teachers could implicitly teach the diversity of English by using listening materials recorded in diverse varieties of English. Galloway and Rose (2014) suggested the use of listening journals recorded by speakers of various varieties of English. In their study, 108 Japanese university students were asked to listen to listening journals in their chosen varieties of English. The findings indicate that the activity helped increase students' familiarity with diverse varieties of English to some extent. Another method could be for teachers to explicitly teach the diversity of English and the different characteristics of various varieties of English. Sung (2015) suggests classroom activities that can raise students' awareness of phonological differences among different varieties of English and increase students' sensitivity to different English accents.

While early GE research focused on the pedagogical implications of WE and how to incorporate diverse varieties of English into the classroom, more recent research has tended to focus on pedagogical implications of ELF, a field which addresses the hybridity and fluidity of English used in global communication. The next sub-section looks at possible ways of incorporating the pedagogical implications of ELF into language teaching.

Teaching fluidity and hybridity of English in global communication

In many ELT classrooms, English tends to be taught as a set of linguistic norms and codes as if mastery of these prescribed language norms can guarantee successful international communication. However, as ELF researchers demonstrate, English used in global communication frequently deviates from NS English norms and shows hybrid features of the first language of interlocutors (Cogo & Dewey, 2012). Also, speakers of global communication often make use of communication strategies to pre-empt or compensate misunderstandings caused by the different lingua-cultural backgrounds of the speakers involved (Cogo & Pitzl, 2016). Adopting a GE perspective in the classroom means reflecting this fluidity and hybridity of English used in global communication and moving away from a heavily normative orientation of teaching English.

GE-oriented language teaching proposes that exposure to authentic ELF communication can teach students how speakers effectively construct mutual understanding despite differences in lingua-cultural backgrounds. It also states the importance of learners acquiring a variety of communication strategies that enables them to effectively negotiate meaning and build rapport with interlocutors. To support this, teachers could teach students accommodation strategies involving adjusting speech to that of the interlocutor in order to enhance intelligibility and build rapport (Jenkins, 2000). Teachers can also teach how to use paraphrasing and repetition to signal non-understanding in global communication and pre-empt communication breakdown (Cogo & Pitzl, 2016).

Concrete suggestions of how to incorporate the above ideas into the classroom have also been proposed. For example, Cogo and Pitzl (2016), who researched the use of pragmatic strategies to pre-empt misunderstanding in international communication, suggest a classroom activity analysing an excerpt of authentic communication can raise students' awareness of effective pragmatic strategies. They propose such a task can inform students how to use pragmatic strategies to negotiate meaning, indicate non-understanding, and prevent communicative problems. Furthermore, Kohn and Hoffstaedter (2017) suggest teachers provide students with the opportunity to communicate with peer students from another lingua-cultural background by using online technology such as online chatting, email exchange, or real-time video calls. They investigated the impacts of telecollaboration in English between classrooms in four European countries and reported a positive impact on students' oral and written ELF communication in the online space. The findings report that the participants showed enhanced abilities to collaboratively repair communication breakdown, construct mutual understanding, and flexibly adapt their English to the communicative situation.

So far, I have demonstrated how GE-oriented language teaching could be introduced in order to enhance students' language skills required for using English for global communication. The next section introduces GE-oriented language teaching as language pedagogy that promotes inclusive mindsets and critical language awareness.

2.3.2 GE-oriented language teaching for awareness-raising

Increasing knowledge of the global spread of English

Although a wide range of post-colonial and localised varieties of English indicates the global spread of English, this changing landscape of English does not tend to be well-reflected in mainstream English language teaching practice. However, there is a need for students to be aware of the reality of how English has spread and is used in a global community as well as the diverse linguistic and cultural backgrounds their future interlocutors might have.

Teachers can raise students' awareness of macro aspects of GE, for example telling them about the number of native and non-native speakers of English in the global context and countries where English is used as a first, second, or foreign language. Students can also learn about micro aspects of GE such as a specific variety of English used as a second or foreign language or distinctive features of English loan words used in their local context (Matsuda & Duran, 2012). However, macro and micro perspectives do not need to be taught separately and could be taught together. For example, Galloway and Rose (2018) demonstrate how macro and micro perspectives of GE can be taught together in a GE-oriented university module. The module's main contents included the history of the global spread of English, Kachru's three circles of English-speaking countries, and characteristics of English in different countries and institutional contexts. At the end of the course, students were given a presentation task to research a specific variety of English of their choosing and present research findings to peer students. Galloway and Rose reported the module helped to increase students' awareness of the diversity of English and their positive attitudes towards non-native varieties of English. As demonstrated in this study, cultivating explicit knowledge about the global spread of English could help students become English speakers that respect the diversity of English used in a global community.

GE-oriented language teaching is not only about developing learners' understanding of the contemporary use of English as a global language; it is also about promoting students' critical perspectives towards the English language constructed in our society (Dewey, 2012; Rose & Galloway, 2019). The next section demonstrates how GE-oriented language teaching promotes the development of critical language awareness.

Raising critical awareness of monolingual ideologies

Although GE scholarship has challenged standard language ideology and native speaker supremacy, an unequal depiction of native and non-native English speakers persists in our society. The ELT classroom is heavily affected by the dominant language ideologies in a society and is a space where inequality between native and non-native speakers is reproduced and stereotypes of varieties of English are solidified. In this regard, GE-oriented language teaching promotes students' autonomous and critical understanding of dominant language ideologies that have been taken for granted such as native-speakerism, monolingualism, and linguistic prescriptivism and purism (Cogo & Siqueira, 2017).

Some concrete suggestions have been made on how to promote critical perspectives towards dominant language ideologies in the classroom. For example, Fang and Ren (2018) demonstrate how to promote students' critical understanding of language ideologies through a GE-oriented undergraduate module they implemented at a Chinese university. The course dealt with different varieties of English, language ideologies, and issues related to the global spread of English concerning ELT. Students were encouraged to actively participate in peer discussion on contentious issues relating to GE and conduct reflective writing to critically interrogate their beliefs and attitudes towards English. Fang and Ren reported that although most participants initially exhibited an idealised notion of standard English, the participants were able to embrace the diversity of English towards the end of the programme. A similar suggestion was also made by Galloway and Rose (2018) who introduced an innovative task which encouraged students to critically reflect on monolingual assumptions about English. 108 Japanese university students were asked to critically reflect on the legitimacy of the Speak Good English Movement campaign which encourages Singaporeans to use the standard form of English rather than their local variety of English. Galloway and Rose reported that the task helped participants develop critical perspectives towards standard language ideology and raised awareness of unequal powers being assigned to different varieties of English.

In this section, I have discussed the four core principles of GE-oriented language teaching. GE-oriented language teaching demonstrates the need to bring change into the way English is taught not only to better reflect the sociolinguistic landscape of English but also to transform the ELT classroom into a place which promotes critical perspectives towards hegemonic language ideologies. In order to make a change in the classroom practice, more studies on GE-oriented teacher education and development need to be conducted to discover effective ways to

inform teachers about GE and its pedagogic implications. The next section provides a review of previous research on GE-oriented teacher education and development.

2.4 Teachers' perspectives on Global Englishes

Raising teachers' awareness of GE and its pedagogical implications has been discussed as an important research topic in the field of GE because the implementation of any pedagogical innovations, including GE-oriented teaching, requires teachers' consensus and training (Galloway & Numajiri, 2019; Rose & Montakantiwong, 2018;). There have been two approaches to researching teachers' perspectives on GE-oriented language teaching. Some researchers have conducted descriptive studies that focus on portraying teachers' attitudes towards GE-oriented language teaching. Other researchers have taken an interventionist approach and examined whether and how a teacher education or development programme they implemented changed teachers' attitudes about language and language teaching. In this section, I review key research in these two areas and discuss research insights and gaps that inform the present study.

2.4.1 Teachers' attitudes towards GE

Several studies, especially those conducted in the earlier phase of research on teachers' perspectives towards GE, have discovered strong preferences by teachers for using standard English in language teaching and reservations towards incorporating the diversity of English into language teaching. For example, Sifakis and Sougari (2005), who surveyed 421 Greek EFL teachers' attitudes about English pronunciation and pronunciation teaching, reported that most participants demonstrated strictly norm-bound perspectives towards pronunciation teaching. Young and Walsh (2010) used surveys and focus-group interviews to examine 26 non-native English teachers' attitudes about pedagogical varieties of English and reported that most participants responded that it is important to teach English with standard English.

Both studies suggest that teachers' strong preferences for standard English might have been influenced by their perceived role of language teachers and how standard English is valued and treated in their local context. Sifakis and Sougari (2005) reported that although most teacher participants understood that a native-like English accent is not an important factor of communication success, the participants believed in the importance of teaching standard English pronunciation because they saw themselves as custodians of the English language in the classroom. This study further suggests that Greek teachers receive social pressure to teach the most 'valuable' and 'correct' variety of English due to the prevalent standard language ideology

in Greek society. In a similar vein, Young and Walsh (2010) reported that most teacher participants' strong preference of American English came from their belief in the pragmatic importance of American English. Most participants reported that American English is widely regarded as the most valuable and practical variety of English used for job interviews and English exams in their local contexts. For this reason, when participants were introduced to the concept of ELF-oriented language teaching, most participants did not see it as practical even if they found it interesting and attractive. These studies demonstrate that a teacher's decision whether to adopt a GE perspective in their classroom practice might not be solely based on their personal attitudes towards GE and its pedagogical implications, it might also come from the demands of their learners and their local contexts.

Other studies demonstrate more mixed and ambivalent attitudes of teachers towards GE and its pedagogical implications. For example, Dewey (2012) conducted questionnaires with experienced language teachers enrolled in a British university postgraduate course and reported that the teachers gave mixed responses to the pedagogical implications of ELF. According to Dewey, most of the participants positively appraised ELF at the conceptual level, but their responses varied when it came to the pedagogical relevance of ELF. While some teachers stated that ELF research findings have implications for how they teach language, others mentioned that teaching from an ELF perspective is too idealistic and impractical because of the strong adherence to standard language ideology in their local contexts. In a similar vein, Jenkins (2005), who interviewed eight non-native English teachers regarding their beliefs about teaching pronunciation, indicated ambivalence in the language teachers' attitudes towards their local variety of English being used as a model for pronunciation teaching. While most participants demonstrated positive attitudes towards teaching pronunciation based on their local English, some participants showed reluctance because teaching local English pronunciation was personally undesirable or professionally impractical. The study suggests teachers' varying attitudes towards pronunciation teaching might come from differences in teachers' previous experiences with their own English accent.

Furthermore, the above two studies demonstrate that a teacher can hold multiple conflicting beliefs about GE and its pedagogical implications. Dewey (2012) reported some contradictions in teachers' reported attitudes towards ELF-oriented language teaching and their actual error correction practice. When participants were asked to evaluate a list of sentences that had been selected from ELF corpora, one teacher who showed more willingness to teach from an ELF perspective took a more normative approach to error correction compared to another teacher who exhibited more resistance towards ELF-oriented teaching and used comprehensibility of

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the sentence as an important criterion. This study indicates that what teachers report they would do can contradict what they might actually do in the classroom. In a similar vein, Jenkins (2005) reported that although participants agreed that local English accents could be appropriate pedagogical models, they tacitly referred to NNS accents as 'incorrect' pronunciation during the interview. Based on this observation, Jenkins suggests that even teachers who seemingly have respectful attitudes towards local varieties of English can inadvertently marginalise NNS English. That is, what teachers say they believe about language might not accurately represent what they unconsciously think about language.

More recent studies show relatively more positive appraisals of GE-oriented language teaching by teachers. For example, Cogo and Siqueira (2017) conducted group interviews to seven pre-service teachers and ten in-service English language teachers in Brazil and reported that both groups of teachers generally showed a more positive orientation towards ELF and its pedagogical implications than reported in previous studies on teachers' attitudes towards GE. One of the interesting things they found is that the teachers favoured ELF-oriented language teaching not only because it reflects the sociolinguistic reality of English but also because it promotes open-mindedness and equality among English speakers from diverse lingua-cultural backgrounds. In a similar vein, Galloway and Numajiri (2020), who conducted questionnaires and interviews with pre- and in-service language teachers enrolled in a master's TESOL programme at a British university, reported teachers had positive attitudes towards proposals of GE-oriented language teaching. They reported that most participants showed curiosity towards GE and acknowledged the importance of adopting a GE stance in classroom practice.

However, the above studies also highlight teachers' concerns about practical challenges of GE-oriented language teaching. For example, participants of Cogo and Siqueira (2017) reported potential barriers to implementing GE-oriented language teaching in their contexts. They raised their students' strong preference for NS English, the difficulty of integrating an ELF perspective in grammar teaching, and a lack of instructional materials tailored to ELF-oriented language teaching. In a similar vein, the participants of Galloway and Numajiri (2020) displayed concerns about the lack of clear guidelines for how to incorporate GE into language teaching, the requirements of standard English-oriented language assessments, and the lack of instructional materials. The studies suggest that teachers might not be ready to implement GE-oriented language teaching in the classrooms until they are provided with clear guidelines of how to overcome these barriers.

The literature reviewed in this sub-section reveals that although there seems to have been an increase over time in teachers' positive attitudes towards the pedagogical implications of GE, most of the teachers involved in the above studies were reluctant to implement changes to reflect GE in the classroom. In order to discuss effective ways to facilitate change in teachers' beliefs and practice, the next section reviews previous research on GE-oriented teacher education and development which have attempted to challenge teachers' normative beliefs about language and language teaching

2.4.2 GE and language teacher education and development

This sub-section reviews previous studies examining the impacts of pre-service teacher education and in-service professional development that were designed to raise teachers' awareness of GE and its pedagogical implications. Depending on the characteristics of the teacher education or development programme, previous research can be categorised into three types. The first type investigated impacts of programmes that mainly aimed to raise teachers' sociolinguistic awareness of English as a global language. The second type involves programmes that took a more balanced approach to introducing sociolinguistic aspects of GE and its implications for ELT. The third type, which the present research belongs to, investigated the impacts of programmes that included theoretical learning as well as experiential learning of GE-oriented language teaching.

Teacher education and development introducing GE and the sociolinguistic reality of English

Some studies examined the impacts of teacher education programmes focusing on raising teachers' awareness of the sociolinguistic reality of English used in the global community. They tended to report that teachers who took such programmes demonstrated heightened sociolinguistic awareness of English used in the global community but were still reluctant to adopt a GE stance in language teaching. For example, Suzuki (2011), who conducted a case study of three Japanese pre-service teachers taking a 12 week-long university module on the sociolinguistic diversity of English as a global language, reported teachers' reluctance to adopt an ELF approach in language teaching. Drawing on interview data and written feedback, Suzuki reported that although acquiring theoretical knowledge of the sociolinguistic diversity of English helped raise teachers' sociolinguistic awareness, the teachers still seemed to strongly adhere to their initial beliefs in the superiority of standard English and showed reluctance to advocate diverse varieties of English in the classroom. Suzuki suggests that the lack of success in challenging teachers' pedagogical beliefs might be due to the theory-driven nature of the

module which did not enable teachers to reflect on pedagogical implications, as well as the relatively short duration of the module.

Similarly, a study by Prabjandee (2020) reported minimal changes in teachers' attitudes towards GE-oriented language teaching after a 16-hour workshop focused on GE. Prabjandee reported that although most participants positively appraised the workshop, there were minimal changes in the results of attitudinal questionnaires conducted before and after the workshop. Although Prabjandee did not delve into the possible reasons for the lack of change in the teachers' attitudes towards GE-oriented language teaching, this may have been a result of the workshop giving insufficient attention to pedagogical implications of GE. Similar to Suzuki's (2011) theory-driven module, the workshop implemented in Prabjandee's study was largely oriented towards raising teachers' awareness of GE rather than facilitating reflection on what GE means for language teaching. The main activities included in Prabjandee's workshop was listening to a lecture on the history of English, a listening activity which involved different varieties of English, and analysing a specific variety of English. While these activities could have helped raise sociolinguistic awareness of English, they might not necessarily have provoked teachers' reflection on their practice.

Both studies by Suzuki (2011) and Prabjandee (2020) suggest teachers might still adhere to a normative approach to language teaching even after becoming aware of the sociolinguistic reality of English used in the global community. Although the participants of both studies demonstrated heightened awareness of the sociolinguistic landscape of English as a global language after taking the workshop or module focused on GE, most participants still adhered to a monolingual assumption of language teaching or showed reluctance to incorporate the global use of English into their language teaching practice. This indicates that simply informing teachers about the sociolinguistic landscape of English might be insufficient and more emphasis on facilitating teachers' reflections on the relevance of GE to language teaching practice might be required.

Teacher education and development introducing GE and its pedagogical implications

Some studies examined the impact of programmes that introduced the global use of English and facilitated teachers' reflection on the pedagogical implications. These studies reported relatively more success in challenging teachers' monolingual-oriented beliefs about language teaching. For example, Blair (2017) reported how experienced NS and NNS teacher participants demonstrated positivity towards the pedagogical implications of ELF after taking a

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postgraduate module exploring pedagogical implications of ELF and WE. Through interviews with the teachers, Blair discovered that the teachers developed "reasonably sophisticated" understandings of how ELF ideas can be applied in their teaching contexts (p.356). In a similar vein, Hall et al. (2013), who conducted an online in-service teacher development course introducing the 'plurilithic' nature of English and the pedagogical implications, reported the course successfully challenged teachers' monolithic beliefs about language and language teaching. The course seems to have included balanced coverage of linguistic and pedagogical aspects of the global spread of English, consisting of two linguistic-focused units introducing the sociolinguistic reality of English and the plurilithic conception of English and three pedagogical-focused units dealing with pedagogical implications. Based on written feedback and interviews with 17 participants from various international and professional backgrounds, the study concludes that the course was generally successful at challenging teachers' monolingual bias about English language and cultivating their willingness to teach English from a plurilithic perspective.

Despite the relative success of GE-focused teacher development in the above studies, there still seemed to be practical challenges even for the teachers who became willing to teach English from a newly acquired perspective. For example, although participants of Hall et al.'s study demonstrated willingness to move away from teaching English from a monolingual perspective, there is a lack of data indicating whether the teachers developed concrete ideas and plans to put the awareness into practice. The teachers' responses reported in this study appear to be quite abstract and lack detailed action plans, as demonstrated in responses such as "When I plan the syllabus in the future, I will integrate one that addresses the plurilithic nature of English," and "I want to be careful to affirm the existence and place of multiple Englishes and to be aware of the contexts of my students" (p. 14). Although these responses indicate the teachers' willingness to adopt a plurilithic stance in language teaching, simply knowing about pedagogical implications of plurilithic English cannot guarantee that teachers know how to deliver effective practice.

In a similar vein, Blair (2017) reports practical challenges that teachers with a good understanding of ELF and its pedagogical implications can face when putting their understandings into practice. In Blair's study, teacher participants expressed practical concerns about ELF-oriented language teaching because of standard English-oriented testing, the paucity of instructional materials, and the lack of awareness of their colleagues and institutions. His study demonstrates how teachers could potentially struggle to move beyond their awareness even after taking a module specifically addressing the pedagogical implications of ELF. In order to address the difficulties teachers might have in taking informed actions, ELF-oriented teacher

development might need to move away from simply raising awareness of ELF and pedagogical implications and emphasise providing practical support for teachers to develop the capacity to navigate practical challenges. In this regard, Blair's study suggests the need to include practical activities such as micro-teaching and material development in teacher education or development to help teachers bridge their awareness and practice.

Teacher education and development focusing on application of pedagogical implications of GE

As suggested by Blair (2017) above, some studies have focused on examining the impacts of teacher education and development programmes that offer more practical opportunities to experience GE-oriented language teaching. This type of research examined the impacts of a teacher education or development programme that supports teachers' experimentation with GE-oriented language teaching in order to facilitate a practical understanding of how teachers can reflect the global use of English in their own classrooms. Such programmes typically consist of two phases of learning. The first being a theoretical phase in which teachers are introduced to research findings of GE and proposals for language teaching and the second phase being an application phase in which teachers experiment with their understanding of GE-oriented language teaching in the classroom through practicums, micro-teaching, or action research.

One study that includes this type of teacher education programme is that of Marlina (2017a). Marlina implemented a practice-based 12 week-long university module on EIL-oriented language teaching as part of a master's course at an Australian university. The module not only introduced teachers to various aspects of EIL-oriented language pedagogy but also engaged them with the practice of teaching English from an EIL perspective. For example, participants were offered opportunities to observe the expert teacher's EIL-oriented practice, deliver a one-hour lesson, and develop instructional materials. The participants reported positive experiences with the module, especially regarding practice-oriented activities such as teaching practicums and observations. Marlina's study suggests potential benefits of practice-oriented teacher education. However, there are a few limitations of the programme implemented in Marlina's study. First, as he notes, one-off teaching practicums such as one-hour teaching demonstrations do not seem to provide adequate support for teachers to develop sufficient confidence in teaching English from an EIL perspective. Second, teachers were asked to deliver an EIL-oriented lesson in the undergraduate classroom rather than the authentic contexts in which they were teaching or were likely to teach. Therefore, the practical knowledge and skills teachers acquired from the practicum might not have been easily transferrable to their teaching contexts.

In this regard, Vettorel and Corrizzato (2016) provide insight into how to support a more contextual understanding by teachers of GE-oriented language teaching. The TD programme implemented in their study was for trainee teachers in Italy, and the programme provided the opportunity for teachers to experiment with ELF-oriented language teaching in their classrooms for a relatively extended period of time. First, the researchers administered a module on WE, ELF, and their pedagogical implications, and teachers were introduced to theoretical knowledge of these areas. While attending the module, teachers were also encouraged to design and implement WE and ELF-oriented lessons in their classrooms and share their experiences with other participants in the module. Based on an analysis of questionnaires, final reports, and an online forum, Vettorel and Corrizzato state that most participants were able to demonstrate concrete ideas of how to incorporate WE and ELF ideas into the classroom as well as positive attitudes towards teaching English from WE and ELF perspectives.

Similar success was reported in a study of Sifakis and Bayyurt (2015), who implemented a TD programme for experienced in-service teacher participants. In their study, the teachers were asked to engage with extensive literature on ELF and WE and reflective prompts to reflect on their teaching practice. They were then asked to carry out a mini action research project to experiment with possible ways to reflect ELF and WE in their language teaching contexts. During the action research project, teachers designed, implemented, and modified their teaching practice to find the most suitable ways to reflect ELF and WE ideas in the classroom. Based on interviews with 13 Greek and Turkish teachers, Sifakis and Bayyurt (2015) reported that the programme provided the participants with "a serious learning curve in their careers as teachers" by helping them to rethink taken-for-granted pedagogical beliefs and everyday language teaching practice (p. 483).

There are two similarities in the TD programmes implemented by Vettorel and Corrizzato (2016) and Sifakis and Bayyurt (2015) which might be important factors to the relative success of the programmes. First, the programmes in both studies actively engaged teachers with critical reflection on their tacit beliefs about language and pedagogical practice. Sifakis and Bayyurt used reflective prompts and challenging statements to facilitate teachers' critical reflection on their pedagogical beliefs and practices, and participants of Vettorel and Corrizzato's study (2016) were encouraged to reflect on their everyday teaching practice in relation to the pedagogical implications of ELF and WE. This suggests that critical reflection on taken-for-granted pedagogical beliefs in the light of an alternative perspective might have acted as catalysts for change in teachers' beliefs and practices. Second, participants of both studies

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were encouraged to experiment with ELF and WE ideas in their own classrooms, which might have helped them develop more contextualised understandings of GE-oriented language teaching. In order to improve their practice, participants of the studies were asked to plan pedagogical ideas that were suitable to their teaching contexts, implement lessons in their classrooms, and reflect on the experience. Both studies indicate the importance of application phases for helping teachers devise pedagogical ideas and lesson plans that are suitable for meeting the needs of their students and teaching contexts.

2.4.3 Insights and gaps in previous research

The review of previous research on teacher education and development provides important insights into how to design effective teacher education programmes. First, it seems necessary to aim to raise awareness of not only the sociolinguistic reality of English but also what it means for language teaching. Second, to transform sociolinguistic awareness into effective pedagogical practice, it appears to be important to provide teachers with an experiential opportunity in their classrooms. Third, practical support might be required for teachers to address the challenges of adopting a GE approach in the ELT classroom. However, there are a few gaps in the previous research that the present study aims to address.

Target of teacher change

One of the major limitations of previous research is a lack of theoretical discussion on the aspect of teacher change that GE-oriented teacher education should aim for. While the broader field of research in language teacher cognition and education tends to provide detailed discussions and definitions of key concepts such as teacher knowledge, belief, and identity, there are very few studies on GE-oriented language teacher education or development which provide an in-depth discussion of target constructs of teacher change. Although many studies have investigated impacts of GE-TD programmes on teachers, very few studies seemed to provide in-depth discussion of what constitutes teacher change. This calls for future studies to provide clear definitions of what constitutes desirable outcomes of GE-oriented teacher development.

Individual variances in teacher learning

Most previous studies focus on reporting general impacts of teacher education or development programmes (e.g., Hall et al., 2013; Marlina, 2017a; Sifakis & Bayyurt, 2015). However, there has been little attention paid to individual variances in GE-oriented teacher development. When

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analysing factors contributing to teacher change, previous research tends to pay more attention to internal factors of teacher education programmes rather than how individual teachers may have differently experienced the programme. However, this "cause-and-effect-approach" to teacher education or development is based on a rather simplistic assumption that the teacher education programme would have a similar influence on all participants (Opfer & Pedder, 2011, p. 378). In reality, different teachers respond to the same teacher education or development programme in highly individualised ways depending on their previous experiences and unique teaching contexts. This indicates the need for more research that focuses on individual variances in teachers' experiences with GE-oriented teacher development. In this regard, this study aims to investigate different trajectories of GE-oriented teacher development that teachers might demonstrate.

Impacts of practice-based learning

It appears that previous research agrees that teachers simply learning about GE and pedagogical implications might not be effective at facilitating informed pedagogical action in the classroom. As Blair (2017) mentioned, transforming awareness into application could be problematic even if teachers agree with ELF ideas because they can still have concerns about practical obstacles to the implementation of the ideas and struggle to find out how to navigate the challenges. As practical challenges are the main obstacles of bringing change to the classroom, researchers argue for the need to incorporate experiential learning into GE-oriented teacher education programmes (e.g., Blair, 2017; Marlina, 2017a). Some studies demonstrate how to integrate experiential learning into teacher development programmes through action research and practicums. However, the specific impacts of the application phase of their studies were not investigated in-depth. For example, although Sifakis and Bayyurt (2015) and Vettorel and Corrizzato (2016) reported that teachers successfully implemented GE-oriented language teaching through action research or practicums, it is unknown what aspects of the action research or practicums were beneficial for developing teachers' contextualised understandings of how to transform awareness into effective practice. This demonstrates that it is still largely unknown how exactly experiential learning can facilitate teacher change. Therefore, the present study aims to discover in what ways experimentation with GE ideas in the classroom might influence the development of teachers' practical knowledge of GE-oriented language teaching and changes in their attitudes towards pedagogical implications of GE.

Process of GE-oriented language teacher development

Previous studies have mainly focused on reporting outcomes of TD programmes and have demonstrated mixed results. However, what has been missing in the field of research is a systematic effort to explicate the mechanism of critical language teacher learning facilitated by a GE-TD programme. Therefore, the previous research tends to be descriptive and provide limited theoretical insight into critical language teacher learning, which is the core phenomenon that transpires in GE-oriented teacher development. The lack of application of theories of learning in GE-oriented teacher development research is in stark contrast to the broader field of inquiry, language teacher development, which has seen a growing number of studies that attempt to provide theorised accounts of how teachers learn through a TD programme (e.g., Higgins & Ponte, 2017; Kubanyiova, 2012).

One exception to the atheoretical orientation of GE-oriented teacher development research is the transformative perspective proposed by Sifakis (2007). Based on transformative learning theory, which has been frequently used in the realm of adult education, Sifakis suggested a theoretical framework for GE-oriented teacher development. He proposed GE-oriented teacher development that largely consists of one phase of theoretical learning and one phase of practical learning (Sifakis & Bayyurt, 2015). The first phase involves developing awareness of GE by engaging with ELF and WE literature, and the second phase involves conducting action research which consists of a cycle of participants planning ELF and WE-oriented teaching, implementing the plans, and reflecting on the teaching practice. Although Sifakis's study suggests the potential usefulness of transformative learning theory as the suitable framework to understand GE-oriented teacher development, the use of the theory in his research is largely limited to designing GE-oriented teacher development (e.g., Prabjandee, 2020; Sifakis & Bayyurt, 2015). So far, there have been no studies that adopt transformative learning theory to analyse research data involving GE-oriented teacher development, which makes it unclear how the theory provides an analytical lens to look at the process of GE-oriented teacher learning and the contributing factors.

2.5 Conclusion

This chapter discussed the rationale of choosing GE as the main terminology used in the thesis, explained the practice of GE-oriented language teaching, and reviewed the previous research on teachers' perspectives towards GE. To compensate for the lack of theorised accounts of GE-oriented teacher development, it seems useful to adopt a theory of learning as an analytical

framework to analyse how teachers learn and change. Sifakis's (2007) suggestion that transformative learning theory can help conceptualise GE-oriented teacher development because of its explanatory power of how adults become critical is highly convincing. Therefore, the next section reviews transformative learning theory as a theoretical framework of the present study on critical language teacher learning.

Chapter 3 GE-oriented teacher development through the lens of transformative learning theory

3.1 Introduction

My research adopts transformative learning theory to explicate critical language teacher learning facilitated by a GE-TD programme. The theory was founded by Jack Mezirow (1978) and has been significantly developed by numerous scholars in the realm of adult education. Rooted in seminal works of critical theorist Jürgen Habermas (1972) and the founder of critical pedagogy Paulo Freire (1972), transformative learning theory aims to explain how one develops critical consciousness through discourse with one's self and others and the capacity to act upon critical consciousness (Kitchenham, 2008). The theory posits our worldviews have been constructed, often unwittingly, through assimilation into socio-cultural values and our personal histories. Transformative learning theory focuses on explaining how adult learners could develop more justifiable and inclusive worldviews by challenging taken-for-granted assumptions underpinning their existing worldviews.

The transformative learning theory is one of the most frequently referenced theories of learning in the realm of adult learning research (Taylor, 2007), but it has been rarely employed in the research fields of language teacher education and development. There are only a handful of studies that adopt transformative learning theory to examining language teacher learning (e.g., Arshavskaya, 2017; DeCapua, Marshall, & Frydland, 2018). However, transformative learning theory has high suitability to be used as a theoretical framework of this research because of its unique focus on the process of critical awakening of the adult learner. Compared to other theories of learning which tend to view learning as a value-neutral practice, the political element inherent in transformative learning theory, for example, its advocacy for inclusion and autonomy, makes it a suitable framework for researching how language teachers become critical towards dominant language ideologies underlying their practice and develop the capacity to enact critical language teacher agency in the classroom. This demonstrates the potential of transformative learning theory to give new insight into how language teachers learn, particularly how they develop critical awareness and critical teacher agency through professional development.

The aim of this chapter is to explain how transformative learning theory serves as a theoretical framework of the present research project. To demonstrate how I analysed the learning

outcomes of GE-oriented teacher development, Section 3.2 discusses what is transformed in transformative learning. Then, Section 3.3 discusses the process of transformative teacher learning, drawing on Mezirow's (1991) phases of transformative learning which serve as an analytical lens to examine trajectories of teacher learning in my research. Section 3.4 discusses the potential factors of critical language teacher learning based on a review of previous empirical research which used transformative learning theory to understand teacher learning. The chapter ends with a presentation of the research questions of this thesis in Section 3.5.

3.2 Targets of transformation in transformative teacher learning

Transformative learning leads to the transformation of our taken-for-granted frames of reference into more justifiable, inclusive, and discriminating frames of reference (Mezirow, 1978). Mezirow used the term "frame of reference" (p. 103) to indicate the structure of assumptions that shape the way we think, feel, and behave, and he stated a radical shift in our frames of reference is the main aim of transformative learning. He also used the term "perspective transformation" to describe "a structural change in the way we see ourselves and our relationships" (p. 100). Mezirow tried to conceptualise a frame of reference as an umbrella term to unite our cognition, emotions, and behaviour, and he theorised perspective transformation involves the change in the ways we value and act towards the world.

However, such use of cognitive oriented expressions and terminologies to describe transformative learning has attracted some criticism in the field of transformative learning. Some scholars argue that describing transformative learning as merely a radical shift in frames of reference or perspective transformation risks describing transformative learning as "too narrow and rationally-based" (Taylor, 1997, p. 49). Although Mezirow (1978) acknowledges that transformative learning involves not only a cognitive change but also the capacity to take informed actions, using cognitive-oriented terms could contribute to a misunderstanding that transformative learning solely involves psychological change. Despite Mezirow's repeated denial of the rational-based view of transformative learning, transformative learning theory has been criticised for describing learning as a largely rational or cognitive activity (Taylor, 2017).

In a similar vein, more recent scholars of transformative learning suggest the need to investigate behavioural and cognitive aspects of transformative learning in a separate manner. For example, Mälkki & Lindblom-Ylänne (2012) point out the importance of investigating the missing link between cognitive and behavioural aspects of learning. They argue awareness resulting from critical reflection does not always lead to taking informed actions, and it could be

that actions are guided not only by our frames of reference but also the social structures and contexts that we belong to. Moyer and Sinclair (2020) also agree with the dual views on transformative learning outcomes by pointing out taking informed actions requires more than simply gaining a new awareness. In order to transform awareness into action, they suggest it is important for learners to further acquire the additional knowledge and skills required for taking informed actions.

I agree with the more recent view of transformative learning which suggests we need to separate behavioural-oriented change and cognitive change when conceptualising transformative learning. Transformative learning is not only developing critical awareness but also about developing the sense of agency in acting on the newfound awareness. It would be possible for learners to develop critical awareness and the agency to take informed actions in a balanced manner, but at the same time, we can also imagine learners not reaching the level of capacity to take informed actions despite the development of critical awareness. Due to the possible incongruency in one's critical awareness and agency to take informed actions, it seems important to separately investigate how GE-oriented teacher development generates both teachers' critical awareness of language and language teaching and their sense of agency in acting on critical consciousness as a language teacher. In particular, considering many studies in the field of language teacher cognition and development report discrepancies in what language teachers believe and what they actually do in the classroom (see Borg, 2006), it seems especially important to investigate whether and how participants make agentic choices and actions despite the existence of institutional constraints such as school curricular and educational policy that can delimit teacher autonomy.

Therefore, this study separately examines teachers' critical awareness and their capacity to take informed actions when investigating outcomes of GE-oriented teacher development. First, this study aims to investigate any change in teachers' awareness that GE-oriented teacher development entails. For example, the study examines whether taking a GE-TD programme could result in heightened sociolinguistic awareness of English, critical awareness of dominant language ideologies, or critical awareness of the normative practice of language teaching. Second, this study aims to explore any development in teachers' capacity to take informed actions based on their newfound awareness of English and language teaching. For example, when analysing outcomes of GE-oriented teacher development, I will examine teachers' capacity to conduct effective GE-oriented language teaching practice in their teaching contexts and the degree of their willingness to resist standard language ideology and normative language teaching practice.

The above discussion of transformative learning indicates how learning outcomes of GE-oriented teacher development should be examined. The next section discusses how transformative learning theory could inform the way we understand the process of GE-oriented teacher development.

3.3 Process of transformative learning

This thesis draws on Mezirow's (1991) phases of transformative learning when analysing participants' trajectories of GE-oriented teacher development. Based on his large-scale research on transformative learning of US women who resumed college education or prepared to return to work after a long hiatus, Mezirow proposed a set of phases, shown below, that his research participants underwent. Although some of the phases might be omitted, repetitive, and cyclical depending on the context of learning (Brock, 2010; DeCapua et al., 2018), Mezirow's phases offers useful guidance to the possible process of transformative learning and has potential to be used as an analytical framework in empirical studies (Coppersmith, Song, & Kim, 2020; DeCapua et al., 2018).

1. A disorienting dilemma
2. Self-examination with feelings of guilt or shame
3. A critical assessment of assumptions
4. Recognising one's discontent and the process of transformation are shared
5. Exploration of options of new roles, relationships, and actions
6. Planning of a course of action
7. Acquiring knowledge and skills for implementing one's plans
8. Provisionally trying out new roles
9. Renegotiating relationships and negotiating new relationships
10. Building of competence in new roles and relationships
11. A reintegration into one's life
(Mezirow, 1991, p. 168-169)

Many studies have shown that the above phases can be summarised into broader stages of transformative learning (Arshavskaya, 2017; Lee & Brett, 2015). It might be useful to use the broader stages to capture the essence of transformative learning as an analytical framework because in reality, learners do not experience transformative phases in a linear manner and some phases are omitted (De Capua et al., 2018). Therefore, I categorised 11 phases of

transformative learning that Mezirow (1991) proposed into 4 superordinate stages based on the key construct involved in each phase (see Figure 3.1).

1 a disorienting dilemma   3 critical assessment of assumptions   6 planning a course of actions   9 negotiating relationships

2 examination of emotions   4 sharing the experience with others   7 acquiring knowledge and skills   10 building competence in new roles

5 exploring options of new roles   8 trying out new roles   11 reintegration into one's life
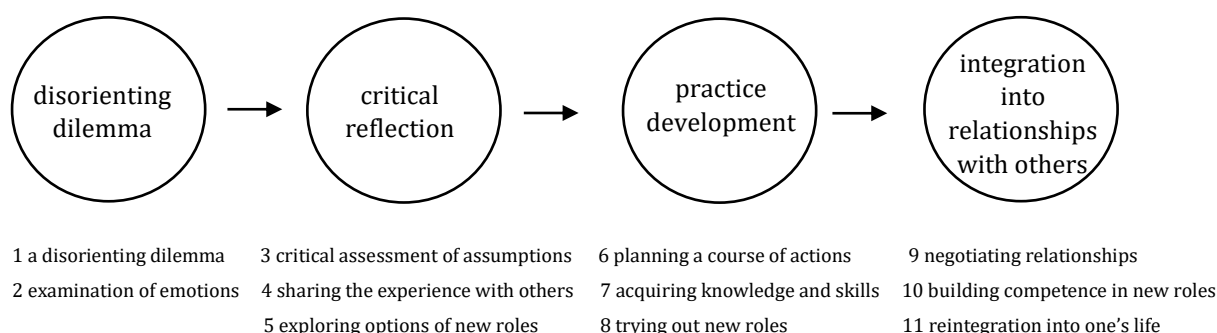
Figure 3.1 Four stages of transformative learning and Mezirow's (1991) 11 phases

As presented above, the process of transformative learning could be summarised into four stages of learning: a disorienting dilemma, critical reflection, practice development, and integration of new roles into relationships with others. The earlier two stages focus on how transformative learning entails a cognitive shift, and the later stages focus on how transformative learning facilitates behavioural and relational change. This section explains what happens during each stage of transformative learning.

3.3.1 Disorienting dilemma

The disorienting dilemma is the core experience manifested in Phase 1 and 2. *Disorienting dilemma* (Phase 1) occurs when one cannot make meaning of a new experience based on an existing frame of reference (Mezirow, 1990). When one finds an existing frame of reference is no longer applicable to a new situation, one might experience cognitive dissonance. As cognitive dissonance can act as a catalyst of critical reflection on one's frames of reference and modification of perspectives, Mezirow (1991) saw the disorienting dilemma as a trigger of transformative learning.

Self-examination of feelings of guilt or shame (Phase 2) demonstrates that a disorienting dilemma entails not only cognitive but also emotional dissonance. Realising the invalidity of one's frame of reference can provoke negative emotions such as feelings of guilt, shame, or insecurity (Mezirow, 1978). What seems important here is one's willingness to understand and reflect on challenging emotions rather than ignore them. This is because reflection on negative emotions can help one discover that the root cause of the emotions is one's existing frame of

reference. Understanding this can spark a desire to reinterpret the meaning of a situation from alternative viewpoints that provoke less painful and more positive emotions (Mälkki, 2012; Mälkki & Green, 2014). Therefore, negative emotions arising from a disorienting dilemma can help one move on to critical reflection, which is the critical phase of transformative learning.

The above discussion of Phase 1 and 2 shows that transformative learning can be triggered by cognitive or emotional dissonance rather than harmony. Transformative learning seems more likely to be triggered by an experience that cannot be easily interpreted through one's existing worldview or by knowledge that cannot be comfortably integrated into one's belief system. This suggests that teacher development that is aimed at facilitating transformative learning might need to provide an experience that contradicts the existing frames of references of the teacher participants in order to create the cognitive or emotional dissonance that can act as a trigger for learning.

3.3.2 Critical reflection

Critical reflection is the core experience involved in Mezirow's third and fourth phases of transformative learning. *Critical assessment of assumptions* (Phase 3) refers to critical reflection which is defined as "questioning the integrity of deeply held assumptions and beliefs" (Taylor, 2009, p. 30). This phase involves a self-reflective practice which aims to uncover how one's frame of reference might have been constructed through assimilation into socio-cultural values and reliance on authority sources.

However, critical reflection does not need to end as self-reflection, and it can be further extended to dialectical dialogue with others. *Recognising one's discontent and process of transformation are shared* (Phase 4) indicates that the process of critical reflection can be shared with others who underwent or are undergoing similar changes in worldview. Mezirow (2003) suggests that one can test the validity of outcomes of critical self-reflection by engaging in critical-dialectical discourse that is based on accurate information about the problem discussed, openness towards alternative perspectives, and democratic relationships among participants (Mezirow, 1991).

The discussion of Phase 3 and 4 of transformative learning provides the insight that critical self-reflection and critical-dialectical discourse can be used as useful methods to raise teachers' critical awareness of English and language teaching in a GE-TD programme. First, it seems important to encourage teachers to challenge their taken-for-granted assumptions about

language and language teaching and interrogate whether and how their language and pedagogical beliefs might have been influenced by sociocultural views and mainstream ELT education. Second, a GE-TD programme could facilitate critical dialogue between peer participants or between participants and a teacher educator in order to provide the opportunity for teachers to modify and refine their newfound critical awareness. What seems important here is to ensure dialogues are based on openness and trust among participants (Mezirow, 2003).

3.3.3 Practical knowledge development

The main aim of Phases 5, 6, 7, and 8 is developing the practical knowledge required for transforming outcomes of critical reflection into informed actions. These phases show that moving from theory to practice is not a straightforward process and this transition might require systemic phases of learning that are aimed at behavioural change. Although critical reflection has the potential to help teachers develop critical awareness of tacit assumptions, it does not always entail informed actions. For example, even if teachers develop critical awareness on their tacit pedagogical beliefs and practice, they might decide to carry on the way they used to teach if they perceive themselves to lack the pedagogical knowledge and skills required to make a change in the classroom. The potential gap between critical awareness and actions makes Phases 5, 6, 7, and 8 particularly important as these phases are about developing the teacher's capacity to take informed actions which positively impact students.

Phases 5 and 6 are the steps required to plan informed actions. After critical reflection, one needs to e*xplore options of new roles, relationships, and actions* (Phase 5) to identify the change that one wishes to make based on outcomes of critical reflection. Once selecting a goal for change, one needs to *plan a course of action* (Phase 6) which is a systemic and effective action plan. Compared to 5 and 6, Phases 7 and 8 are more concerned with developing strategies to enhance the effectiveness of a new practice. One needs to further *acquire knowledge and skills* (Phase 7) to improve the efficacy of actions and then *provisionally try out new roles* (Phase 8) to test the new practice in one's context.

The four action-oriented phases of transformative learning which have been described above provide important insight into my research. First, effective GE-oriented teacher development might need to engage teachers in identifying concrete changes they wish to make in their professional roles and relationships with students. It is also suggested that GE-oriented teacher development needs to help teachers identify a list of actions and strategies to enact GE-oriented

language teaching. Second, teachers who aim to incorporate GE into language teaching may need to learn additional pedagogical knowledge and skills in order to implement new instructional practice. This means it might be important to provide teachers with practical support or the opportunity to go through trial and error with the new practice until they build competence in their new classroom roles.

3.3.4 Integration of a new practice into relationships with others

As humans are social beings, taking up new roles and making changes to the way one behaves inevitably affects the people one has close relationships with. This means it would be necessary to *renegotiate relationships and negotiate new relationships* (Phase 9) and *build competence in new roles and relationships* (Phase 10) *to reintegrate new roles into one's life* (Phase 11). Mezirow's final three phases emphasise the social aspect of transformative learning, indicating that transformative learning "does not happen in a vacuum solely through the free will of an autonomous learner" and that "it is contextually bounded and influenced by relationships with others" (Taylor & Snyder, 2012, p. 44).

Renegotiating relationships and negotiating new relationships (Phase 9) indicates that teachers may need to negotiate new instructional practice with their relationships with key educational stakeholders in order to fully integrate the new practice into their daily teaching repertoire. This phase could be particularly important when new roles do not easily align with conventional roles of teachers in mainstream education. In their discussion of transformative learning, Kroth and Cranton (2014) explain that one might face resistance and rejection if new roles do not fit in the culture and assumptions shared in the relationships or community. Brookfield (2005) also warns that continuing new practice amid social resistance could result in "cultural suicide" (p. 49), exclusion from the community that one belongs to. *Building competence in new roles and relationships* (Phase 10) requires receiving positive feedback from others on the new practice. In this way, one can test the feasibility and appropriateness of new roles in one's social context and build self-confidence in them (Nohl, 2015). This suggests that teachers need to receive social recognition and positive feedback on their new roles to successfully *reintegrate new roles into their lives* (Phase 11).

The final three phases of transformative learning indicate the potential challenges that teachers might face when integrating GE into language teaching practice. Considering that monolingualism and native-speakerism are still dominant ideologies underlying mainstream ELT practice in South Korea, teachers who want to incorporate GE into the classroom will likely

be required to negotiate their practice to overcome possible resistance from students and the school. Besides, it seems like teachers might want to adopt a GE perspective only when they receive positive feedback on the new practice from students, parents, and the school, who are key beneficiaries of teachers' pedagogical practice. This suggests that a teacher's decision to take up new roles can be heavily bounded with their professional relationships and institutional contexts.

In this section so far, I largely drew on theoretical discussions within the field of transformative learning to discuss potential outcomes and processes of GE-oriented teacher development. Although the discussion of transformative learning scholars whose main interest is in adult education provides useful insight into GE-oriented teacher development, it is crucial to look into unique factors of transformative learning that transpire in the context of teacher professional development. Therefore, the next section discusses several factors mediating transformative 'teacher' learning based on the review of previous studies that used transformative learning theory to explicate teacher learning and development.

3.4 Factors of transformative learning in a teacher development context

All learning is contextual, and different factors of learning might come into play depending on the environment and context that learning takes place. In this regard, transformative learning in the context of teacher development might possess unique characteristics and factors that are distinctive from transformative learning in contexts of personal or professional development. In order to better understand transformative teacher learning, it is therefore necessary to review empirical research that investigated transformative learning in the context of teacher education or development. Since there are very few examples of transformative learning research with language teachers, this section draws on empirical works within the broader area of teacher education and development research to examine comprehensive factors of transformative teacher learning. This section discusses a variety of factors that mediated four stages of transformative learning in the context of teacher education and development.

3.4.1 Factors triggering a disorienting dilemma

Several studies conducted on transformative learning in the context of teacher education and development corroborate that a disorienting dilemma triggers transformative learning (Arshavskaya, 2017; Baecher & Chung, 2020; Cho & Peter, 2020; Hutchison & Rea, 2011; Klein & Wikan, 2019). These studies further indicate an unfamiliar or unexpected experience can create

a conducive environment for a disorienting dilemma to occur, triggering the onset of transformative learning.

In particular, encountering a new educational environment has been frequently reported as a potent factor that triggers a disorienting dilemma. For example, Baecher and Chung (2020) suggest that experiencing educational practices and cultures that are significantly different to a teacher's familiar practice and culture can catalyse critical reflection on pedagogical assumptions and practice. The study examined the professional development of ten US English language teachers who participated in international service learning in Costa Rica. While observing the teaching practice of local teachers in Costa Rica that was very different from their own teaching practice, the US teacher participants experienced a disorienting dilemma. For example, witnessing local teachers' strategic use of limited educational resources led the American teachers to reassess their beliefs about instructional resources and recognise classroom objects that they had taken for granted as possible teaching resources.

The constructive role of a novel educational environment was also reported in the study of Cho and Peter (2020), who examined the transformative learning of 18 pre-service elementary teachers in the US during their field experience with bilingual students at a Spanish-English dual-language school. Before this field experience, the teachers had little prior experience of working with bilingual students or at a dual language school where academic content is instructed in both English and Spanish. At first, most participants experienced discomfort about entering a novel educational context. However, the discomfort that stemmed from being in an unfamiliar educational context eventually helped participants challenge "their visions of the 'typical' school and the assets of a successful teacher" (p. 6). The unfamiliar experience created a disorienting dilemma and in turn, facilitated teachers' critical reflection of taken-for-granted assumptions about schools and teachers.

A disorienting dilemma can also be triggered when a TD programme does not match with the expectations of participants. An example of this is demonstrated in the study of Whitelaw, Sears, and Campbell (2004), who implemented a partnership TD programme to encourage university lecturers to develop a technology-enhanced course with the support of domain experts in educational technology. While most teachers participated in the programme to learn about technical aspects of educational technology, such as how to make a webpage, the programme encouraged them to go beyond instrumental learning and engage in a collaborative project to design a technology-enhanced learning environment with technology experts. Working on the educational project, which required not only learning about technology but also reflection on

pedagogical beliefs, participants at first experienced frustration because it was not what they had expected. However, by the end of the TD programme, participants reported that designing an educational course and resources helped them make sense of their own beliefs and values. Whitelaw et al. (2004) suggest that "the misalignment of expectations and experience is a possible opening to critical inquiry into one's own practice" (p. 18).

Despite the above evidence of the constructive role of an unfamiliar or unexpected experience in triggering a disorienting dilemma, it should be noted that the same unfamiliar or unexpected experience might not result in a disorienting dilemma for all teachers. Arshavskaya (2017) suggests teaching in a new instructional context may or may not result in a disorienting dilemma and provides two contrasting cases of pre-service language teacher development during a teaching practicum. Amalia – who demonstrated less development than the other participant, Lisa – showed no signs of a disorienting dilemma from teaching in an unfamiliar instructional context. The study suggests Amalia heavily relied on the mentor and this might have prevented her from experiencing a disorienting dilemma. Lisa, on the contrary, had a more dramatic transformative learning experience after initially feeling strange about teaching in a new environment and having to develop a new relationship with a mentor. Arshavskaya (2017) suggests that Lisa's "feelings of strangeness, uncertainty, and curiosity" demonstrate her experience of a disorienting dilemma and that the emotional dissonance provided the impetus for Lisa to reframe her existing assumptions about language teaching and herself as a teacher (p. 20). In sum, this study indicated individual variance in the way teachers perceive and react to the same stimulus or situation. This study suggests that an important factor of a disorienting dilemma might be how a teacher responds to a new educational environment rather than a new instructional context per se.

3.4.2 Factors facilitating critical reflection

Critical reflection is key to transformative teacher learning, and teachers need to further engage in critical reflection after a disorienting dilemma to develop critical consciousness (Klein & Wikan, 2019). Several studies suggest critical reflection can be facilitated through a range of reflective activities. In particular, reflective writing and dialectical discourse are reported to encourage teachers' critical reasoning of their taken-for-granted assumptions about teaching.

Reflective writing can be used as an effective tool for facilitating critical reflection by teachers. Writing responses to reflective prompts was found to be useful in a study by Dyce and Owusu-Ansah (2016) which investigated the impacts of diversity education on US pre-service teachers'

pedagogical attitudes. This study reported that writing assignments in which participants were required to respond to critically reflective prompts helped participants interrogate their conceptions about teaching. Similarly, Osterling and Webb (2009)), who examined the perspective transformation of mostly white, monolingual US pre-service teachers, explained that writing teaching philosophy statements helped participants critically reflect on tacit assumptions about multilingual students. Also, the usefulness of reflective logs was reported by Carrington and Selva (2010), who examined the development of Australian pre-service teachers' understanding of inclusive education during participation in service learning in the local community. They drew on critical social theory to design reflective logs that could help participants reflect on their worldviews, and they suggest that writing reflective logs helped participants critique and understand their worldview and enhance their understanding of inclusive education.

Some studies demonstrate how critical reflection can be facilitated through dialectical dialogues with peers or a teacher educator. For example, Lee and Brett (2015), who implemented an online discussion-based in-service teacher development course, explained that open-ended online dialogues created room for participants to experience the different viewpoints of peer participants. This study indicated that online conversations among peer participants enabled participants to scrutinise taken-for-granted perspectives on the use of educational technology. Liu (2017) also reported critical-dialectical dialogue between pre-service teachers and a teacher educator through electronic portfolios helped teacher participants critically reflect on their biases against culturally diverse students. This study demonstrates how critical dialogue with a mentor can stimulate teachers' deep reflection on their uncritical assumptions. Anne, one of the teacher participants in the study, initially attributed one of the ethnic minority students' lack of motivation to an inherent weakness. However, having a critical dialogue with the mentor led her to reassess the deficit approach to the student's academic ability and develop a better understanding of the student's academic potential.

While the above studies illustrate how critical reflection can be facilitated through a logical assessment of taken-for-granted assumptions and beliefs, critical reflection can be also facilitated by emotions such as empathy for students. For example, Nakajima and Goode (2019) implemented a professional development programme on the new e-textiles curriculum for computer science teachers in the US and suggest that a teacher's empathy towards students is a crucial factor facilitating critical reflection. During the professional development programme, many teacher participants experienced difficulty in learning the new technological innovation, and some of them even struggled with working with peer participants. These struggles they

experienced as learners during the TD programme opened their eyes to the variety of challenges that their students might encounter in learning computer science. Such empathy towards their students motivated the participants to seek a better alternative pedagogical strategy and modify their teaching practice to accommodate the needs and wants of their students.

3.4.3 Factors mediating practice development

While the disorienting dilemma and critical reflection have received much attention in the field of transformative learning, there has been a lack of investigation into how learners develop the necessary practical knowledge to take informed actions based on newly developed consciousness. In the context of teacher development, practical knowledge growth would be a potent element of transformative learning because having critical awareness alone would not be enough for teachers to make a positive change in the classroom. In order to take informed actions, teachers would be further required to learn additional pedagogical knowledge and practical strategies required for effectively implementing new practice. Several studies suggest that practical knowledge growth can be facilitated through a variety of on-site support provided by a teacher educator (e.g., Arshavskaya, 2017; DeCapua et al., 2018; Gravett, 2004; Whitelaw et al., 2004).

Some studies emphasise the importance of providing follow-up pedagogical support when teachers are experimenting with a new pedagogical approach they have learnt from a teacher development workshop. Gravett (2004), who conducted a workshop to inform South African higher education teachers about the dialogic teaching approach, reported that teachers had trouble putting their understanding of the new teaching approach into effective practice. Even though participants understood the concept and methods of dialogical teaching approach in theory, they required additional pedagogical support in order to implement the new teaching approach. Gravett suggests that such pedagogical support could include a follow-up workshop focused on the practice of the dialogic teaching approach and a model of dialogic teaching that teachers can refer to when planning a lesson. Gravett's study demonstrates that merely introducing a pedagogical innovation to teachers through a workshop might not be enough for them to make actual changes in the classroom and that teachers are likely to require further on-site support during their initial attempts to implement a new teaching approach.

When developing a teacher's competence in new classroom practice, the importance of a supportive mentor-mentee relationship has been emphasised. DeCapua et al. (2018), who

examined the development of one novice English language teacher as a culturally responsive language teacher, demonstrated that a strong mentoring relationship with a university lecturer helped the teacher build competence in the new instructional approach. After learning about culturally responsive language teaching from a graduate module in TESOL at a US university, the teacher decided to implement culturally responsive teaching while teaching English to adult immigrants during her teaching practicum. Despite being well-equipped with theoretical knowledge of culturally responsive teaching, the teacher struggled in practice and, often unwittingly, retreated to habitual ways of teaching and lost confidence in her ability to make the initially intended impact on student learning. However, the study suggests that a supportive relationship that she had with a mentor helped her gradually improve the new practice. The mentor provided instant feedback on lessons, discussed the practical difficulties that the teacher experienced, and emotionally supported the teacher's transformative journey. The study indicates that the strong relationship with the mentor enabled the teacher to be open to both positive and negative feedback and have confidence when taking risks in the classroom.

Among a variety of support that teacher educators could provide, guided reflection has been reported to help facilitate the growth of teachers' practical knowledge. For example, Sedova (2017) suggests that although teachers could encounter several practical difficulties in transformative learning, guided reflection could help them to navigate practical and emotional challenges. The participant of his research was a Czech teacher who was implementing a triadic approach to increase the level of student participation in classroom discourse. The participant encountered difficulties meeting lesson objectives while using the triadic approach, which made her feel insecure about the use of the new teaching approach. The teacher trainer-researcher used reflective interviews as a tool to facilitate practical knowledge growth of the participant. The researcher provided opportunities for guided reflection to "point out any inadequate implementation of the given technique", to "help the teacher find the causes of any problems", and to "support a solution through suggestions of modifications to classroom practice" (p.237-238). With guidance, the participant eventually discovered strategic ways to incorporate triadic interaction into classroom practice.

3.4.4 Factors mediating the success of integration of a new practice into relationships with others

A teacher's practice is bounded within an institutional context and could significantly impact the lives of a variety of stakeholders. Therefore, social and institutional contexts play an important

role when teachers decide whether to integrate a new practice into their daily teaching repertoire (Whitelaw et al., 2004).

Reactions of key educational stakeholders serve as an important indicator of whether a new practice could be integrated into a teacher's classroom repertoire. In particular, students' feedback on the new teaching practice seems to be an important factor shaping a teacher's attitude towards a new pedagogical approach. Gravett (2004), who facilitated teachers' action research on the use of the dialogic teaching approach, suggests that students' resistance to the dialogic method led some teachers to doubt the effectiveness and practicality of the approach in their teaching contexts. As the students felt more comfortable with the familiar traditional transmission models of education, some students displayed dissatisfaction with the teachers' enactment of dialogic teaching. Students' negative responses in turn led teachers to experience a feeling of insecurity and a fear of losing control in the classroom. This caused some teachers to retreat back to traditional teacher-centred approaches in the classroom in order to de-escalate emotional tension.

Institutional culture seems to be another critical influence on teachers' decisions on whether to adopt a new teaching approach. Whitelaw et al. (2004), who implemented a TD programme on the use of educational technology in a higher education setting, reported that although their participants were initially willing to implement educational technology they had learnt from a workshop, a lack of support from their institutions eventually demotivated them. Participants became reluctant to use educational technology when they discovered a lack of support from their faculties for technology-enhanced teaching. On the other hand, supportive institutional cultures and peer teachers can assist teachers' experimentation of a new classroom practice and help them enact an instructional approach that reflects their own philosophies of teaching. Jones and Charteris (2017), who studied the practicum experience of one Australian intern teacher, indicate that a non-authoritarian institutional culture and a supportive supervising teacher enabled the intern teacher to critique traditional teaching practice and negotiate a new practice. The supervising teacher supported the pedagogical experimentation, which enabled the intern teacher to enact a pedagogical practice which reflected her professional values and beliefs. This study demonstrates how institutional cultures can delimit or facilitate transformative learning and contribute to or bridge a gap between teachers' pedagogical beliefs and their practice.

3.5 Research questions

Based on the literature review provided in this Chapter so far, this thesis aims to examine how seven Korean elementary teachers experience GE-oriented teacher development. The thesis draws on transformative learning theory to examine three aspects of GE-oriented teacher development: learning outcomes, learning trajectories, and contributing factors. This thesis aims to answer three research questions presented below.

R.Q. 1 What changes do Korean elementary school teachers experience in their awareness of language teaching and their capacity to take informed actions while participating in the GE-TD programme?

This research question aims to examine teachers' perceived outcomes of GE-oriented teacher development. As already noted, the review of previous studies on GE-oriented teacher development has revealed a lack of systemic effort in answering what constitutes GE-oriented teacher development. In order to address this, the present study draws on transformative learning theory to systemically analyse the potential outcomes of GE-oriented teacher development. As discussed earlier, transformative learning involves not only the development of critical awareness but also the capacity to take informed actions in a given context. Therefore, this study aims to analyse what changes participants reported to have experienced in their awareness of language teaching and their capacity to take informed actions. By analysing both the cognitive change and the action-oriented change that GE-oriented teacher development might entail, I intend to take a balanced approach to examining teacher change.

R.Q. 2 What trajectories of GE-oriented teacher development do teachers undergo, and how do the trajectories differ?

Teachers do not experience teacher development in a uniformed way, even when they participate in the same TD programme (Opfer & Pedder, 2011). However, the review of previous GE-oriented teacher education and development research reveals that little attention has been paid to understanding the potential individual variances in outcomes and the process of GE-oriented teacher development. To address this issue, the second research question aims to examine individual variances in teachers' experiences of GE-oriented teacher development. Drawing on the four stages of transformative learning in Section 3.3, this thesis analyses and compares the trajectories of learning that seven participants underwent.

R.Q. 3 What are the contributing factors to GE-oriented teacher development, and how do the factors mediate each stage of teacher development?

This research question aims to discover factors mediating GE-oriented teacher development. This study analyses what facilitated or impeded each stage of transformative learning of participants. The review of empirical research on transformative learning in teacher education and development contexts has suggested that several factors could come into play in transformative teacher learning. The review has revealed that transformative learning could be facilitated by a careful design of a TD programme, but it also could be impeded by a variety of external programme factors such as a lack of support from institutions and negative responses from students. This study aims to examine a variety of factors that facilitate and impede transformative learning in the context of GE-oriented teacher development.

3.6 Conclusion

This chapter discussed how transformative learning theory can be used as a theoretical framework for explicating GE-oriented teacher development. The chapter began by discussing critical awareness and the capacity to take informed actions as the main outcomes of transformative learning in Section 3.2. Section 3.3 discussed the process of transformative learning by drawing on transformative learning phases proposed by Mezirow (1991). Based on the review of previous empirical works which adopted transformative learning theory, Section 3.4 discussed the potential factors that mediate each stage of transformative teacher learning in the context of professional development. The chapter concluded by presenting three research questions in Section 3.5 to examine the outcomes, processes, and factors of GE-oriented teacher development. The next chapter presents the research design and methodology of this research.

Chapter 4 Research Methodology

4.1 Introduction

This chapter introduces the design of the research and justifies the methodological choices I made. In Section 4.2, I justify my choice of critical theory as a research paradigm, and Section 4.3 presents the rationale of my choice of critical action research as a research methodology. Section 4.4 discusses the research design and contents and structure of the GE-TD programme that I implemented in this research. Section 4.5 introduces sampling strategies, research sites, the participant recruitment process, and the profiles of seven participants of this study. Section 4.6 demonstrates the variety of data collection methods used in this research and the procedure of data collection. Section 4.7 presents the data collection process and analytical frameworks that I used to answer three research questions. Sections 4.8 and 4.9 explain the measures taken to ensure trustworthiness and address ethical concerns of this research. The last section, 4.10, discusses my personal critical reflection while doing critical action research.

4.2 Critical theory as a research paradigm

A paradigm is a "set of beliefs" or "worldview" that guides the process and methodological choices of research (Guba & Lincoln, 1994, p. 107). This study adopts the critical paradigm which draws on the works of critical scholars of the Frankfurt School such as Habermas (1972) and Horkheimer (1972). Critical theory emerged as an alternative to the two dominant paradigms in academia research, positivism and interpretivism (Cohen, Manion, & Morrison, 2007). While the positivist worldview assumes that there is objective knowledge that a researcher can discover, critical theorists reject the notion of objective reality and argue that knowledge should be understood in situ as it is always constructed in ideological and political contexts. While the critical paradigm and interpretivism both value the hermeneutic nature of research, the critical paradigm does not support political neutrality of knowledge and is generally more interested in discovering power, ideologies, and inequalities residing in our societies through research (Guba & Lincoln, 1994).

In the critical paradigm, the aims of research are twofold: "critique" and "transformation" of social inequality and power structure (Guba & Lincoln, 1994, p. 113). First, critical research could be conducted in the form of a critique of ideology and a focus on exposing unequal power relations and the mechanism of how the status quo is reproduced. In this regard, critical research goes beyond merely describing researched phenomena and discovers inherent

representations of power relations and ideologies. Second, critical research can focus on transforming social inequality and unjust social structures through collective action. Critical research in this regard involves the researcher's praxis, a repetitive cycle of critical reflection and informed action to improve the status quo (Kincheloe, McLaren, & Steinberg, 2011). Critical researchers pay attention to how to achieve social justice and take informed actions based on one's consciousness. This line of critical research informs the present study, which aims to understand and develop critical language teacher development as a means of transforming normative and hegemonic practices of language teaching in South Korea.

There are three main reasons why this research draws on the critical paradigm. First, the critical paradigm allows me to be explicit about the political orientation of this research. Critical theory acknowledges that no research is free from political orientation and research contributes to either maintaining existing social structures or transforming them (Kincheloe et al., 2011). Therefore, the critical paradigm explicitly suggests that the aim of research should be "an attempt to confront the injustice of a particular society or public sphere within the society" (Kincheloe et al., 2011, p. 164). Critical research supports the articulation of the transformative endeavour of the researcher, and this allows me to explicitly express my assumptions of ethical English language teaching and my stance towards some of the dominant language ideologies underpinning ELT education in South Korea. Adopting the critical paradigm allows me to be explicit about my advocacy for inclusion and diversity as the crucial values of language teaching and devalue supposed NS supremacy and standard English ideology that promotes the interests of the privileged. I believe articulating my perspectives on language teaching would make this study more transparent than disguising myself as a value-neutral researcher.

Second, the critical paradigm allows me to play an active role in planning and implementing an intervention that aims to make a positive change in a local context. While the interpretivist paradigm tends to support an unintrusive approach to research without the intervention of a researcher (Hammersley & Atkinson, 1983), advocacy and activism are key concepts in the critical paradigm (Guba & Lincoln, 1994). The critical paradigm views research as something that can be conducted in a way that brings positive change to the lives of the oppressed rather than merely describing their lives (Kincheloe et al., 2011). This allows the researcher to be more than a mere observer and be actively involved in the liberatory praxis as a facilitator and agent of change in a local community. Adopting the critical paradigm, I can justify my dual roles in this research as a researcher and a facilitator of GE-oriented teacher development.

Lastly, as the critical paradigm focuses on discovering the operation of power in social structures, it enables me to delve into ideological assumptions behind the data rather than taking it at face value (Cohen et al., 2007). Critical theory and interpretivism share some similarities in their approach to research. For example, both paradigms value the hermeneutic nature of research and view knowledge as discursively constructed in situ. The main difference is that critical theory is more interested in exposing the interests of the powers-that-be and how their interests have been unwittingly used to reproduce unequal social structures. This means ideology is a primary focus of critical research. In this regard, adopting a critical lens seems essential for this study, which delves into whether and how teachers become conscious of and resistant to hegemonic ideologies underlying common conceptions of English and everyday language teaching practice in South Korea.

4.3 Critical action research as a methodology

Drawing on the critical research paradigm, this study adopts action research as a research methodology. Action research could be simply defined as a "small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention" (Cohen & Manion, 1994, p. 186). In this regard, action research has two aims: to directly improve a problematic situation and produce knowledge based on results of the informed action (Kemmis, 2009). Action research allows a researcher to cross the boundary of being a scholar contributing to academia and an activist who improves practice (Somekh & Zeichner, 2009).

Depending on the purpose of the research, action research could be categorised into three types (Carr & Kemmis, 1986; Grundy, 1987; Kemmis, McTaggart, & Nixon, 2013). The first is technical action research, which primarily aims to improve the efficiency of practice. Technical action researchers tend to focus on how to improve instrumental aspects of practice, and their ultimate goal is tangible improvements in the outcomes of practice. An example of technical action research could be a teacher's action research to improve students' exam scores. In such action research, the researcher usually has a predetermined and quantifiable goal such as academic performance. However, technical action research is criticised due to its positivistic worldview, the results-oriented evaluation of practice, the way it devalues the practitioner as a technician, and the asymmetric relationship it creates between researcher and participants (Kemmis et al., 2013).

The second type is practical action research, which aims to better understand one's practice and improve professionalism. The main aim of practical action research is for practitioners "to act more wisely and prudently" (Kemmis et al., 2013, p. 15). The consequences of practical action research are not pre-determined and open to any possibility, unlike technical action research. An example of practical action research could be action research conducted by a teacher for the purpose of developing professionalism and teaching expertise. Although practical action research demonstrates the possibility of action research as a form of professional development, practical action research has been criticised that it fails to enable practitioners to connect their practice with macro-contexts and critique socio-political contexts that constrain the improvement of their practice (Kemmis et al., 2013).

The last type of action research is critical action research. The distinctiveness of critical action research is that it aims for emancipation; its primary aim is to transform unjust social structures or the unequal reality of the world through collective efforts with like-minded peers (Carr & Kemmis, 1986). Critical action researchers conduct research to facilitate critical awareness of illegitimate oppression and promote collective action in order to overcome unequal operations of power and make a more egalitarian and democratic society (Grundy, 1987). The critical praxis that critical action research promotes distinguishes it from the previously described types of action research. Although the political nature of critical action research has been criticised, critical action researchers argue that critical action research pursues universal values that all researchers are required to pursue, such as inclusion, diversity, and equality.

This study adopts critical action research as a research methodology for three main reasons. First, critical action research is concerned with the transformation and improvement of the local community, which allows me to realise my desire to bring positive change to the educational community where I served as a teacher. The very motivation of conducting this research originates my own critical reflection as a language teacher on the problematic ways South Korean ELT education heavily promotes mastery of standard English and neglects the diversity and inclusion of English and English speakers in the global community. Although there have been several studies that have exposed the hegemonic ideologies underpinning Korean ELT education and its educational practitioners (see Ahn, 2017), there has been a lack of research which looks into effective ways to lobby changes in the oppressive environment of ELT education in South Korea. Having always seen myself as not only a researcher but also a practitioner, I aim to reconcile my research ambitions with my activist vision of disrupting the normative culture of language teaching in South Korea. Conducting action research on GE-oriented teacher development will allow me to test the possibilities of critical English language

teacher development in South Korea and suggest a vision of critical English language teaching that has not yet been well received in this context.

Second, critical action research promotes collective enquiry and actions among researchers and participants that are motivated by a vision of social transformation (Kemmis & McTaggart, 2008; Kemmis et al., 2013). As a methodology, critical action research therefore allows me to encourage like-minded teacher participants to collectively take actions to transform the normative culture of language teaching in the ELT classroom. In action research, research participants are invited to actively investigate problematic aspects of a given situation or practice and take informed actions to improve it. Participants are not treated as mere objects of study, rather they are considered to be transformative agents working alongside the action researcher. This allowed me to promote "collective praxis" (Kemmis, 2010, p. 425) with like-minded participants who wanted to act on a newly gained critical consciousness after participating in the GE workshop. This study is based on the praxis of participants, who sought to change their practice in order to empower students, as well as the praxis of the researcher, who acted as a facilitator of critical language teacher development. Although the foci of praxis were different for the participants and the researcher due to the different roles that we had in this research, our actions were collective praxis as we were motivated by a similar vision to transform language teaching practice to reflect the value of inclusivity, diversity, and empowerment.

Third, critical action research is not only about transforming the world but also about transforming oneself through self-reflective inquiry (Kemmis, 2010). By promoting self-reflective inquiry, critical action research offered me the opportunity to critique my knowledge base and assumptions about GE-oriented language teacher development. Listening to the voices of practitioners who experienced GE-oriented language teaching and teacher development, I was able to question my academic knowledge base and construct a more balanced understanding of theory and practice of GE-oriented teacher development. The critical self-reflexivity that critical action research promotes helped me develop as a researcher who is not only critical towards the world but also critical towards oneself.

4.4 Research design

In order to explain how action research informs the design of the study, I need to discuss the general process of action research. Broadly speaking, the process of any action research could be summarised into four steps: planning, action, observation, and reflection (Kemmis &

McTaggart, 2008). The first stage of action research cycle is planning. During this stage, problems and aspects of practice that require improvements should be identified and the researcher makes specific plans for actions. The second stage is acting and requires careful implementation of the planned action in the classroom. The third stage is observing, in which the researcher needs to collect the data that could show the impacts of the intervention. The fourth stage is reflecting, which requires the researcher to critically evaluate the outcomes of the implementation. Action research usually involves reiterative cycles of the four steps (Kemmis & McTaggart, 2008). For example, action research could proceed as the following steps: planning a change, acting based on the plan and observing impacts, reflecting on the process and outcomes, revising the plan, acting and observing again, reflecting again, and repeating these cycles as many times as necessary (see figure 4.1). In practice, the process of action research is likely to be fluid; the four steps of action research do not usually proceed in a neat and linear manner and steps could overlap (Kemmis & McTaggart, 2008).
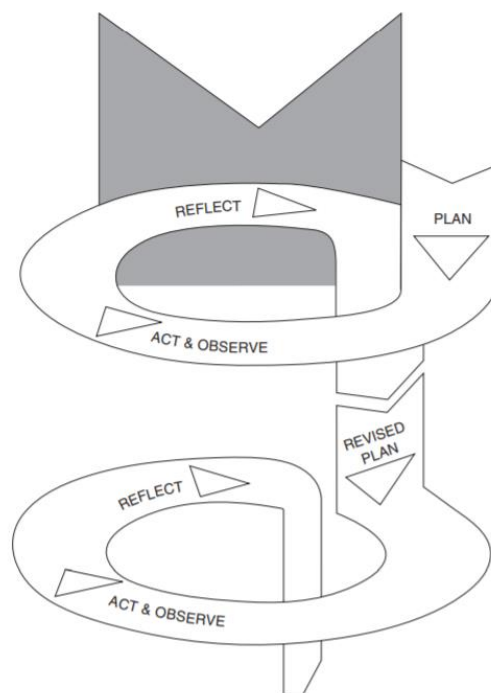
Figure 4.1 Action research spiral (Kemmis & McTaggart, 2008, p. 278)

The procedure of action research described above guided the process of this research. This study involved two cycles of action research in total.

4.4.1 First action research cycle

The first action research cycle was conducted as a preliminary study. This cycle involved identifying a problem, planning an intervention, implementing the intervention, collecting data, and revising the plan based on the reflection.

Identifying a problem

The research cycle began by identifying a problematic aspect of South Korean ELT education and devising an effective but also feasible plan to improve the situation. Based on the literature of ELF, WE, and GE and critical reflection as a practitioner, I came to problematise the normative practice of language teaching in South Korean ELT classrooms and identify critical English language teacher development as an urgent and necessary requirement to improve practice.

Planning an intervention

Based on the problem identified, I planned an intervention to disrupt the status quo. As teachers are an important agent of change in the classroom, I designed a GE-TD programme that aimed to raise teachers' awareness of critical perspectives towards English and agency in critical English language teaching.

Implementing the intervention

As a pilot study, I administered a one-day input session that I designed to understand potential responses from teachers and improve the GE-TD programme. Two South Korean elementary teachers that I recruited through a personal network voluntarily attended the pilot workshop to help me develop an effective TD programme.

Collecting data

During the pilot workshop session, I closely observed teachers' reactions to the workshop contents and materials. After the pilot workshop, I conducted interviews and obtained participant-produced reflective logs to collect data to assess the effectiveness of the workshop.

Reflection and revising the plan

Based on the collected data, I reflected on the effectiveness of the pilot workshop and made a few changes to the GE-TD programme. For example, the pilot study revealed that teachers found it difficult to devise practical ideas about how to incorporate GE into their teaching contexts even after being introduced to the pedagogical implications of GE. This led me to include a list of practical examples of GE-oriented language teaching in the final workshop session so that teachers could devise their own GE-oriented lesson plans and classroom activities for their teaching contexts. The pilot study also revealed teachers' potential concerns about implementing pedagogical innovation without external guidance or support. So, I planned to include practical support to help teachers experiment with GE-oriented language teaching, such as encouraging participants to collaborate with material development and providing practical advice on how to overcome challenges in GE-oriented language teaching.

4.4.2 Second action research cycle

The second action research cycle was conducted as the main study that this thesis is based on. This cycle involved implementing the revised intervention, collecting data, reflecting, and writing this thesis to disseminate research findings.

Implementing the intervention and collecting data

Based on a revised plan, I administered the GE-TD programme with different participants. The TD programme consisted of a workshop and an application phase, and seven participants of the twelve who took the GE workshop completed the application phase (sampling will be discussed in Section 4.5). While leading the TD programme, I also collected data regarding the effects of my intervention through various research methods such as interviews and classroom observations, which will be discussed in Section 4.6. In this regard, I experienced two steps of action research – action and observation – simultaneously rather than in a linear manner.

Reflection and writing a thesis

Dissemination of research findings is an important aspect of action research because action research is not only an action to improve practice but also research that could contribute to our knowledge base (Burns, 2005). After the completion of my fieldwork, I embarked on the writing stage, which is often the final stage of action research cycles. Based on an analysis of collected

data, I began to write about the outcomes and process of the intervention and factors that mediated GE-oriented teacher development.

The two cycles of action research that I went through are summarised into Figure 4.2.

```
┌─────────────────────────────┐        ┌─────────────────────────────┐
│    Identifying a problem    │   ┌───▶│       Revising the plan     │      ┌──────────────┐
└─────────────────────────────┘   │    └─────────────────────────────┘      │   Phase 1    │
              │                    │                  │                      │   Workshop   │
              ▼                    │                  ▼                      └──────────────┘
┌─────────────────────────────┐   │    ┌─────────────────────────────┐
│    Plans a course of action │   │    │  Acting and observing impacts│─────┐
└─────────────────────────────┘   │    └─────────────────────────────┘      │┌─────────────┐
              │                    │                  │                       ││   Phase 2   │
              ▼                    │                  ▼                       ││ Application │
┌─────────────────────────────┐   │    ┌─────────────────────────────┐      │└─────────────┘
│  Acting and observing impacts│  │    │    Reflection on the actions│
└─────────────────────────────┘   │    └─────────────────────────────┘
              │                    │                  │
              ▼                    │                  ▼
┌─────────────────────────────┐   │    ┌─────────────────────────────┐
│    Reflection on the actions│───┘    │  Writing to disseminate findings│
└─────────────────────────────┘        └─────────────────────────────┘
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Cycle 1: Preliminary study   Cycle 2: Main study

► Improving a TD programme   ► Conducting the GE-TD programme

► Testing research instruments   ► Data collection and analysis for the thesis

Figure 4.2 Two action research cycles involved in this research

As the first action research cycle was a preliminary study conducted to improve the GE-TD programme, this thesis draws on the second action research cycle which served as the main study. This thesis specifically examines the data collected in the stage of *acting and observing impacts* during the second research cycle (see Figure 4.2 above). In this stage, 'acting' refers to the implementation of the GE-TD programme for the main study (Cycle 2), and 'observing' refers to the process of collecting data through various methods of data collection, which will be further discussed in Section 4.6. The stage of action and observation could be further split up into two phases based on the structure of the TD programme. The first phase was the four-day-long workshop. In this GE workshop, I collected interview data, reflective logs, and metaphorical drawings. The second phase consisted of classroom application over a four-month-long academic semester. In this phase, I facilitated the participants' application of GE-oriented language teaching in their own classrooms and collected data which included interview data, teaching journals, metaphorical drawings, field notes, and video-recorded lessons.

4.4.3 Global Englishes teacher development programme

This section presents the contents and structure of the GE-TD programme that was implemented as the intervention of the main study. The design of the GE-TD programme draws on a review of previous research on GE-oriented teacher education and development that reveals the importance of providing teachers with an opportunity to experiment with GE-oriented language teaching (e.g., Blair, 2017; Marlina, 2017a). In this regard, Sifakis and Bayyurt's (2015) TD programme, which consisted of a theoretical learning phase and a mini-action research project, greatly informs the design of the TD programme of this research. Following the TD programme implemented in Sifakis and Bayyurt's study (2015), the GE-TD programme of this research was designed to include two main phases. The first being a theoretical phase in which workshop sessions were administered to introduce GE and its pedagogical implications, with the second phase as a practice phase. In this second phase, teachers were encouraged to put their understanding of GE-oriented language teaching into practice. I provide more detailed information of how the GE-TD programme proceeded below.

Phase 1: Workshop

In August 2016, I ran a series of workshop sessions spanning four consecutive days in a university classroom. The primary aim of the workshop was to introduce GE and its pedagogical implications to the teachers. The syllabus of the workshop is provided in Appendix A.

Three main types of activities were included in the workshop (see Table 4.1 below). First, I gave lectures to introduce issues and concepts relevant to GE and its pedagogical implications. In doing so, I attempted to raise teachers' awareness of on-going discussions on the global use of English and its relevance to language teaching. In the lectures, I introduced concepts relevant to GE, such as mutual intelligibility, the diversity and fluidity of English, and the ownership of English, and key research findings from the fields of ELF and WE which highlight the hybridity and diversity of English used in the global community. At the same time, I tried to be careful not to make the workshop too challenging to understand as the GE-TD programme was focused on facilitating a practical understanding of how to incorporate GE into the classroom rather than the development of academic knowledge. Therefore, I tried to include many practical examples related to GE and pedagogical activities that reflect GE. For example, I used video clips that provided a relatively easy to understand explanation of concepts and phenomena relevant to

GE, such as a video clip of David Crystal explaining World Englishes[3] and a video clip made by the Southampton University on the history of the global spread of English[4]. I also presented practical examples that demonstrated features of ELF and WE that are used in our everyday lives. For example, to help participants understand the hybridity of ELF, I showed the participants a video of a Korean celebrity communicating in English with a British TV talk show host, and when explaining about the codifiability of World Englishes, I presented a video clip that described the main features of pronunciation, grammar, and vocabulary of Indian English. In addition to introducing GE, I tried to demonstrate the relevance of the theoretical discussions on GE to the teachers' language teaching practice. I discussed pedagogical implications such as incorporating diverse varieties of English and focusing on emphasising intelligibility of a student's use of English over accuracy, and I showcased several examples of classroom activities such as the lesson plans included in the final chapter of Matsuda's (2012) edited book titled *Principles and practices of teaching English as an International Language*.

Second, the workshop frequently provided the opportunity for teachers to engage in critical reflection on their beliefs about English and language teaching. For example, at the beginning of the workshop, the teachers were asked to draw metaphorical images related to the English language and explain the metaphors they chose. The workshop also designated time for the teachers to do reflective writing and provided prompts for critical reflection in the workshop log. After providing lectures, I also asked teachers to discuss their opinions about the concepts and findings explained in the lecture with peer participants.

Third, the workshop aimed to facilitate teachers' understanding of GE-oriented language teaching based on their teaching contexts. Although it was important to introduce theoretical discussions of GE and pedagogical suggestions made by the researcher, the teachers also needed to be able to see the relevance of GE in relation to their own classroom practice and make the connection between the theory and practice. For this reason, the last day of the workshop included an activity for teachers to make their own lesson plans to reflect on practical elements of GE-oriented language teaching. They were asked to come up with a set of feasible ideas about GE-oriented language teaching which could be implemented in their teaching contexts in the upcoming semester. Some teachers found wiggle room in the existing curriculum and came up with ideas to incorporate GE into textbook lessons, for example recording one of the textbook paragraphs in an unfamiliar variety of English and using it as instructional material. Other teachers came up with new ideas of incorporating GE in the classroom such as awareness-

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[3] https://www.youtube.com/watch?v=2_q9b9YqGRY
[4] https://www.youtube.com/watch?v=kg8jS-AMyMo

raising activities to encourage students to critically reflect on dominant ideologies of English. Through this exercise, the teachers were able to envision how they could improve classroom practice to better reflect the global use of English based on what they learnt from the workshop.

Classroom activities	Instructional materials	Example activities
Listening to lectures	►Video clips of lectures and examples of GE ►Books and research articles on GE and pedagogical implications	►Listening to David Crystal's talk on WE ►Discovering communication strategies used by Korean singer Psy on a British talk show[5] ►Learning about practical examples of GE-oriented language teaching from Aya Matsuda's edited book
Critical reflection and dialogues	►Reflective prompts	►Reflective writing on the taken-for-granted assumptions about NS English ►Participating in group discussions on the legitimacy of standard English-oriented language teaching practice
Planning lessons and activities	►English textbooks used in each participant's school ►Websites providing resources for GE-oriented language teaching such as Youtube and British Council[6] ►Website promoting online-based intercultural exchange among classes such as ePals[7]	►Reconstructing a lesson plan from the textbook to incorporate the use of diverse varieties of English in the classroom ►Planning a project to exchange students' self-produced materials with a foreign classroom

Table 4.1 Main activities of the GE workshop

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[5] https://www.youtube.com/watch?v=Wcu0SnrtO0M
[6] https://learnenglishkids.britishcouncil.org/video-zone/celebrating-chinese-new-year
[7] https://www.epals.com/#/connections

Phase 2: Application

Over the course of a four-month-long academic semester in 2016, the participants were encouraged to experiment with GE-oriented language teaching in their classrooms. The purpose of this application phase was to help teachers transform their understanding of GE-oriented language teaching into effective practice. As well as incorporating GE-oriented language teaching into daily teaching practice, for example, taking a less normative approach to corrective feedback, the teachers were also encouraged to plan additional lessons or classroom activities that explicitly reflected the pedagogical implications of GE. The teachers were asked to deliver these lessons as frequently as they wished but at least once a month if possible. As a programme facilitator and researcher, I paid a monthly visit to each teacher's school to observe their lessons which explicitly reflected the pedagogical implications of GE. After the lessons, I also conducted dialectic conversations which stimulated teachers' reflection on their beliefs and language teaching practice.

To assist the teachers' practical development, the application phase of the TD programme was designed to be teacher-driven, supportive, and reflective. First, participants were encouraged to take control of lesson design and execution. The facilitator aided this process only upon request. Teachers came up with their own ideas about how to best incorporate GE into the classroom based on their understanding of their own teaching contexts. Second, getting support from the facilitator and peer participants was encouraged during the application phase. For example, the facilitator set up communication channels via email and a messaging app to discuss any concerns arising from implementation of the new practice. Participants were encouraged to contact the facilitator to discuss any practical challenges or difficulties of GE-oriented language teaching. Furthermore, participants were asked to share lesson plans and teaching materials with peer participants on an online community specifically set up for the TD programme. As participants were scattered across the country, they were encouraged to participate in the online community to collaborate in lesson planning and material development. Third, various reflective tools and opportunities were provided during the application phase. For example, the facilitator video-recorded participants' GE-oriented lessons and watched the video recording with the participants during post-lesson interviews. During this video-mediated reflection, the facilitator asked questions to help teachers identify parts of their practice that may require further improvement. In addition, teachers were encouraged to regularly write a teaching journal after each GE-oriented lesson to reflect on the effectiveness of their practice.

The next section discusses sampling strategies and provides information on the research participants and the sites involved in the main study.

4.5 Sampling strategies

Sampling in action research is usually conducted in the classroom and at the school that the researcher works as a practitioner (see Edwards & Burns, 2016). This led me to choose South Korea as a research site, as it is where I worked as a teacher, and to recruit elementary school teachers as research participants, as they work in very similar environments to the classrooms and schools that I have experience working in. In order to recruit participants, I used purposive sampling, which allowed me to select information-rich individuals who could provide in-depth understandings of research inquiry (Patton, 2015). There are three criteria that informed the process of purposive sampling in this study.

First, in-service teachers were chosen as potential participants. As the GE-TD programme included implementation of a new teaching approach as a necessary part of teacher development, in-service teachers who already have classrooms where they could experiment with new practices were chosen over pre-service teachers.

Second, elementary school teachers were chosen not only because I am more familiar with their teaching contexts but also because they might be more open to experimenting with GE-oriented language teaching than middle school teachers. Elementary teachers in Korea tend to have more autonomy over deciding the scope of their language teaching practice compared to middle and high school language teachers, who tend to have more pressure to follow the mandated curriculum and prepare for high-stakes English exams. In this regard, elementary school teachers were considered to be in a more conducive environment to experiment with innovative pedagogical ideas such as GE-oriented language teaching. Besides, how teachers of very young learners respond to pedagogical suggestions of GE has been significantly under-researched. Therefore, recruiting elementary school teachers as research participants could help an under-represented group of participants voice their opinions about GE and language teaching.

Third, teachers who are currently working in the state school system were chosen for the research to ensure representativeness of sampling (Cohen et al., 2007). Korean elementary schools could be categorised as either state schools or private schools, with state elementary schools significantly outnumbering private elementary schools. Since different types of schools

have different teaching contexts and students with different characteristics, recruiting teachers who work in state elementary schools better represents the majority of elementary school teachers in South Korea. Teachers who work in state elementary schools and private elementary schools might have different experiences because of differences in school policies and students. For example, state elementary schools are required to strictly comply with the government's mandated curriculum and educational policy but private elementary schools are allowed to implement their own curricula and can teach other subjects with English as a medium of instruction, something which is banned in state elementary schools. Also, state elementary schools recruit students who live in the local community and provide free education, but private elementary schools are usually attended by students from relatively high socio-economic backgrounds due to the high tuition fees, and many students at private elementary schools have more experience using English for global communication through trips or study abroad. Although I acknowledge that generalising the findings of this small-scale research is impossible, I aimed to select participants who could plausibly be called typical elementary school teachers in South Korea.

Fourth, a teacher learning community was chosen as a site for participant recruitment in order to recruit participants with a high motivation for professional development. As the GE-TD programme required teachers' active involvement in a four-day workshop and a semester-long application phase, I initially felt concerned about recruiting teachers who had to commit to this additional workload amid their busy professional lives. Several teachers I consulted also expressed concerns about the practicality of recruiting participants for a semester-long TD programme without providing any compensation or external rewards. This is because most TD programmes in Korea are run by local offices of education and are either mandatory or give 'career points' that could count towards career promotion. The teachers that I consulted suggested that I look for an already existing learning community of teachers and find teachers who have high internal motivation for professional development. This led me to think 'outcropping', the sampling strategy to recruit participants from a known group, might be a useful method of increasing the chances of participant recruitment (Lee, 1993).

Based on the four criteria discussed, I decided to recruit potential participants at the teacher education university where I undertook my undergraduate degree. The university has an elementary education department which offers postgraduate courses tailored to in-service elementary school teachers. As the courses are designed to be flexible to accommodate teachers' busy workloads, the university attracts many state school teachers from across Korea. This

means the university is a community of highly motivated teachers who might be more inclined to take voluntary professional development they find interesting.

4.5.1 Negotiation of access

I approached the professor who oversaw degree courses in elementary EFL education at the university to discuss whether it would be possible for me to have access to teacher students at the university. The professor taught me during my undergraduate studies and at the time had known me for over 13 years. As I was contacting him from the UK, we discussed the purpose and structure of my research through an exchange of emails. The professor showed interest in the GE-TD programme that I designed, especially in the idea of introducing the diversity and hybridity of English to elementary language teachers. He said GE, ELF, and WE had rarely been integrated into pre-service teacher education curricula or professional development in Korea, so the TD programme would be an interesting and unique programme that could offer thought-provoking opportunities for teachers. He asked me to send him a concrete proposal for the GE-TD programme outlining the contents and structure of the GE workshop and application phase. After reviewing my proposal, the professor decided to grant me access to the university to recruit potential participants by allowing me to advertise the GE workshop at one of his tailored modules for elementary teachers undertaking a master's degree in EFL education. The professor mentioned that these teachers who come to take master's studies at the university tend to be highly motivated teacher learners so there would be a high chance of them showing an interest in innovative pedagogical ideas such as GE-oriented language teaching.

4.5.2 Research sites and recruitment of participants

The GE-TD programme consisted of workshop sessions administered at the university and the application of GE-oriented language teaching in teachers' own classrooms. This research involved different research sites and recruitment processes depending on the phase of the TD programme. Below, I explain my access to the research sites and recruitment process in chronological order.

4.5.2.1 Phase 1: Workshop

Research site

Phase 1 of the research (see Figure 4.2) was conducted at the university where I administered a GE workshop, a national teacher education university based in central South Korea. The university runs many postgraduate degree courses tailored to in-service teachers, and some of the master's programmes offered are specifically designed for in-service teachers who have a busy work schedule during term time. In order to provide teachers with the flexibility to adjust their study schedule, these programmes allow teachers to attend in-person classes during school vacations and to work on written assignments and their theses during term time. Due to the unique character of the programmes, the university attracts many teachers from across Korea, and teachers who come from far away are allowed to stay in the university dormitory to attend the classes. Due to the popularity of the master's courses among in-service teachers, the site served an ideal environment for me to reach out to potential research participants.

Recruitment of participants

I first recruited participants for the GE workshop. I aimed to recruit a larger number of participants than the actual number of participants required for my research data collection because I expected that not all of the teachers who participate in the workshop would be interested in applying GE-oriented language teaching in the classroom. After discussing a few options for participant recruitment with the professor who gave me access to the university, we decided to invite to the GE workshop in-service elementary school teachers who were taking the professor's module titled *EFL Teaching Approaches in Elementary Schools* as part of a master's programme for in-service teachers. In the class, the professor briefly introduced me, and in order to stimulate teachers' interests in the GE workshop, the professor talked about the concept of GE and its relevance to language teaching. I also explained the rationale of my research and the data collection methods that would be used before, during, and after the GE workshop. The teachers appeared quite intrigued by the idea of GE and its pedagogical implications which were relatively novel to them, and all of the teachers reported that they had never encountered ELF, WE, or GE from their undergraduate or master's academic courses. 12 teachers from the module voluntarily agreed to participate in the workshop. Written informed consent was obtained before the start of the workshop.

4.5.2.2 Phase 2: Application

Recruitment of participants

At the end of the GE workshop, I recruited participants for the second phase of the research (application phase of the TD programme). As the second phase required participants to actively implement GE-oriented language teaching in their classrooms for one academic semester, I expected only several participants who had become interested in the pedagogical implications of GE would volunteer to participate. At the end of the workshop, I asked each participant whether they would be interested in being involved in the second phase, and for those participants who showed interest, I explained the contents and structure of the ensuing phase of the TD programme and responsibilities that might be required, such as conducting a GE-oriented lesson every month and sharing their lesson plans with peer participants online. The need for accessibility to their schools and classrooms as research sites was also explained, and I tried to be transparent about the interruption that this research might cause in their professional lives (Cohen et al., 2007). For example, I told them I might pay a monthly visit to the school, observe a GE-oriented lesson they would implement, and conduct an interview afterwards. As expected, fewer participants decided to participate in the application phase than attended the workshop. Eight teachers voluntarily decided to participate in the application phase of the TD programme, but one teacher later withdrew from the programme as she stated she was too busy preparing for her wedding. Therefore, the second phase of the research was conducted with seven participants.

Research site

The second phase of the research was mainly conducted in the schools and classrooms of seven research participants. The research participants taught at state elementary schools in various regions in South Korea, covering four provinces, and all of the schools were located in cities. For me to access the research sites, I asked participants to obtain approval for their participation in the TD programme from the school management board in advance. The reason I asked participants to initially talk to the school management board on behalf me was to reduce the chance of receiving a negative response from the gatekeepers of the school due to my outsider status. It could be easier to gain access to a research site by asking help from an individual who is or has been a member of the community where the research is conducted (Cohen et al., 2007). On my behalf, teachers briefly explained my involvement in the TD programme to the school management board. As expected, most of the schools requested further information about the

programme facilitator and researcher, and some vice-principals wanted to meet me in advance. Upon request, I provided them with my CV to share my current status as a registered PhD student at the University of Cambridge and a South Korean government-registered elementary school teacher. Furthermore, I met several vice-principals of the participants' schools in advance to discuss the purpose of the TD programme and data collection methods used for my research. During the meetings, I also explained what the school and teachers could gain from my research (Walford, 2001), such as the development of an empowering language teaching practice.

4.5.3 Research participants' profiles

This research is based on seven teachers who completed both the workshop and application phases of the GE-TD programme. Based on the open-ended questionnaires they completed before commencing to the application phase, I provide the profiles of the seven research participants who completed both workshop and application phases of the TD programme. Pseudonyms are used to protect the identities of participants and the confidentiality of the information that participants provided. Rather than presenting brief introductions of the participants in a table, to help contextualise the findings of this study, I have provided detailed descriptions of their experiences as teachers and speakers of English and their teaching contexts.

Sujin had ten years of teaching career experience in total, with four of those years in ELT. She had participated in various in-service English language teaching training programmes, including a five-month-long intensive training programme and a month-long practicum in Australia. She evaluated herself as a highly motivated learner of English who enjoys attending regular English study groups to improve her speaking skills. At the time of participation in the TD programme, she was an English language teacher for all sixth-grade students at her school. She described her students as motivated learners of English who generally showed a high level of class participation.

Boram had six years of teaching career experience in total, with two of those years in ELT. Although she liked learning and teaching English, she evaluated herself as an easily intimidated speaker of English. She had studied English abroad as an undergraduate student, but she mentioned this experience gave rise to her anxiety of speaking English with NSs. Although she was a fourth-grade homeroom teacher, she was teaching English as a subject due to the head teacher's directive that all homeroom teachers should teach English. She mentioned that her

students were generally from middle-class backgrounds and reported that many students had an experience of using English when travelling abroad.

Dohee had six years of teaching career experience in total, with four of those years in ELT. She had taken a month-long international practicum at a school in the US and completed a government intensive training programme in Teaching English in English (TEE). At the time of her participation in the TD programme, she was teaching English to sixth-grade students. She evaluated her students as highly motivated learners of English and competent English speakers. According to her, the students' level of English was already way beyond the level of English in the national curriculum for their elementary school level. Her school was located in one of the most affluent areas of a medium-sized city, and many of her students had studied English abroad or had an experience of living abroad.

Yuna had two years of teaching career experience in total, and she had never taught English before. She evaluated herself as a motivated learner of English due to her fondness of American and British culture and literature. At the time of participation in the TD programme, she was a homeroom teacher of fourth-grade students and did not teach English as a school subject, but she could teach English during free periods[8]. Based on her observation of the students, she evaluated her students as highly motivated learners of English as they had many opportunities to encounter foreign tourists outside the school. As her school was in the heart of a tourist city, her students and their parents were reported to have high interests in learning English. Yet, she evaluated her students' language proficiency as being quite low as many of them did not attend after-school English academies.

Jisu had three years of career experience in teaching but had never taught English before. She had mainly studied English for exams, and she believed she was not good at conversational English. She was a homeroom teacher of sixth-grade students and did not teach English as a subject, but she could teach English during free periods. Although she did not teach English prior to the TD programme, she was aware of students' anxiety about speaking 'accurate' English because such anxiety was often expressed in the students' daily diary entries submitted as part of a regular assignment. She also mentioned that the school language teacher had recently expressed concern about the low-levels of class participation by her students in the ELT classroom.

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[8] Although some research participants were not teaching English as a subject at the time of their participation in the GE-TD programme, they participated because all South Korean elementary teachers are expected to be able to teach English as a school subject.

Mina had five years of teaching career experience in total, with three of those years in English language teaching. She had received three months of intensive training in a TEE government programme, and at the time of participation in this study, she was learning English from a Filipino English teacher through regular phone calls. She was not required to teach English to students as she was a homeroom teacher of fourth-grade students, but Mina was voluntarily teaching English using her discretion as a homeroom teacher due to her fondness of language teaching. She mentioned that her students were generally from low socio-economic backgrounds which she believed contributed to their low motivation to learn English and their low English proficiency.

Hyerim had seven years of teaching career experience, with one year's experience with English language teaching. At the time of her participation in the TD programme, she was teaching English as an ELT teacher of sixth-grade students. As an avid traveller, she had a relatively extensive experience of using English to communicate with speakers of various linguacultural backgrounds compared to other participants. She had taken multiple training programmes in English language teaching, including an international practicum for in-service teachers at an elementary school in New Zealand. According to Hyerim, her students did not find the class English textbook difficult as they had already learnt the contents in advance at their after-school academies. Yet, she was not happy that many students had a very low level of class participation and that class participation was usually dominated by a few students who were good at English.

Although there were individual differences in the personal backgrounds and teaching contexts, the seven participants were all females in their twenties or thirties, with teaching experience ranging from two to ten years.

4.6 Data collection methods

The main purpose of this research is to examine participants' experience of the GE-TD programme. Experience, which is the main construct of the investigation, is a highly subjective and interpretive phenomenon, which makes it important for a researcher to examine experiences from the perspective of the subject. Therefore, the primary methods of data collection used in this research were those that could elicit participants' own interpretations of their learning experience, and observational data based on the researcher's interpretations of the participant's experience was used only as a supplementary source. Individual interviews, reflective writing, and metaphorical drawings were used as primary research methods to

examine the development of critical awareness and agency of teachers during their participation in the TD programme. Observational data, such as field notes and video-recorded lessons, were used only as supplementary sources when triangulating the participants' reported experiences of GE-oriented language teaching with the researcher's interpretation of the teachers' learning experiences. The data collection process and collected data are summarised in Table 4.2.

Time Frame	Data collection methods	Collected data per participant	Total amount of Collected data
Before the workshop	► Individual interviews ► Metaphor drawings	1 audio recording (30-50 mins) 5 sets of drawings and explanations	7 audio recordings 35 sets
Workshop (four days)	► Reflective writings	4 reflective logs	28 logs
Short interval (a month)	► Individual interviews ► Background questionnaires	1 audio recording (30-50 mins) 7 written questions and answers	7 audio recordings 56 written questions and answers
Classroom application (four-month-long academic semester)	► Individual interviews ► Reflective writing ► Fieldnotes ► Video recording of lessons	2 to 3 audio recordings (60-90 mins each) 4 to 9 teaching journal entries 3 to 4 entries of the researcher's field note 3 to 4 video recordings (40-80 mins)	18 audio recordings 56 entries 25 entries 25 video recordings
End of the TD programme	► Individual interviews ► Metaphor drawings	1 audio recording (60-90 mins) 5 sets of drawings and explanations	7 audio recordings 35 sets

Table 4.2 Data collection process and collected data set

4.6.1 Interviews

Interviewing was used as the primary method of data collection in this study. This is because interviews can encourage participants "to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view" (Cohen et al., 2007, p. 349). Interviews are especially suitable when researching participants' beliefs, assumptions, and orientation regarding a phenomenon (Talmy, 2010). For this reason, interviews have been one of the most frequently used methods of data collection in previous research investigating teachers' attitudes towards GE and its pedagogical implications (e.g., Cogo & Siqueira, 2017; Jenkins, 2005; Young & Walsh, 2010) and studies investigating GE-oriented teacher education or development (e.g., Blair, 2017; Sifakis & Bayyurt, 2015; Suzuki, 2011). As it is a powerful method of gathering rich information on participants' experiences, I decided to adopt interviewing as the primary research method.

Different types of interviews exist depending on the structure, participants, and purpose of the interview (Cohen et al., 2007). This study used semi-structured interviews, which allows the researcher to set pre-determined topics but also exercise some degree of freedom to explore interesting aspects that arise during the interview. Semi-structured interviews also allowed me to devise a set of questions that could guide the interview process as well as ask follow-up questions to explore a particularly interesting part of a teacher's reported experience of GE-oriented teacher development. Individual interviews were chosen over focus group interviews because individual interviews allow each participant to demonstrate their own perspective more freely without concerning themselves with the judgement of other interviewees. Focus group interviews are usually employed in research focusing on group dynamics or interactions among interviewees, which is not the purpose of this research (Stewart, Shamdasani, & Rook, 2007).

Although interviews undoubtedly provide a researcher the benefit of accessing teachers' own interpretations of an experience, a researcher needs to be cautious when conducting interviews and analysing data. As interviews involve a social encounter and interactions between the interviewer and interviewee, interviews are not a neutral tool of data collection (Walford, 2001). Interviews consist of a co-construction of meaning between the interviewee and interviewer, which means the interpretation of interview data could be influenced by the interviewer's background and previous experiences (Cohen et al., 2007). Also, an unequal power relation between the interviewer and interviewee could threaten the reliability of the responses from the interviewee as the interviewee might feel pressured to provide answers that

suit the perceived interest of the interviewer (Talmy, 2010). Some measures were taken to minimise the researcher's impact on interviews, such as building rapport with participants (see Section 4.8). The interview data was also cross-checked with other sources of data.

As mentioned in Section 3.2, transformative learning brings about critical awareness and an increased sense of agency in acting on the newfound awareness. From the perspective of transformative learning theory, therefore, it is important to examine not only whether the teacher developed critical awareness of taken-for-granted pedagogical beliefs and practice but also whether the teacher developed the capacity to take informed actions. Accordingly, two sets of interview questions were designed. The first set of interview questions was designed to discover the development of critical awareness of taken-for-granted beliefs related to English language and language teaching after being introduced to GE and its pedagogical implications during the GE workshop (see Appendix B). The second set of interview questions was designed to explore the participants' actual and perceived capacity to put their critical awareness into teaching practice (see Appendix C).

Based on the first set of interview questions presented in Appendix B, interviews were conducted before and after GE workshops. The first interviews were conducted over three days before the onset of the workshop, with the aim of understanding teachers' pre-existing assumptions about English and language teaching. While answering the interview questions, teachers talked naturally about their experiences as a learner, teacher, or speaker of English language in order to explain how these experiences influenced the formation of their assumptions and beliefs about English and language teaching. This allowed me to collect baseline data regarding the participants' pre-existing beliefs and assumptions as well as their background information. Each interview lasted approximately 30 to 50 minutes and a total of seven recordings were collected and analysed. The second interviews were conducted two days after the workshop ended, and they had the aim of tracing any changes in teachers' beliefs about English and language teaching after taking the GE workshop. These individual interviews, which also lasted between 30 and 50 minutes, were conducted over three consecutive days after the workshop ended. As I was unsure at this stage who would participate in the application phase of the TD programme, I conducted interviews with all 12 participants of the workshop. All interviews were conducted in Korean, the mother tongue of both participants and the researcher, in order to enable more comfortable communication.

During the application phase of the TD programme, interviews were conducted based on the second set of interview questions presented in Appendix C. Interviews were administered

during my monthly visit to each participant's school and each participant had three to four interviews in total. During each interview, I first asked about the specific ways the participant had put her understanding of GE-oriented language teaching into classroom practice. During the lesson observation, I made notes about interesting parts of the lesson and any specific behaviour of the teacher that caught my attention, and I modified interview questions based on these field notes. When discussing the specific behaviour of the teacher or an incident in the classroom, I showed participants parts of a video recording of their lesson to help the teacher recollect the behaviour or incident, if necessary. After conducting an interview based on the lesson, I asked the teachers about their experience of GE-oriented language teaching in general. Participants were asked to discuss any critical incidents that they had experienced, and they reported a wide range of topics including students' reactions and the practical challenges of planning and executing GE-oriented practice. Discussing these issues, participants demonstrated their shifting beliefs about language and language teaching and their changing attitudes towards GE-oriented language teaching. The interviews lasted between 60 and 90 minutes per school visit and a total of 25 recordings were collected and analysed.

4.6.2 Reflective writing

Previously I mentioned that interviewing is the most frequently used method of data collection in previous studies on GE-oriented teacher education and development. Some of these previous studies tended to predominantly rely on interview data when reporting their findings (e.g., Sifakis & Bayyurt, 2015). However, this could be problematic given that the interview process and analysis of interview data can be easily influenced by "interviewer bias" (Cohen et al., 2017, p.349) and the use of a single method of data collection could result in a lack of validity of data. This led me to employ reflective writing as another primary method of data collection to triangulate participants' self-produced verbal data with self-produced written data. Moreover, reflective writing is a frequently employed method of data collection in the field of language teacher education and development research (Farrell, 2008; Golombek & Doran, 2014). Participant-produced writing was also used as a primary data source in addition to individual interviews in previous research on GE-oriented teacher education and development (Blair, 2017; Hall et al., 2013; Prabjandee, 2020; Suzuki, 2011). Coupled with interviews, therefore, participants' reflective writing was used in this study to elicit teachers' shifting beliefs about language and language teaching and the participants' interpretation of their experience of GE-oriented language teaching in the classroom.

Reflective writing shares many similarities with interviews as both methods are considered to be a useful way of collecting participants' subjective interpretations of an experience. Yet, there are notable differences between the methods. For example, reflective writing allows participants to have a relatively extended period of time to ponder on their experience before writing about it, while on the other hand interviews tend to elicit instant responses to questions. Reflective writing allows participants relatively more freedom in deciding the scope and focus of data. Furthermore, there are advantages of using reflective writing as a method of accessing teachers' mental lives. For example, reflective writing tends to allow participants to delve into beliefs and assumptions they might not have been aware of (Kyles & Olafson, 2008). Compared to interviews, which involve social interaction, collecting self-produced written data might allow participants to feel less pressured by the presence of the researcher and to feel more comfortable about expressing their opinions (Cohen et al., 2007). The similarities and differences between reflective writing and interviewing make reflective writing a suitable research method for triangulating the data collected through interviews.

There were two sources of reflective writings used in this research: workshop logs and teaching journals. Workshop logs were used in the first phase of the research and were designed to match the topics of the workshop. Each log included prompts that triggered critical reflection on a specific issue. For example, after reading an episode related to the English language or watching a thought-provoking video clip related to GE, participants were asked to write their responses to a prompt such as "What do you think about David Crystal's argument on the future of English?" or "Which scenario would you choose between A and B? Explain the reason for your choice." The log also included a prompt that was designed to facilitate critical reflection on assumptions about English and language teaching in general. This type of prompt was presented at the end of the daily log and guided participants to take four steps as suggested by Smyth (1989): 1) describe usual teaching practice, 2) reflect on the meaning of this practice in a wider social context beyond the classroom, 3) scrutinise the validity of teaching or acting this way, and 4) imagine how they might teach or act differently in the future. An example of workshop logs is presented in Appendix D.

During the second phase of the research, which involved participants applying GE-oriented language teaching in the classroom, participants were encouraged to write a teaching journal to continue their reflective practice. It was recommended that participants write their reflections on their GE-oriented language teaching practice as many times as they wished. Teachers were asked to write in either electronic or hand-written format, but all teachers chose to write their journals using a word processing program. They were allowed to keep the journals to

themselves up until the end of the TD programme so as not to make them feel scrutinised by the researcher. Upon completion of the programme, participants were asked to send their journals to the researcher via email. Participants wrote from four to twelve journal entries, and each entry consisted of 150 to 400 Korean words. A total of 56 entries were collected and analysed.

4.6.3 Metaphorical drawings

Metaphorical drawings were used as a method to elicit teachers' tacit assumptions about English and language teaching. I decided to use metaphorical drawings to compensate for some limitations of interviewing and reflective writing as research methods. While interviews and reflective writing tend to be used for eliciting teachers' beliefs and assumptions that they are conscious of, metaphorical drawings can be a useful tool to access the assumptions and beliefs that teachers are unaware of. This is because asking to articulate metaphorical representations can help reflection on beliefs that have previously been unknown to the participants (Fisher, 2013). Drawing can be used to "bring to the surface beliefs that participants do not immediately share in conversation or writing" (Kelly, 2018, p. 8). In this regard, metaphorical drawing, which combines the advantages of metaphor representation and drawing, could help understand participants' ideological assumptions about English and language teaching that may have been unconsciously internalised.

In this research, before and after their participation in the TD programme, participants were asked to draw metaphorical images and written explanations regarding five constructs: English, Korean English, native and non-native English speakers, English language teaching, and the English language teacher. The first three constructs were chosen to elicit participants' conceptions of English and ideological concepts that are highly relevant to GE. The last two constructs were chosen to elicit participants' conceptions of language teaching. In order to avoid the researcher's subjective interpretation of the drawings and metaphors, I asked participants to add written explanations about the rationale behind their choices and drawings (Guo & Liu, 2020). A total of seven sets of drawings and explanations were collected before the TD programme, and another seven sets were collected after the programme. Examples of self-produced metaphor drawings are presented in Appendix E.

4.6.4 Field observation

Observational data was used as a supplementary source in this research. Observation allows a researcher to "look directly at what is taking place in situ rather than relying on second-hand

accounts" (Cohen et al., 2007, p. 396). Classroom observation could therefore serve a useful tool to cross-check what teachers say they do and what they actually do in the classroom (Phipps & Borg, 2009). Classroom observations were conducted to triangulate participants' interviews and reflective writing. Two sources of observational data, field notes and video-recorded lessons, were used in this research.

Field notes allow a researcher to record a first-hand account of an activity that participants are engaged in (Ravitch, 2018). I kept field notes to document my interpretations of the participants' engagement with GE-oriented language teaching during the application phase of the TD programme. I made notes while and right after observing the participants' lessons during my monthly school visits. I wrote down memos about specific parts of the participants' practice that were noteworthy or interesting. I also wrote field notes to record my experience and communication with participants in general. Since participants were encouraged to consult me about any difficulties they experienced in GE-oriented language teaching, I was able to understand their general experience of GE-oriented language teaching beyond the observed lessons. I made a total of 25 field note entries during the research. My interpretations of the participants' experiences of GE-oriented teacher development, which were documented in the field notes, provide useful information when contextualising the experiences reported and interpreted by participants in interviews and reflective writing. An example of a field note is presented in Appendix F.

Participants' lessons were also video recorded. The main purpose of video recording was to use the recordings as a stimulus to trigger the participants' reflections on their practice during the post-lesson interview, as discussed in Section 4.6.1. Yet, video-recorded lessons were also frequently referred to as a supplementary data source in order to understand how participants enacted GE-oriented practice in the classroom and to see if there were any changes in their practice. Most of the participants' lessons were recorded once a month during my school visits, resulting in three or four recorded lessons being collected per participant. A total of 25 video-recorded lessons were collected. An example of classroom discourse is presented in Appendix G.

4.6.5 Background questionnaires

Open-ended questionnaires can be a time-efficient method of collecting qualitative data (Cohen et al., 2007). Although the initial interviews conducted before the TD programme provided useful background information about the participants, the collected information appeared rather fragmented and could not provide a full picture of the backgrounds and teaching contexts

of the participants. Therefore, I asked participants to fill out background questionnaires before commencing to the application phase of the TD programme. The background questionnaires were mainly about their experiences as learners, speakers, and teachers of the English language, learning characteristics of the students they were currently teaching, and the socioeconomic backgrounds of the areas they taught in. The format of the background questionnaire is presented in Appendix H.

4.7 Data analysis

4.7.1 Data management and analysis

I started transcribing interviews during the period of data collection to familiarise myself with the data. All interview data were eventually transcribed and stored in word processing files. Workshop logs were collected at the end of the workshop, and the participants' writings were transcribed in word processing files. Word processing files of teaching journals were collected via email and stored in the researcher's computer. The data collected through these three primary sources were read and re-read to make sense of participants' lived experiences. I made notes on interesting statements and anecdotes that participants reported, and based on the notes, I preliminarily analysed the outcomes and processes of participants' learning. Then, I used NVivo 12, a data analysis software, to effectively manage the data coding process (Bazeley & Jackson, 2013). Data analysis was driven by research questions (Cohen et al., 2007); I conducted three rounds of data coding and each round was guided by one of the three research questions. The results of the coding analysis were cross-checked with the preliminary data analysis.

Metaphorical drawings were scanned and saved as PDF files. The written explanations of the metaphorical drawings that participants produced were typed and saved in word processing files. The unit of analysis was a set of one metaphorical drawing and one written explanation on each of the following concepts: English, Korean English, NS and NNS of English, English language teaching, and English language teachers. To understand participants' beliefs and assumptions about English and language teaching, I analysed their written explanations about the metaphor drawings. I also compared metaphorical drawings produced before and after the TD programme to trace any changes in teachers' beliefs and assumptions.

Field notes, video-recorded lessons, and background questionnaires were not coded and served only as supplementary data sources. Yet, they were frequently revisited during the data

analysis. The field notes, which documented the researcher's interpretations of the participants' experiences, were often referred to when contextualising interview data. Video-recorded lessons were referred to when validating teachers' self-reported accounts of the development of their practice. Background questionnaires were cross-checked with interview data to understand teachers' previous experiences as learners, speakers, and teachers of English and their current teaching contexts.

4.7.2 Making sense of data

This study adopted a qualitative approach to data analysis, which involves "making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities" (Cohen et al., 2007, p. 461). The study largely drew on content analysis of interview transcriptions and participant-produced reflective writings. Content analysis, which utilises codes and categories, allowed me to systemically analyse participants' reported experience of GE-oriented teacher development. The analysis process was also guided by transformative learning theory, which served as an analytical framework. Metaphorical drawings, field notes, and video-recordings of lessons – which served as supplementary data sources – were frequently referred to when contextualising interview and writing data. Below, I provide further details of the ways I analysed and interpreted data to respond to each research question.

R.Q. 1 What changes do Korean elementary school teachers experience in their awareness of language teaching and their capacity to take informed actions while participating in the GE-TD programme?

Guided by transformative learning theory, critical awareness and the capacity to take informed actions served as two important criteria when analysing outcomes of GE-oriented teacher development. In order to examine whether participants developed a more critical awareness of English and language teaching through participation of the TD programme, I compared teachers' own assumptions about language and pedagogical beliefs demonstrated before, during, and after the TD programme. Interviews and reflective writing were used as a primary source of data, and metaphorical drawings that were completed before and after the TD programme were used as a supplementary source. To examine whether participants developed the capacity to make informed actions, I looked for evidence demonstrating changes in the way participants implemented GE-oriented language teaching and the way they negotiated the new practice and their teaching contexts. Interviews and reflective writing were used as the primary

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sources of data, and field notes and video-recorded lessons were used as supplementary sources to triangulate the participants' reported data with the researcher's observational data.

After loosely coding participants' critical awareness and capacity for informed actions, I inductively analysed subthemes. A list of codes generated from the above process was categorised into 12 broader themes. These themes were grouped into four superordinate categories. Two categories were related to critical awareness: change in beliefs about language and change in beliefs about language teaching. The other two categories are more relevant to the capacity to take informed actions: the development of practice and the willingness to resist normative language teaching. Chapter 5 discusses the findings based on the four categories and eleven identified themes. An overview of the coding scheme is presented in Appendix I.

R.Q. 2 What trajectories of GE-oriented teacher development do teachers undergo, and how do the trajectories differ?

I read and re-read transcribed interviews and reflective writing by each participant in order to understand their interpretations of their experiences with GE-oriented teacher development. During this stage, I made comments on interesting anecdotes and statements that demonstrate particular features of the learning trajectory that the participant experienced. In doing so, I could familiarise myself with the individual participant's profile and compare commonalities and differences in their trajectories of learning. The second stage of data analysis was more deductive as it was guided by the four stages of transformative learning discussed in Section 3.3. I identified the corresponding stage of transformative learning for each anecdote or statement that I made comments on. Based on the analysis, I tried to construct a learning trajectory of each participant. The analysis process of Jisu's trajectory of teacher development is presented in Appendix J as an example.

As a result, three trajectories of learning were identified. Each trajectory features a distinctive characteristic: a steady progression, backsliding, or an extensive period of stagnation in professional development. Although I analysed all seven participants' trajectories of learning, I concluded that presenting all of the trajectories in this thesis would be repetitive and impractical due to limitations on length. Therefore, I present three representative cases that respectively correspond to the three trajectories of GE-oriented teacher development discovered in this study (see Chapter 6).

R.Q. 3 What are the contributing factors to GE-oriented teacher development, and how do the factors mediate each stage of teacher development?

Interview data and reflective writings were inductively coded to examine factors that mediated each stage of transformative learning. A list of codes was later categorised into broader themes, and a total of 11 themes were created, as presented in Chapter 7. An overview of the coding scheme is presented in Appendix K. I further tried to discover relationships among the themes, and I identified two different ways to categorise relationships: the internal and external factors of the TD programme and the cognitive and affective factors of teacher development, as discussed in Section 8.4.

Target of analysis	Research question	Data set	Data analysis and interpretation
Learning outcomes	What changes do Korean elementary school teachers experience in their awareness of language teaching and their capacity to take informed actions while participating in the GE-TD programme?	Interviews Workshop logs Teaching Journals Metaphorical drawings Fieldnotes Classroom observations	Loosely coded any statements indicating critical awareness and the capacity for informed action, then inductively coded loosely-coded statements to identify sub-themes
Learning trajectories	What trajectories of GE-oriented teacher development do teachers undergo, and how do the trajectories differ?	Background questionnaires Interviews Workshop logs Teaching journals Fieldnotes Classroom observations	Drew on four stages of transformative learning to construct learning trajectories of three participants
Factors of learning	What are the contributing factors to GE-oriented teacher development, and how do the factors	Interview and Workshop logs Teaching journals	Inductively coded participants' reported factors that affected each stage of

	mediate each stage of teacher development?		transformative learning

Table 4.3 Data analysis guided by research questions

4.7.3 Presentation of data

The raw data included in the findings, such as interview extracts, workshop logs, and teaching journals and written explanations of metaphorical drawings, were all translated from Korean into English. I decided to translate them myself as I am competent in both Korean and English (Korean is my mother tongue and I have worked and studied in the UK for almost ten years). However, translation can involve losing or distorting the original meaning, and the researcher's bias can influence the translation practice (Corbin & Strauss, 2015). Therefore, I decided to take measures to ensure the reliability of the translated data presented in this research. I asked another bilingual speaker of Korean and English who is a native English speaker and advanced user of Korean to cross-check my translations. When there were different opinions about the accuracy of the translation, we discussed and tried to reach consensus. Examples of translated data are presented in Appendix L and M.

4.8 Quality and trustworthiness of research

In scientific research, it is important for researchers to ensure the validity and reliability of their research. In qualitative research, Guba's (1981) four criteria – credibility, transferability, dependability, and confirmability – are often used instead of the criteria of validity and reliability, which are strongly related to the positivist worldview. This section explains the measures taken to enhance the trustworthiness of this research based on Guba's four criteria.

Credibility is the truth value of research findings (Guba, 1981). Two measures were taken to ensure the credibility of this research. The first was methodological triangulation. This research used multiple research methods to cross-check data collected through various sources. For example, interviews, reflective writing, and metaphorical drawings were used to trace shifts in participants' beliefs about language and language teaching. When it came to examining practice development, this study examined participants' self-reported data though interviews and reflective writing as well as the researcher's observation data including field notes and video-recorded lessons. Second, during the TD programme, I strove to be open-minded towards participants' opinions and tried not to assert my own perspectives. In this way, I did my utmost

to make participants feel comfortable providing honest opinions during interviews. As I was not only a researcher but also a programme facilitator who could not perfectly hide my own perspectives on language and language teaching, I was concerned that participants might feel uncomfortable about expressing views that might contradict mine during the interviews. Asymmetries of power residing in the relationship between interviewer and interview can potentially threaten the credibility of interview data (Cohen et al., 2007). To solve this dilemma, I tried to build rapport with participants before and throughout the TD programme and consistently showed my respect for participants who were the experts of their practice and teaching contexts.

Transferability is the extent to which research findings can be applied to similar contexts (Guba, 1981). Although it is acknowledged that the precise findings of this small-scale study cannot be generalised in other contexts, a few strategies were implemented to strengthen the transferability of the research. The first strategy was to provide thick descriptions of the research design, context, and participants so that the reader can decide to what extent my research findings are applicable to their contexts (Guba, 1981). Although findings of the study are contextual to South Korea, they could also apply to similar contexts where high-stakes English exams and parents' deep convictions regarding the supposed native supremacy are prominent. The second strategy was to provide details of the GE-TD programme to help future researchers recreate a similar TD programme and compare research findings with those of the present research. Lastly, although the study was conducted in a specific context, this study generates theoretical insight into GE-oriented language teacher development in general. The theoretical knowledge this study aims to produce can be applied to GE-oriented teacher development in other contexts.

Dependability is the general stability of data and the interpretation of data (Guba, 1981). Qualitative research posits on the assumption that "the social world is always being constructed" (Marshall & Rossman, 1999, p. 194), so it is inevitable that research contexts, research designs, and the intentions of the researcher keep changing during the research process (Toma, 2006). Throughout the research process, I acknowledged that I could not perfectly control the multiple variables of this research and that my focus and decisions as a researcher might at times be inconsistent. This led me to write a research journal to document my shifting thoughts during the research and critically reflect on the consistency of data collection and my interpretation of the data. Keeping a research journal helped me systemically review the research process.

Confirmability refers to the degree that research findings can be corroborated by others (Guba, 1981). Due to the hermeneutic nature of qualitative inquiry, this research could only generate subjective and interpretive findings that cannot claim to be the 'objective truth'. However, it is also important for a researcher to bracket their own bias affecting the interpretation of data. In this regard, I took two measures to minimise any bias that might affect the interpretation of the data. First, I used interviews and reflective writing which are suitable methods to elicit participants' first-order perspective on their lived experiences. To ensure reliability of coding, I coded the same data set two to three times, with short intervals in between each time, in order to cross-check coded data and a list of codes. I also went through a "member check" (Guba, 1981, p. 80) on my preliminary data analysis. After the first round of data analysis, I provided participants with extracts from the interviews and reflective writing used in the analysis and my written interpretation of their remarks. They were invited to comment on any misinterpretations if they found any.

4.9 Ethical considerations

Due to their dual roles as a researcher examining phenomena and a protector of participants' rights and values, researchers often encounter ethical dilemmas. I therefore carefully followed the ethical guidelines for educational research by the British Education Research Association (2011) when planning and implementing the research. For example, the degree of disclosure was negotiated with participants, and their background information was kept confidential using pseudonyms. Informed consent forms which explained the purpose of the research and the contents of the TD programme were distributed at the beginning of the research, and this research is based on the data of participants who signed the informed consent forms (see Appendix N). I also sought written informed consent from the participants who further agreed to participate in the application phase of the GE-TD programme (see Appendix O). Despite following general guidelines on ethical research, there are several ethical dilemmas arising from conducting critical pedagogical, teacher development, and classroom-based research, which I intend to discuss below.

A fundamental concern associated with developing critical awareness of language teachers is that critical pedagogy runs the risk of indoctrination and imposing the lecturer's perspective and thoughts on to learners (Jeyaraj & Harland, 2016). Critical pedagogy aims to help learners become critically aware of the forces that have shaped their lives and perspectives and help them transform themselves as informed subjects and social agents. Yet, it is often criticised that a critical pedagogical teacher tends to have a somewhat determined agenda to enlighten

'uncritical' learners by introducing a perspective that aligns with her own assumption and values. This criticism could also apply to my research, which has an aim of promoting English language teaching that advocates the diversity of English and speakers in a global community.

This put me in an ethical dilemma, and during the research process, I became quite anxious and self-reflective about whether I was unconsciously imposing my perspectives on the research participants. Yet, at the same time, it seemed almost impossible to hide my advocacy of GE-oriented language teaching because I was the one who designed and implemented the GE-TD programme. Although I understand it would be impossible for any educator to present themselves as perfectly politically neutral because teaching naturally involves conveying certain worldviews (Giroux, 2010), I felt the need to establish protocols to follow as a programme facilitator to ensure that I would not fall into the trap of indoctrination or inculcation.

In this regard, I developed and followed three protocols. The first protocol was to establish a democratic relationship between the teacher participants and myself, which began with creating rapport. In order to do this, before administering the workshop, I attended a master's module that participants took upon the approval of the professor leading the module. Rather than positioning myself as a PhD student observing the class, I actively shared my experiences and concerns as an elementary English language teacher. Also, as programme facilitator, I had frequent face-to-face meetings with participants and regularly communicated through phone calls and messaging apps, and I became quite close to many of the teachers in the study. In this way, I could ensure that participants felt at ease and could be honest when articulating their beliefs about English, language teaching, and attitudes towards GE-oriented language teaching, without being too concerned about my opinions.

The second protocol I established was that I assured the participants that it was completely up to them to decide the scope and methods of GE-oriented language teaching practice and the facilitator would play only an assisting role. Although as the facilitator I was considered to have theoretical expertise in GE-oriented language teaching, participants were considered as experts in conducting effective teaching practice based on their profound knowledge of the teaching contexts in which they implemented GE-oriented language teaching. Therefore, participants were encouraged to have autonomy over the process of designing and executing GE-oriented language teaching in their classrooms, and the facilitator provided assistance only when requested. By taking these steps, I was able to ensure that participants had ownership of their teaching practice.

Third, I kept a reflective journal to reflect on my own experience as a facilitator of the GE-TD programme. Action research requires the researcher's effort to make continuous improvements in practice by reflecting on the outcomes of the interventions in the practice. By keeping a reflective journal, I reflected on my role as programme facilitator in order to monitor and address any potential power imbalances between the participants and myself.

Another ethical concern of conducting research in which a TD programme is implemented as a research intervention is the risk of putting too much workload on teachers who are already busy professionals. Kubanyiova (2007), who implemented a longitudinal TD programme for a doctoral research project, stated that teacher development research requires greater sacrifices from teachers compared to descriptive research, and therefore a researcher should be sensitive to this issue. The practical aim of implementing GE-oriented language teacher development was to provide the opportunity for critical awakening to occur, but I was also concerned about the level of commitment that this research required from the participants. On the one hand, a critical language TD programme could offer benefits to teachers by introducing a new perspective of language teaching. On the other hand, teachers were required to sacrifice their time and adjust their routine to collaborate with the researcher and tolerate the researcher's disruptions into their professional lives.

In this regard, I followed several principals to solve this ethical dilemma. First, before recruiting participants for semester-long experimentation with GE-oriented language teaching in the classroom, I tried to be as transparent and specific as possible about the level of commitment and interruption this research might cause. I informed the participants of the number of lessons that would be observed during the semester and the data collection methods that would be used for the research. Only participants who were agreeable to the procedure of this phase of the research were invited to voluntarily participate in the study.

Second, in order to reduce the workload and emotional difficulties that my research project might pose to teachers, I provided a variety of support whenever they required my assistance in planning or implementing GE-oriented language teaching. Via communication channels such as a messaging app, an online community, and phone calls, we discussed any challenges or issues that participants wanted to talk about, and I provided assistance in diverse areas such as material development, strategic planning, and emotional support. Also, teachers were encouraged to share their lesson plans and instructional materials with peer participants on an online community in order to reduce the time and effort spent on GE-oriented language teaching. Participants referred to each other's classroom activities when developing their own

activities and made use of listening and visual materials uploaded by peer participants. This helped the participants save time and experience less burden compared to developing instructional materials from scratch.

Third, participants were allowed to decide the level of their participation in the TD programme. Research inevitably causes some degree of disruption in participants' lives, therefore minimising the level of disruption is crucial (Cohen et al., 2007). In this regard, I tried to provide participants with autonomy in deciding the frequency and methods of data collection used in this research. For example, participants were encouraged to make journal entries as regularly as they wished, and they were allowed to choose the dates and number of school visits I made. Although my initial plan was to pay a visit once a month, I soon realised the need to take a more flexible approach considering teachers' heavy workloads and multiple responsibilities at the school. I also took a flexible approach to lesson observations as my presence in the classroom might be considered intrusive to some participants. Participants were thus given an option of recording their own lessons and sending them to me rather than inviting me to their classroom. Most importantly, participants were reminded that they could leave the TD programme at any time they wanted. Seven of the eight teachers who participated in the application phase of the TD programme completed the whole programme, with one teacher deciding to leave the programme due to personal reasons.

The last ethical dilemma that I had was a concern about involving very young students in the research. Although the students were not the direct participants in my research, I frequently encountered them during my school visits. Conducting research involving young students requires extra care regarding ethics, for example, informed consent should be sought from parents and adult gatekeepers (Goredema-Braid, 2010). Therefore, informed consent was sought from both the school management board and students' parents. In addition to the presence of the outsider researcher, potential negative impacts of a change in teaching practice on student learning gave rise to another ethical concern. In this regard, teachers were encouraged to incorporate GE into their practice based on their understanding of the needs of students and contextual constraints in the classroom. Encouraging a contextualised understanding of GE-oriented language teaching helped teachers devise pedagogical plans that suited the needs of their students and teaching contexts.

4.10 Reflexivity in critical action research

Critical reflexivity by the researcher is key for critical action research to be not only transformation of the world but also transformation of the self (Kemmis, 2010). There are two foci of critical reflection that I continued to engage in during my fieldwork: my practice as a programme facilitator and my academic foci and assumptions about GE-oriented language teaching and teacher development. This helped me develop a better understanding of ethical practice of critical action research and identify an urgent research agenda from the perspective of teachers.

First, critically reflecting on my practice as a programme facilitator taught me the importance of balancing a research endeavour and the professional contexts of teachers. That is, I learnt that conducting critical action research requires the researcher's full consideration of limited resources or time that participants might have. Although it is important to pursue the critical agenda of research, it might be more crucial to ensure that the research does not put too much burden on research participants. At the beginning of the GE-TD programme, I believe I excessively focused on my research agenda and paid too little attention to the limited time and efforts that participants could devote to their GE-oriented teacher development. At the start of the TD programme, I provided participants with an extensive pre-reading list that consisted of articles and books based on critical perspectives towards language and language teaching. Since my own critical journey was sparked by reading extensive literature on GE and critical language pedagogy, I naively believed that learning through scholarly articles and debates would be the best way to trigger critical reflection of participants. Surprisingly, it turned out that almost none of the participants read any literature beyond the reading materials provided in the workshop. Many of them complained that reading a number of scholarly articles in English is cognitively demanding as well as time-consuming. I have since realised that teachers who are very busy professionals with multiple responsibilities have only limited time for professional development, while I was a full-time PhD student who could devote a lot of time to reading academic articles and books. This critical reflection made me see that I might be focusing too much on achieving my research agenda without considering teachers' academic backgrounds and their professional lives. This taught me the importance of tailoring my 'action' in critical action research to the needs of teachers.

Second, conducting critical action research enabled me to critically reflect on the role of pedagogic-oriented GE researchers. Although the participants seemed to understand GE and its pedagogical implications at the theoretical level, they experienced a lot more difficulty transforming their understanding into practice, partly because of the lack of systematic and practical guidance detailing what and how teachers can actually change their classroom

practice. Teachers seemed to require more concrete examples of pedagogical ideas that could be readily applied in their teaching contexts, beyond broad pedagogical principles suggested by scholars such as 'incorporating diverse varieties of English'. For example, participants appeared to require concrete guidance on how to source materials of diverse varieties of English that are suitable to the cognitive and linguistic levels of very young students such as elementary students. Besides, developing classroom materials from scratch was very burdensome to some teachers, and it seemed that teachers needed a resource pool of instructional materials such as lesson ideas or audio and video materials of diverse varieties of English. Despite the practical difficulties that practitioners experience, GE researchers have been reluctant to suggest concrete pedagogical ideas (Bayyurt & Sifakis, 2015). Although it is largely up to practitioners to decide to what extent GE is relevant to their contexts of teaching (Jenkins, 2012), I came to believe it is the researcher's duty to showcase concrete examples of GE-oriented language teaching that teachers could refer to, beyond calling for a change without providing any specific guidance.

4.11 Conclusion

This chapter discussed the methodological choices in this study, beginning with a discussion of the rationale behind adopting critical theory as a research paradigm and critical action research as a research methodology. Next, the chapter presented a research design demonstrating two action research cycles, and the GE-TD programme was described as an intervention taking place in the second research cycle. Then, the chapter discussed sampling strategies, research participants, and sites involved in the second research cycle that this thesis is based on. Methods and the processes of data collection and analysis were presented, and measures taken to ensure the trustworthiness and ethicality of the research were explained. The chapter concluded by discussing the lessons that I learnt from doing critical action research.

Chapter 5 Outcomes of the GE-oriented teacher development programme

5.1 Introduction

This chapter aims to demonstrate the outcomes of the GE-TD programme. Drawing on the discussion in Section 3.2, which highlights that transformative learning requires the development of not only more justifiable and critical perspectives but also the capacity to take informed actions, this study examines whether the participants experienced a shift in their perspectives of English or language teaching as well as whether they demonstrated the capacity to act on their changed perspectives in the classroom.

Adopting this cognitive-behavioural integrative perspective towards critical language teacher development, this study reveals three areas of critical language teacher development that participants demonstrated: cognitive, performative, and conative change. The following two sections of this chapter present the cognitive change in participants by discussing their development of critical awareness of English and English language teaching. Section 5.2 discusses changes in the participants' beliefs about the English language, and Section 5.3 presents the changes in the participants' beliefs about English language teaching. The last two sections of this chapter present the performative and conative changes that are necessary for taking informed action based on changed perspectives towards English and English language teaching. Section 5.4 looks at the performative change of participants by presenting changes in their practical knowledge of how to incorporate GE into language teaching practice, and Section 5.5 discusses the conative change of participants by demonstrating the degree of their willingness to continue to confront the normative practice of language teaching.

5.2 Changes in beliefs about English language

The participants reported that taking the TD programme led to the reconstruction of some of their beliefs regarding the nature of English and language use. Although the extent of the manifested change varied across the teachers, all the participants demonstrated more critical and open perspectives on English towards the end of the TD programme. Such transformation of the teachers' perspectives was manifested in teachers' increased awareness of the sociolinguistic diversity of English, their resistance to oppressive language ideologies, and their acceptance of the fluidity of English. In this section, these three sub-themes of the teacher changes are discussed in detail.

Heightened awareness of the sociolinguistic landscape of English

The participants showed increased awareness of the sociolinguistic reality of English used in the global community. Although the participants had initially appeared to acknowledge the function of English as a global contact language at the beginning of the TD programme, few participants had indicated their awareness of the sociolinguistic diversity of English. During participation in the TD programme, the teachers demonstrated increased awareness of the diversity of English as a global lingua franca and interrogated the validity of their assumptions related to English in the light of the contemporary sociolinguistic landscape of English.

One illustrating example of the teachers' heightened sociolinguistic awareness was the change in some teachers' perceptions of the target interlocutors of English. Jisu commented that learning of the ratio of native to non-native English speakers led her to change her perspective on the linguistic status of imagined interlocutors:

> *I was really shocked when I watched the video clip of 'what if the world was made of 100 people' that Sujin uploaded on our website. I was really surprised at the numbers of native and non-native English speakers. I mean... In the past, I just vaguely thought the speakers of American and British English would outnumber those speaking other varieties of English. I also used to think there would be a higher chance to speak with native English speakers than non-natives. But the numerical data presented in the video clip proved me wrong. It was really shocking.* (Jisu, Interview, September)

The above excerpt illustrates how Jisu's taken-for-granted assumption on target interlocutors of English transformed into a more justifiable belief grounded in the statistical data of native and non-native English speakers. It appears that Jisu held a belief that native English or standard English speakers would comprise the majority of English speakers in the global community, and such belief might perhaps originate from her familiarity with only American English. Learning of the reality of English speakers from the video clip shared by a peer participant was eye-opening, but this "shocking" experience enabled her to develop a more accurate understanding of speakers of English in a global context.

In a similar vein, Boram commented that the TD programme challenged her bias about unfamiliar varieties of English. Before taking the programme, Boram tacitly believed the

majority of speakers of English would use American English just because it was the most popular variety in South Korean. Even when she stayed in Australia to study English, she disregarded the need to tune her ears to the Australian accent or other accents of English except General American. Yet, she indicated that learning about GE opened her eyes to the sociolinguistic diversity of English used in the global community, and this led her to form more open and inclusive attitudes towards unfamiliar varieties of English. Boram demonstrated this change in perspective when comparing her previous and recent attitudes towards varieties of English other than American English:

> *Even when I studied English in Australia, I somehow thought I wouldn't frequently encounter speakers of Australian English in the future. I thought I just need to understand American English well. But I frequently listened to the recordings in various varieties of English to prepare for GE lessons during this semester. This made me feel I need to be able to understand different varieties of English at least to some extent.* (Boram, Interview, December)

The above excerpt suggests that even teachers who are acquainted with varieties of English other than American English could neglect the diversity of English used in the global context. Like many other Korean teachers in her generation, Boram was mostly exposed to the North American variety of English when she was a student. Boram also lacked opportunities to explore the diverse varieties of English as a student because the listening materials used for instruction and exams at the time were recorded in only the General American English accent. This might have led her to tacitly regard American English as the most widely used variety of English in the global community. For Boram, the GE-TD programme, which introduced the sociolinguistic reality of English in a global community, was eye-opening, and the programme provided the opportunity for her to develop a better understanding of the existence of diverse varieties of English that are spoken by the members of the global community who use different English accents, vocabularies, and grammars.

New critical perspectives on dominant language ideologies

The second sub-theme of the changes in teachers' perspectives on English is a more critical attitude towards pervasive ideologies of English underlying South Korean society and ELT classrooms. The development of participants' critical attitudes towards dominant language ideologies manifested in changes in how the participants perceived some of the highly ideological concepts related to English such as 'native speakers' and 'localised English'.

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Some teachers showed a dramatic change in the way they conceptualised native and non-native speakers of English. While they initially appeared to have internalised negative connotations of NNSs, they demonstrated a more critical stance towards taken-for-granted depictions of native and non-native speakers as the GE-TD programme progressed. Below, Hyerim's metaphor drawings of a NS and a NNS completed before and after the TD programme is a telling example of how the teachers' critical perspectives developed. Hyerim provided captions below her metaphor drawings to further explain the meaning of the chosen metaphors:
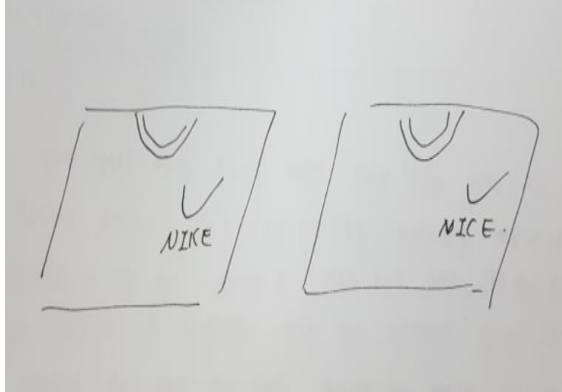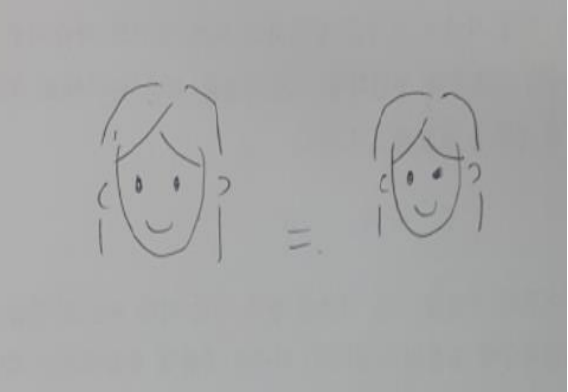
The original and the counterfeit	*The twins*
Non-native speakers are anxious when speaking English in front of native speakers. When speaking English in front of native speakers, non-native speakers are not confident and really worried about making mistakes. You would feel anxious if you were wearing the counterfeit in front of someone with the original.	*Differentiating between native and non-native speakers is not important anymore. In terms of speaking the same English language, they look like one another, like twins. Native or non-native is only a classification method for speakers of English depending on their mother tongue.*

Figure 5.1 Hyerim's pre- and post-programme metaphor drawings of NSs and NNSs

Hyerim's pre- and post-programme metaphor drawings appear similar at first glance, but they demonstrate a change in her attitude towards native speaker ideology. Her initial metaphor of native and non-native speakers was 'the original' and 'the counterfeit'; she portrayed the NS as the famous sports brand Nike and the NNS as a Nike imitation called 'Nice'. In the caption, she explained that both using non-native English and wearing counterfeit branded clothing generates feelings of shame and anxiety. The data suggests that before the TD programme, Hyerim complied with the ideology of native supremacy which is widely circulated in South Korean society and had no intention to problematise it. In contrast, NSs and NNSs were portrayed as identical twins in her later metaphor drawings completed after the TD

programme. Her chosen metaphor for NSs and NNSs indicates her germinating sense of resistance to the unequal depiction of NS and NNS. Hyerim appeared to focus on the commonality of NSs and NNSs rather than their differences, and she stated that the distinction between NSs and NNSs is not important to her anymore.

In addition to the ideology of native superiority, the socially constructed concept of 'Korean English' frequently appeared as a subject of participants' scrutiny. The participants generally portrayed Korean English negatively in their initial metaphor drawings, including as a 'horror movie' (Sujin), 'old-fashioned trousers' (Mina), and 'unmixed cocktails' (Hyerim). Yet, their later metaphors of Korean English positively depicted Korean English such as 'one of the global villages (Sujin)', 'Korean traditional food' (Mina), and 'a successful Korean electronics brand' (Hyerim). As Sujin explained in the below interview excerpt, the participants came to accept the legitimacy of Korean English, commonly referred to as 'Konglish', as they critically interrogated the rationale of marginalising Korean English during the GE workshop. While Sujin used to look down on Korean English words and avoid using them, she came to change her perspective. She explained how she had an opportunity to reflect on her taken-for-granted assumptions when she was looking for a list of Korean English words to prepare for her lesson in November:

> *When preparing for the class, I found bloggers explaining that some Konglish words are in fact easy to understand. This made me think, yes, perhaps we can use those Konglish words for international communication. Also, if those Konglish words become more popular in the future, I thought foreigners might even start using them. I have heard in some ways that 'handphone' make more sense than 'cell phone' and most foreigners understand what 'handphone' means.* (Sujin, Interview, October)

By reading online blogs that provided new and empowering perspectives towards Konglish, Sujin was able to critically interrogate the validity of the 'common' knowledge that we should refrain from using Konglish because they are incomprehensible to foreign interlocutors. Based on this newly encountered perspective, Sujin came to make more autonomous judgements regarding the legitimacy of Konglish words. She developed a more justifiable and empowering perspective towards Korean English as she concluded that some Konglish words can be used in international communication in their own right.

Adoption of less normative mindsets about the use of English

The third sub-theme of the changes in teachers' beliefs about English is the adoption of less normative approaches to the use of English when it comes to global communication. Taking part in the GE-TD programme seemed to help participants critically interrogate the taken-for-granted assumption that standard English is the most comprehensible variety of English regardless of the speech context. As the programme progressed, the teachers seemed to understand that English used in global communication is diverse and hybrid in nature and the diversity and hybridity of English should not be regarded as factors to communication breakdown.

One of the examples of such change is the shift in the teachers' attitudes about the use of English. In the pre-programme interviews, the teachers generally showed a preoccupation with using only standard English. For instance, Yuna mentioned that she used to think she should strive to speak English like an American or British person. Also, Sujin said that she used to self-censor and rehearse English sentences before saying them aloud as she was worried about making mistakes. Boram stated she used to avoid speaking English with the native speaking teacher in front of other Korean teachers because she felt her Korean colleagues would be judging how close her English is to native proficiency. Yet, it was notable how these teachers came to distance themselves from their long-held beliefs that there is one way to speak 'correct' English. For example, Boram demonstrated the change in her attitude by explaining how she felt about using English during a recent trip with her husband to Guam, a territory of the United States:

> *Boram: I wasn't that fluent when speaking English to people in Guam, but I didn't really care. When my husband tried to tease me about my English, I told him that the people understood my English. This means I successfully communicated with them and that's all that is important.*
>
> *Facilitator: Ah, do you mean you feel more confident about your English?*
>
> *Boram: Speaking English is not as much burdensome as it used to be. I used to always rehearse a correct sentence in my head before speaking it, but I don't worry too much anymore and just say it. If the person doesn't understand me, I would say it again. If I don't understand the person, I would ask for clarification.* (Boram, Interview, December)

The above excerpt demonstrates the dramatic shift in Boram's attitude towards the use of English. Before taking the TD programme, she used to be afraid of speaking English because she

was concerned about other people's opinions about her English being non-standard. The above excerpt demonstrates that she began to care more about the success of communication rather than the 'accuracy' of her speech. Although her husband ridiculed her use of non-standard English grammar or accent, she did not seem to be ashamed about her English anymore. This confidence was possible because she paid more attention to the delivery of meaning than to using standard English when judging the success of the use of English for global communication. In the last sentence of the above excerpt, Boram also demonstrated a better understanding of global communication. She finally understood that global communication in which speakers of different linguistic backgrounds participate naturally involves frequent communication breakdown, and its success hinges on the effective use of meaning negotiation strategies such as clarification and repetition.

In a similar vein, Mina reported an increased self-confidence in speaking English when she began to fully embrace her NNS identity. Although she had previously reported having anxiety about speaking 'perfect' English, Mina mentioned that the TD programme enabled her to understand it is quite natural for her English to diverge from NS English because she is an NNS. Accepting her NNS identity resulted in increased confidence in speaking English and self-empowerment as a language user:

> *Mina: Taking the GE workshop and implementing GE-oriented lessons helped me get to rid of an inexplicable fear of speaking English to some extent.*
>
> *Facilitator: What is the fear you are talking about specifically?*
>
> *Mina: I now understand it is quite natural for me to make errors when speaking English because I am Korean. I used to believe I had to speak perfect English because otherwise, my English wouldn't be easily understandable. But now I feel genuinely confident about my own English.* (Mina, Interview, December)

Interestingly, Mina's self-confidence about speaking English increased after changing her perspective on her English rather than an actual improvement of language proficiency. Learning about the diversity, hybridity, and fluidity of English used by members of the global community, Mina seemed to understand that not only it is natural for a Korean speaker to speak English differently from a NS but also that she can make herself easily understandable in international communication without strictly following the norms of standard English. Being introduced to a GE perspective helped her liberate herself from the normative mindset about speaking English which had given rise to her fear and anxiety.

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In sum, there appear to be three major impacts of the GE-TD programme on teachers' conceptions of English and language use. During their participation in the GE-TD programme, most of the teachers showed heightened awareness of the sociolinguistic reality of English as a global lingua franca, critical perspectives towards taken-for-granted language ideologies, and a shift from normative mindsets on the use of English for global communication. Such changes in teachers' conceptions of English and language use appeared to influence and interact with their pedagogical beliefs to some extent. The next section discusses three main changes in the teachers' pedagogical beliefs as a result of taking the GE-TD programme.

5.3 Changes in beliefs about English language teaching

The participants reported some changes in their beliefs about English language teaching. All seven participants stated that taking the GE-TD programme led to self-reflection on their own philosophies of English teaching and changes in their beliefs about language teaching. Three major changes that the teachers reported were taking a less normative approach to English language teaching, expanding their perceived boundary of language teaching, and developing more autonomous philosophies of language teaching. In this section, the three sub-themes of changes in the teachers' pedagogical beliefs are discussed in detail.

Adoption of less normative approaches to language teaching

Most participants reported that the TD programme helped them move away from an excessively norm-driven approach to language teaching. While the teachers initially advocated only teaching standard English, they began to understand the need to incorporate the diversity and fluidity of English into language teaching practice.

Some teachers demonstrated changes in their opinions about which variety of English could be used in the classroom. While most participants used to believe that the legitimate pedagogical variety of English is either American or British English, their opinion changed as the TD programme progressed. The teachers advocated providing students with a more balanced input of diverse varieties of English. A telling example of this change is the dramatic shift in Jisu's perception of the pedagogical values of non-native English:

> *Jisu: If it wasn't for this programme, I would not have paid attention to non-native English or considered using it in the classroom. I would probably still think that exposing non-*

native English to students could be detrimental to tuning students' ears to standard English.

Facilitator: Ah, you would think like that if you hadn't been involved in this programme?

Jisu: Yeah, I would probably tell students, 'Don't listen to non-native English. Don't listen to inaccurate English. Listen to accurate English'. (Jisu, Interview, December)

The above excerpt shows a somewhat radical shift in Jisu's perception of the pedagogical legitimacy of non-native varieties of English. While Jisu used to hold the tacit belief that non-native English is "inaccurate English" which "could be detrimental to tuning students' ears to standard English"', her experience with GE-oriented language teaching triggered critical self-reflection on her taken-for-granted denial of the pedagogical value of non-native English. Her changed attitude towards non-native English seemed to lead her to understand the importance of exposing students to non-native English in the classroom.

In a similar vein, Dohee came to recognise the importance of introducing non-native varieties of English in the classroom as the TD programme proceeded. Yet, what is interesting in Dohee's case is that although she was already aware of diverse varieties of English in the global community, she had never thought about incorporating those varieties into the classroom until participating in the TD programme:

Although I already knew there are many varieties of English, I have never thought that students need to experience diverse varieties of English. Participating in the programme helped me realise it is important to expose students to different varieties of English to prepare them for the countless varieties of English existing in the world. (Dohee, Interview, December)

As Dohee explained, despite her awareness of the sociolinguistic diversity of English through frequent overseas travel, she had never realised the need to use diverse varieties of English in language teaching until partaking in the TD programme. Dohee's case indicates that it might be difficult to understand the pedagogical implications of GE, even for teachers who have a fairly sophisticated understanding of the sociolinguistic reality of English in the global community. This suggests that GE-oriented teacher education should not stop at raising teachers' sociolinguistic awareness but further engage teachers to reflect on the pedagogical implications of changing the sociolinguistic landscape of English in their teaching contexts.

Some teachers developed more receptive attitudes towards students' use of English that diverged from standard English. While the teachers' decisions about whether to provide students with corrective feedback used to hinge on whether students abided by standard English grammars, the teachers began to emphasise the comprehensibility of students' speech rather than 'accuracy' based on standard norms when judging whether to provide corrective feedback to students. For instance, Mina, who initially reported a preference for correcting students' speech based on standard English norms, talked about the changes in her feedback practice:

> *My beliefs about English teaching changed quite a lot. Of course, I still correct students'*
> *English, but when providing feedback to their English I now try to help students effectively*
> *express themselves rather than trying too hard to correct their grammatical errors.* (Mina,
> Interview, November)

The above excerpt demonstrates that Mina's priority shifted from ensuring students master grammatical rules of standard English towards cultivating the ability to effectively deliver and negotiate an intended meaning. Meanwhile, it is important to note that although Mina's focus in corrective feedback practice changed from accuracy to the delivery of meaning, she was still providing students with corrective feedback. This indicates that Mina developed a nuanced understanding that GE-oriented language teaching does not mean accepting "anything goes" (Jenkins, 2009, p. 200).

In a similar vein, Boram reported a more receptive attitude towards students' use of English. As an example of her changed attitude, she talked about the corrective feedback that she recently provided on scripts that students had written for a self-video recording. For this assignment, students were asked to collaboratively write scripts in groups that introduce several unique jobs in Korea to foreign audiences. While in the past Boram would have pointed out every single writing mistake that students made, in this episode, she edited only minor parts of the scripts that interfered with the delivery of intended meaning:

> *I didn't edit students' writing too much because it would be more meaningful for students*
> *to record videos based on the scripts they had written by themselves rather than scripts*
> *heavily edited by the teacher. I think it is okay for students to not strictly conform to*
> *grammatical rules when using English in global communication.* (Boram, Interview,
> October)

In the above excerpt, Boram explained her rationale of providing only minimal corrective feedback. She wanted to encourage students to confidently use their own English despite their limited linguistic resources. She believed it would be more meaningful to students to use the scripts they had written by themselves rather than a script heavily edited by the teacher. This signals a shift in Boram's beliefs about how corrective feedback should be provided.

Widened perspectives on the boundary of English language teaching

The second sub-theme of the changes in teachers' pedagogical beliefs is a widened perspective on the boundary of English language teaching. Most participants reported that participating in the GE-TD programme helped them discover additional values and aims of English teaching beyond merely improving students' basic linguistic proficiency.

Some teachers came to advocate teaching to respect 'otherness' as an important aim of teaching English as a global contact language. For instance, in her teaching journal written during the application phase of the TD programme, Dohee talked about a newly expanded boundary of her English teaching. She explained how she came to understand language teaching involves not only teaching the four language skills (listening, speaking, reading, and writing skills) but also teaching to respect the different linguistic and cultural backgrounds of members of the global community:

> *At first, I was quite sceptical whether incorporating GE into language teaching could be meaningful for students. I now realise I used to only care about improving students' listening, speaking, reading, and writing skills. After today's lesson, I came to rethink the purpose of learning English for students. Witnessing students being interested in and trying to understand other cultures, I came to realise it is important to provide students with abundant experience of communicating with English speakers from various cultural backgrounds. Students do not study English to merely learn the language – they learn English to communicate with people from different cultures.* (Dohee, Teaching Journal, November)

Dohee's above account demonstrates that the boundary of her English language teaching expanded to reflect the diversity of English and speakers in a global context. She emphasised the purpose of English teaching is to not "merely learn the language" but to "communicate with people from different cultures". While her initial understanding of language teaching was

largely confined to improving functional language skills, she seemed to embrace the moral responsibilities of language teachers to cultivate open and respectful attitudes in students towards the diverse linguistic and cultural backgrounds of members of the global community. The above excerpt clearly shows Dohee broadened her scope of English teaching and her responsibility as an English teacher.

In a similar vein, some teachers came to advocate that language teaching should empower students to feel as though they are legitimate users of English. The teachers began to feel the need to resist the dominant ideologies of English underlying everyday ELT practice such as the supposed superiority of NS English and the marginalisation of localised Englishes in the classroom. For instance, Sujin set developing students' awareness of the diversity of English as one of her main aims of language teaching because she thought it is important for students to understand the existence of diverse varieties of English in order to feel confident as Korean speakers of English. While she had previously called herself a 'textbook teacher' who mainly focuses on covering the textbook in the classroom, she seemed to expand the boundary of her language teaching as she argued language teaching should involve cultivating students' self-empowerment and respect for otherness:

> *I came to realise it is very important to teach students to appreciate the diversity of English and encourage them to have confidence in our own Korean English. I am determined to carry on those GE-oriented lessons in the future. (…) If we don't respect different varieties of English, other speakers would also reject the legitimacy of our own English.* (Sujin, Interview, December)

While participating in the GE-TD programme, Sujin began to recognise students' attitudes towards English and English speakers as an important area that she needs to pay attention as a language teacher. Sujin, who used to delimit her responsibility to teaching textbook English, seemed to now understand the moral responsibility of language teachers.

Development of personal philosophies of language teaching

The third sub-theme of the changes in teachers' pedagogical beliefs is the development of more subjective views on the aim and purpose of language teaching. When discussing the scope and purpose of English teaching in the pre-programme interview, most participants heavily relied on external authority sources such as textbooks and curricula. As the TD programme progressed, however, the teachers appeared to begin to ponder the aims of English language

teaching and seek to construct personal philosophies of language teaching. For instance, the below pre- and post-programme metaphor drawings of Mina and Boram exemplify the teachers' increased concerns regarding the purpose and direction of language teaching after their participation in the TD programme:
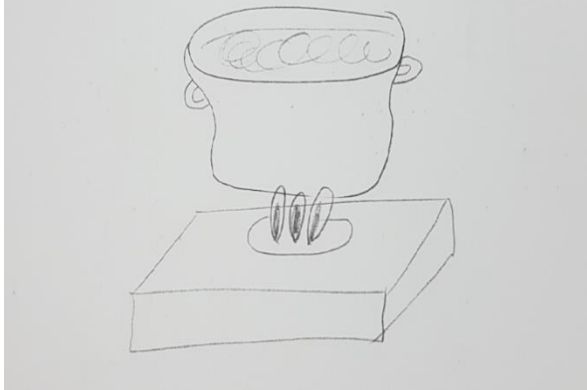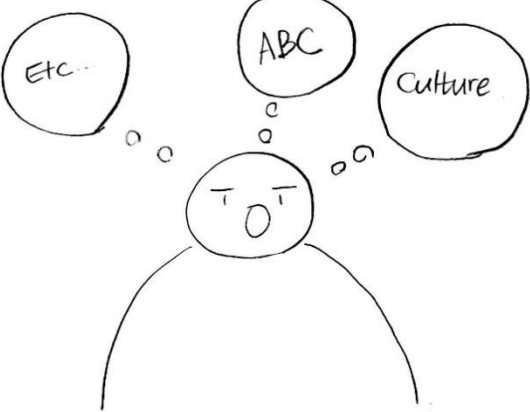
Reaching a rolling boil	*Direction*
English education is like putting effort into reaching a rolling boil. It requires persistent passion and attention from teachers and students. Teachers and students should pay attention to maintaining the rolling boil status.	*English education can greatly differ depending on which direction it is heading. English teaching practice entirely depends on the educational direction that the teacher sets.*

Figure 5.2 Mina's pre- and post-programme metaphor drawings of English language teaching and captions
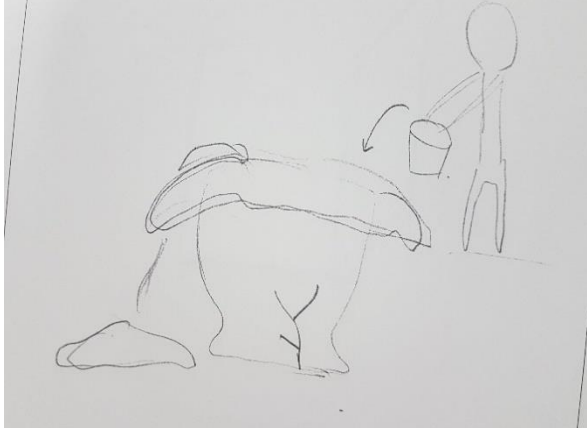
Overfilled ceramic jar	*Carriage*
English education is overfilling a ceramic jar with water without considering how much water the jar can hold.	*English education is a carriage that leads students to a new world. It helps them to have wider experiences in the world.*

Figure 5.3 Boram's pre- and post-programme metaphor drawings of English language teaching and captions

The commonality of Mina and Boram's pre-programme metaphor drawings is that English language teaching was described as something that involves teachers working hard to achieve a goal that is determined by an external element. Mina described English language teaching as boiling water to a rolling boil, and Boram portrayed it as pouring water into a broken ceramic jar. Both teachers described language teaching as a mission to reach a final stage – a rolling boil and a full ceramic jar – but both metaphor drawings do not indicate that teachers deeply reflected on their personal philosophy of language teaching. In contrast, metaphor drawings that the teachers completed after the TD programme signify their growing concerns about the fundamental value and purpose of language teaching. In the drawings, Mina emphasised the importance of setting the right direction and goal for English language teaching, and Boram suggested a conceptualisation of language teaching as a carriage delivering students to the wider world. The change in the two teachers' pre- and post-programme metaphors suggests that the GE-TD programme might have stimulated teachers to reflect on the purpose of language teaching.

Some teachers reported that the GE-TD programme enabled them to critically reflect on mainstream language teaching practices and construct a more autonomous perspective on language teaching that is grounded in their experience as language speakers and learners. They mentioned that the TD programme encouraged them to explore how to reflect their experience as speakers and learners of English in classroom practice. For example, Sujin used to rely solely on mandated curricula and textbooks when planning lessons, but she began to seek how to design lessons that reflect her beliefs about English and experiences as a language user. After taking the TD programme, she experienced an increased sense of teacher autonomy:

> I used to teach only textbook English. But doing the GE project made me feel like I am a more autonomous teacher. (…) If it wasn't for this TD programme, I would have still been busy covering the textbook and supplementary worksheets. Although I have had previously thought about some problematic areas of EFL education, I have never acted upon that perspective in the classroom. I am glad that through implementing GE-oriented language teaching I could share my experiences and feelings as an English speaker with the students and encourage them to reflect on why and how they should learn English. (Sujin, Interview, December)

The above account by Sujin indicates the development of more independent perspectives on English language teaching grounded in her own experience as an English speaker. Although she "had previously thought about some problematic areas of EFL education", such awareness did not lead her to make informed actions because her core teaching philosophy remained ensuring the mastery of the textbook English. She mentioned that had it not been for the TD programme, she "would have still been busy covering the textbook and supplementary worksheets". GE-oriented language teaching helped her reflect on her teaching philosophy and push the boundary of her language teaching practice beyond covering the mandated curriculum. Her participation in the GE-TD programme provided the opportunity for self-transformation from a textbook teacher who heavily relies on top-down authority sources to a more independent teacher whose practice is directed by her personal beliefs and experiences.

In a similar vein, Mina reported that being introduced to a GE perspective helped her construct a more autonomous philosophy of language teaching instead of blindly following top-down language teaching policy or mainstream language teaching practice. In the below reflective log written during the GE workshop, Mina regretted that although she believed in the importance of teaching English as a global contact language, she had blindly followed the mandated curriculum and only cared about students' academic achievements. The GE-TD programme helped her to become a more reflective teacher who constantly seeks ways to incorporate her philosophy of language teaching into teaching practice:

> *Although I have told students English is just a means and tool of communication, I haven't taught them how to use English for communication. I think I was too busy ensuring students to reach lesson objectives and achievement standards as suggested by the curriculum. Due to the GE workshop, I became more determined to integrate my beliefs about English language into my teaching practice.* (Mina, Workshop logs)

In summary, there appear to be three main changes in the teachers' pedagogical beliefs and teaching philosophies. First, the teachers seemed to have adopted a less normative stance to language teaching. They became more receptive to students' use of English and, in terms of providing corrective feedback, focused on the comprehensibility of speech rather than accuracy based on standard English norms. Second, the teachers reported their perceived boundaries of language teaching had expanded. They came to understand teaching English should be about not only improving language proficiency but also cultivating respectful attitudes towards diverse lingua-cultural backgrounds of interlocutors as well as encouraging students to feel empowered as legitimate users of GE. Thirdly, the GE-TD programme seemed to afford the

participants rare opportunities to ponder upon their own philosophies of English teaching. Such reflective opportunities enabled some participants to establish a more independent perspective on the aims and purpose of language teaching rather than letting top-down educational resources guide their teaching philosophies.

This section delved into how the GE-TD programme impacted teachers' pedagogical beliefs. To put their pedagogical beliefs into classroom practice, however, it is important for teachers to develop the knowledge and skills required for successful implementation. The next section demonstrates whether and how the application phase of the GE-TD programmed helped teachers to develop practical knowledge and self-efficacy regarding GE-oriented language teaching.

5.4 Development of GE-oriented language teaching practice

The participants generally reported improvement in their practical knowledge about incorporating GE into classroom practice. Analysis reveals three major changes in the way the participants prepared and conducted GE-oriented language teaching: a change in the approach to raising students' awareness of GE, an improvement in the strategies to overcome practical obstacles in preparing GE-oriented lessons, and an enhanced self-efficacy regarding GE-oriented language teaching. Nevertheless, the data indicates that not all participants showed similar improvements in practical knowledge and self-efficacy, and some participants demonstrated a relatively mild change in some areas. This section discusses the learning outcomes that most participants displayed and looks at the exceptional cases which demonstrated relatively smaller improvements.

Improvements in practical knowledge of raising students' critical awareness

Having learnt and taught in the Korean educational culture, where knowledge transmission and teacher authority are norms, most participants at first struggled with providing self-reflective learning opportunities to students. Rather than implementing student-centred activities to help them engage in critical thinking and self-reflection, the teachers often conducted a lecture-style lesson, for example, explaining their own perspective of English after showing multiple visual materials dealing with GE-related issues. In the later phase of the semester, however, most teachers made the classroom more student-centred by including peer discussions and self-reflection as main classroom activities.

Boram's case is a good illustration of the changes that occurred to participants' teaching practices. Her lesson that was observed in September was largely dominated by a teacher-initiated talk. Boram presented students with a few thought-provoking video clips that revealed people's biases against localised English and NNSs, asked follow-up questions, and wrote down answers reported by several students on the blackboard so that other students could see. Although Boram wanted to facilitate students' critical thinking on taken-for-granted beliefs about English, she later stated that this lesson was more like indoctrination as opposed to encouraging students to make their own judgements about GE: "I think I kind of forced my thoughts on the students. They should have more given more opportunities to think about the issues by themselves" (Boram, Interview, September). This issue of 'indoctrination' was also noted in the researcher's field notes which were made while observing the lesson. The field notes pointed out the dominance of the teacher in the lesson and the problems associated with the potential power imbalance between the teacher and students. This could indicate that there are limitations to taking a whole-class approach when trying to raise awareness of critical issues:

> *Although Boram tried to provide students with the opportunity to voice their own opinions, there seems to be some limitations. Most of the class talk was dominated by the teacher while only several students were given opportunities to voice their opinions. What is more is that even these students might have felt pressured to report what the teacher wanted to hear rather than what they truly thought about Korean English because the teacher's stance towards standard language ideology was quite clear.* (Field note, September)

In later lessons, however, Boram included more student-centred activities in lessons. In the lesson observed in October, she implemented classroom activities that required more active participation of students. Students were asked to collaboratively guess the occupations that speakers of different varieties of English described in video clips, and they were asked to make self-video recordings in groups to introduce unique occupations in Korea to imagined foreign audiences. Furthermore, in the lesson observed in December, Boram used self-reflective writing, group discussion, and classroom presentations to help students critically reflect on their beliefs about English. Students were asked to write their opinions after viewing a video clip of a famous Korean English tutor's lecture on the diversity of English accents. Students were asked to discuss their opinions with peers and present the results of their discussion to the class. At the end of the TD programme, Boram seemed to understand the importance of facilitating students' autonomous thinking when raising awareness of GE: "In the previous lesson, I didn't facilitate students' reflection enough. So, this time I asked students to discuss their beliefs about English

with their peers" (Boram, Interview, December). In sum, Boram's move away from a teacher-centred approach towards a student-centred approach to awareness-raising demonstrates development of her practical knowledge about raising students' critical awareness of English.

Dohee developed a similar improvement in her practical knowledge about raising students' awareness of the diversity of English. Her lesson that was observed in October was mainly about exposing students to an unfamiliar variety of English by presenting video recordings sent from a Japanese partner class for intercultural exchange. While watching the video clips, students were asked to fill out the blanks and answer comprehension questions in the worksheets that Dohee provided (Figure 5.4).

Figure 5.4 Listening comprehension worksheets used in Dohee's lesson observed in September

Although the listening comprehension activity helped to raise students' awareness of an unfamiliar variety of English, students were not provided with the opportunity to engage in deeper reflection or critical thinking on the diversity of English. However, it is important to provide students with the opportunity to reflect on their beliefs because merely exposing students to an unfamiliar variety of English could reinforce students' bias or prejudice about that variety of English (Galloway & Rose, 2014). After the lesson, Dohee talked about the issue of merely exposing students to an unfamiliar variety of English:

The first response of most students to the video-recording of Japanese students was 'Their English isn't good enough.' (...) I wish I could have provided students with more opportunities to reflect on taken-for-granted beliefs about different varieties of English in the lesson. (Dohee, Interview, October)

In a later lesson observed in December, Dohee tried to provide students with more opportunities to reflect on their beliefs about English. She not only exposed students to different varieties of English but also attempted to "encourage students to talk about their thoughts about English" (Dohee, Interview, December). Dohee asked students to draw mind-maps about English to encourage self-reflection and peer discussion on their beliefs about English language (Dohee, Interview, December). Students were asked to draw mind-maps at the beginning of the lesson then watched video clips of a speech in English by Pakistani Nobel Prize winner Malala Yousafzai and self-recorded videos by students from Finnish and Vietnamese partner classes. Students were then asked to use coloured pens to edit their mind maps to reflect changes in their perspectives of English if any. They were then asked to discuss any changes they made to the mind-maps and their changed perspectives on English with peer students. This demonstrates the change in Dohee's approach to awareness-raising as she began to incorporate reflective activities in order to stimulate students' critical thinking rather than merely exposing students to unfamiliar varieties of English. The change in Dohee's practice signifies the development of her practical knowledge of how to help students challenge their normative beliefs about English and explore alternative perspectives.

The capacity to overcome practical challenges

Another change that occurred concerning the participants' practical knowledge of GE-oriented language teaching was an improved capacity to deal with administrative difficulties associated with GE-oriented language teaching. Although the participants acknowledged the pedagogical benefits of introducing a GE perspective to students, they were also concerned about practical obstacles to actualising their GE-oriented lessons. For example, some teachers were concerned with how to source suitable teaching materials or how to sustain the exchange project with foreign partner classes. Yet, participating in the semester-long application phase of the TD programme seemed to give the teachers an adequate amount of time to trial their ideas, which helped them develop the know-how to deal with practical challenges of preparing GE-oriented lessons. For instance, Dohee, who initially experienced difficulties sustaining collaboration with

a foreign counterpart class, commented that through trial and error she discovered a more efficient way to sustain an exchange project:

> *In hindsight, the reason for the more successful collaboration with the last two foreign classes than the previous ones is that this time we exchanged whatever the students from each class produced rather than setting a specific topic for the exchange. (...) In this way, we didn't feel burdened to do additional work for our exchange project.* (Dohee, Interview, December)

As Dohee mentioned above, experimenting with different ways of exchanging materials with foreign partner classes resulted in the discovery of a more efficient way to sustain collaboration. Prior to the last two exchanges, Dohee had suggested that the partner class prepare material to exchange on specific topics. Yet, it appeared that the counterpart teachers had difficulties securing time for students to prepare for the exchange, and this often resulted in delays of the exchange and frustration for Dohee and her students. Experiencing repeated failure, in turn, triggered Dohee's reflection on effective ways to organise the exchange and this prompted her to try different approaches. The last two successful exchange experiences taught her that it is better if the exchange material is based on a topic that the teacher can freely choose. She discovered that setting a specific topic for each exchange was a factor for the failure of previous exchanges as it seemed to create additional workload and burden for her counterpart teachers. In the below excerpt, Dohee explains how the application phase of the TD programme enabled her to develop strategies to overcome practical challenges in GE-oriented language teaching. She commented on the importance of practical classroom experience with a new pedagogical idea in order to understand practical obstacles and discover strategies to overcome them:

> *In the workshop, we only made lesson plans for GE-oriented teaching. But the actual practice of GE-oriented teaching was very different from what I had thought in the workshop. Having practical experience with GE-oriented teaching taught me what are the practical difficulties associated with GE-oriented teaching and how I can overcome them.* (Dohee, Interview, December)

Some teachers demonstrated improvements in their strategies to source instructional materials for GE-oriented teaching. They at first tried to find or develop teaching resources independently, but this was too time-consuming and laborious for the teachers, who were already handling multiple responsibilities in the school. In the later stage of the application phase, however, the participants developed more efficient strategies of material sourcing, such

as asking the programme facilitator for help developing materials or making use of each other's resources. For instance, when Boram needed recordings of speakers of different English varieties introducing unique jobs in their countries for her GE-oriented lesson in October, she requested help from the facilitator in sourcing the recordings. As a result, Boram and I wrote scripts together that were tailored to Boram's students' English proficiency level, and the facilitator used her personal networks to produce video recordings of the scripts. On the other hand, Mina, who had initially experienced difficulties finding video clips suitable for young learners of English, reported that using and modifying the teaching resources uploaded by peer participants was helpful in reducing the workload of preparing GE-oriented lessons: "It was easy to download teaching materials that other teachers shared on the website" (Mina, Interview, Dec).

Nevertheless, not all participants reacted to the challenge of GE-oriented language teaching in a constructive way. Some participants demonstrated fewer improvements in their capacity to navigate the challenges. For example, when Hyerim encountered an unexpected challenge while arranging the exchange of students' video recordings with a class outside Korea, she decided to discontinue the exchange rather than trying to discover a strategic way to overcome the challenge. Hyerim and her counterpart teacher initially agreed to exchange video recordings of the students introducing themselves, and Hyerim planned to use the counterpart class' video recordings as the main instructional material in her class. Yet, she experienced an unexpected delay in receiving the recording from the counterpart class and this disrupted her lesson plan. Rather than trying to discover strategies to prevent or effectively deal with future delays in exchanging materials, Hyerim decided to withdraw from the intercultural exchange project: "I told the teacher that I don't think my students would want to further participate in the intercultural exchange" (Hyerim, Teaching Journal, November). Although quitting the demanding intercultural project could be seen as Hyerim's strategy to deal with a challenging situation that she faced, in doing so she was unable to develop know-how of how to overcome challenges in arranging an intercultural exchange.

Enhanced confidence in GE-oriented language teaching

At the beginning of the application phase, although they had developed pedagogical ideas to implement at the end of the GE workshop, most participants seemed unsure about how to translate pedagogical ideas into concrete classroom activities. They seemed to lack confidence about planning GE-oriented lessons which differed greatly from their ordinary EFL lessons in terms of learning objectives and types of classroom activities. For instance, Jisu described a

sense of insecurity that she felt at the beginning of the application phase when she was puzzled at how to execute a GE-oriented lesson:

> *At the beginning of the application phase, I was quite concerned with what activities I should include in the lesson. It is not that difficult to plan ordinary EFL lessons because there is a specific learning objective provided in the curriculum, and I can make use of familiar classroom activities to meet the objective. But when it comes to GE-oriented teaching, I wasn't familiar with how to introduce the relevant issues. I also couldn't find a model lesson that I could refer to. So, I felt unsure about how to plan GE lessons.* (Jisu, Interview, December)

In a similar vein, Boram at first demonstrated concerns about her capability to raise students' awareness of a critical issue. Accustomed to only the functional approach to ELT, she was puzzled at how to introduce English as an ideology-embedded construct in the classroom. When we met for discussion after the first lesson observation, she discussed the anxiety she had felt when planning and implementing the lesson:

> *Frankly, this was an unfamiliar style of teaching to me. Also, there are no teaching resources like textbooks. So, I was kind of worried and anxious whether I could lead the class well. I guess it will get better as time goes by?* (Boram, Interview, September)

Yet, towards the end of the semester, most of the participants showed increased self-efficacy in GE-oriented teaching as they gained experience in planning and executing GE-oriented lessons. For example, Sujin demonstrated increased self-efficacy in planning GE-oriented lessons after conducting three different GE-oriented lessons with five classes of students:

> *I now know better how to plan GE-oriented lessons. Next year, I think I can make improvements in the way I conduct GE-oriented lessons. I have a better understanding of how to incorporate GE into practice (Sujin, Interview, November)*

In a similar vein, Jisu reported that planning GE-oriented lessons became less laborious towards the end of the TD programme. While she had to make vast investments in the time and effort required to plan GE-oriented lessons that she had never implemented before, after implementing several GE-oriented lessons, she became not only more confident but also more time-efficient in planning GE-oriented lessons:

I came to feel more confidence in implementing GE-oriented lessons. I think I have now become more familiar with how to plan and administer GE-oriented lessons. (...) As I told you before, I didn't spend much time preparing today's class. Spending such a small amount of time preparing for GE-oriented teaching was unthinkable in the beginning of the project. (Jisu, Interview, December)

While most participants demonstrated increased confidence and self-efficacy in GE-oriented language teaching towards the end of the TD programme, Mina's case indicated a lack of self-efficacy in GE-oriented language teaching. Also, Mina's self-evaluation of her practical knowledge growth remained largely negative. At the end of the TD programme, when asked to reflect on the overall experience of GE-oriented language teaching, Mina signalled a lack of confidence about incorporating GE into classroom practice:

Mina: I think my beliefs about English changed a lot. But I don't think my ability to teach GE developed a lot. I don't think it did. (...) I feel quite bad that I am not still confident at organising a set of GE lessons in a systemic way.

Facilitator: Oh, you mean you didn't reach the level of confidently planning a set of lessons, like a specialist in GE-oriented language teaching?

Mina: Yes, I feel bad that I didn't reach that level. I didn't reach the level at all (laughing). At all. (Mina, Interview, December)

As shown above, Mina's confidence in GE-oriented language teaching appeared low as she believed she did not possess the pedagogical capacity required for executing a set of well-planned GE-oriented lessons. Her repeated use of "at all" emphasises her belief that there was very limited growth in her practical knowledge of GE-oriented teaching.

Despite the individual differences in practical knowledge growth demonstrated during the TD programme, there appear to be three general outcomes of the GE-TD programme concerning the teachers' knowledge and skills required for planning and executing GE-oriented language teaching. First, the teachers showed a better understanding of how to raise students' awareness of GE. Second, most teachers developed more effective strategies to navigate practical problems associated with implementing GE-oriented teaching. Third, teachers generally exhibited confidence in implementing GE-oriented teaching.

Although teachers may be equipped with the pedagogical knowledge and skills required for new practice, they would not implement the practice unless they find it feasible and practical in their teaching contexts. The next section demonstrates the teachers' willingness or hesitance to incorporate GE into their teaching repertoire after the TD programme and analyses different agentic choices that the teachers made at the end of the TD programme.

5.5 Willingness or hesitance to resist the normative practice of language teaching

The participants also demonstrated a willingness or hesitance to continue to adopt a GE stance in future practice. There were individual variances in the level of willingness that the participants demonstrated at the end of the GE-TD programme. Some participants showed relatively firm intentions to incorporate GE into future practice after the TD programme ended. Among these participants, some demonstrated a willingness to incorporate awareness-raising into classroom practice. Some others appeared determined to provide students with opportunities to use English for global communication in the classroom. What these participants had in common was that they considered GE-oriented language teaching as a necessary and important area of language teaching that needs to be included in classroom practice. Yet, some other participants appeared more reluctant to adopt a GE stance in future classroom practice. These participants were sceptical about the practicality of GE-oriented language teaching in their contexts and demonstrated anxiety about continuing GE-oriented language teaching. This section presents the different types and levels of willingness that the participants demonstrated when it came to continuing GE-oriented language teaching in future practice.

The decision to incorporate awareness-raising into classroom practice

Most participants showed a willingness to continue to incorporate awareness-raising into their teaching practice. For example, Mina emphasised the importance of providing opportunities for students to critically think about dominant language ideologies circulating in South Korean society to free themselves from them. She mentioned she would continue to facilitate students' critical reflection on their beliefs about English and encourage students to do more than simply learn about one certain variety of English and study for exams:

> *I think it is necessary to provide students with opportunities to critically reflect on their beliefs related to English. Students usually do not have such opportunities, let alone adults. I think teaching the diversity of English can help students learn English beyond American*

> *English, English grammar, or exam skills. I think teaching GE can make students learn*
> *English truly for themselves. (Mina, Interview, December)*

The above excerpt demonstrates Mina's determination to incorporate the diversity of English into the classroom in order to teach English for global communication rather than simply preparing students for English exams. By advocating the necessity of incorporating GE into classroom practice and facilitating students' critical reflection on their beliefs about English, she demonstrated a sense of agency to resist the normative practice of language teaching. Although what Mina meant exactly by saying "GE can make students learn English truly for themselves" is vague, it hints towards a determination to liberate students from ideologies such as linguistic prescriptivism and standard language ideology that disparage NNSs.

Boram and Sujin talked about their plans to incorporate awareness-raising into their teaching practice in a more explicit and specific manner than Mina. Boram presented concrete plans of how she will administer GE-oriented lessons depending on the teaching position she will take in the future:

> *If I take the position of an English subject teacher next year, I can administer GE-oriented*
> *lessons between every two chapters of the textbook as well as make use of spare time after*
> *exams. If I teach as a homeroom teacher, I can administer a six-month or year-long*
> *exchange project with foreign classes.* (Boram, Interview, December)

In the above excerpt, Boram demonstrated how she could strategically promote GE depending on her teaching position in the future. Boram raised the possibility of running a long-term intercultural exchange project if she becomes a homeroom teacher who, compared to a subject teacher, takes charge of a relatively small number of students with relatively more autonomy and discretion over the time spent in the classroom. Even if she were to become an English language subject teacher who would be busy covering English curricula for a large number of students, Boram also came up with a strategic plan to use spare time in the curriculum to incorporate GE into the classroom. Boram seemed to find GE-oriented language teaching practical and feasible as she demonstrated enthusiasm to find opportunities to implement GE lessons depending on the teaching role she would take in the future.

Sujin also demonstrated a decision to continue to administer similar GE-oriented lessons in the following academic year. She appeared determined to provide students with opportunities for creative language use and to cultivate respectful attitudes towards their own variety of English:

I planned today's lesson as part of the GE project, but I have become determined to continue to implement such lessons which encourage students' creative language use in the classroom in the future. (…) This semester, I conducted four GE-oriented lessons per class for the five classes that I was in charge of. I think I am surely able to carry out GE-oriented lessons in the next academic year. I think it is important to cultivate students' respectful attitudes towards Korean English. (Sujin, Interview, December)

Like Sujin, the teachers who demonstrated a willingness to continue GE-oriented language teaching seemed to find 'wiggle room' in their work schedules to act on their newfound understanding. Although a GE stance did not easily align with the culture of high-stakes exam-oriented language teaching in Korea, the teachers appeared reasonably confident about their capacity to negotiate contextual constraints such as a rigid curriculum or a culture of teaching English for exams.

The decision to encourage students' use of English in a global context

Some teachers became willing to incorporate more opportunities for students to use English for global communication into the classroom in the future. For instance, Dohee and Yuna showed intention to continue to introduce GE to students by arranging intercultural exchange projects for the next academic year. After having witnessed the meaningful opportunities for authentic global communication that their exchange projects provided, they appeared highly motivated to continue such projects in their future practice:

I think I will organise an intercultural exchange in the next year again. The intercultural exchange was very interesting to me and my students. (…) My students became really interested in learning English, just because they wanted to better communicate with the partner students. (Yuna, Interview, December)

I enjoyed organising the intercultural exchange because it created meaningful opportunities for students. If I learn how to administer the exchange more systemically, I think I can apply my know-how to doing the exchange project with future students. (Dohee, Interview, October)

As indicated in the above excerpts, the teachers positively appraised the impacts of exchanging students' self-made materials with partner schools and demonstrated a willingness to continue

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such practices in the future. Both teachers believed the intercultural exchanges they arranged resulted in positive impacts on student learning, including the opportunity to experience using English for global communication and an increased motivation for learning English. Witnessing such positive changes in student learning seemed to result in the teachers enjoying the planning and executing of GE-oriented classroom activities; Dohee said she "enjoyed" the intercultural experience, and Yuna said it was "interesting". These positive feelings that originated from arranging intercultural exchanges might have made teachers more determined to continue to implement them in the future.

Hesitance to resist the normative practice of language teaching

Nonetheless, some other teachers were reluctant to adopt a GE stance in future teaching practice. Although they appeared to recognise the pedagogical benefits of taking a GE stance in the classroom, interestingly, they demonstrated a lack of willingness to continue GE-oriented language teaching. For instance, while Jisu agreed with the main message of GE-oriented language teaching, she mentioned it would be quite difficult to implement it due to the evaluation framework which still strongly emphasises a student's ability to use standard English:

> *My recurring concern is that students are required to use native speaker's English when preparing for exams or studying in after-school academies. Although I keep telling them their English and English pronunciation is good enough as long as they can communicate with others, how the exam evaluates their English hasn't changed. They will keep getting pressured to use correct grammar and native-like pronunciation in their after-school academy and at home even though they learn differently in my class. This reality makes me feel sceptical about implementing GE-oriented teaching.* (Jisu, Interview, October)

As Jisu mentioned, she was largely sceptical about the impact that her GE-oriented teaching can make on the normative practice of language learning that students are accustomed to. She indicated that external authorities, including exams, after-school academies, and students' parents, are huge obstacles to GE-oriented language teaching as they exert power on the way students learn English. She concluded that she could only have a small impact on student learning as long as external authorities do not change their standard English-oriented approach to language teaching and learning. Rather than her disbelief in the pedagogical values of GE-oriented teaching, her rejection of GE-oriented teaching came from a frustration that individual teachers have only a limited power to change the wider educational framework.

Hyerim also demonstrated a sceptical attitude towards GE-oriented language teaching. She believed incorporating GE into classroom practice might be too radical considering how slowly textbooks and curricula change to reflect the sociolinguistic reality of English used in the global community. She expressed concern about adopting an approach to language teaching that goes against what textbooks and curricula suggest:

> *To be honest, just like when I first encountered GE, I am still thinking whether it would be that necessary to incorporate GE into the classroom. (…) ELT curricula and textbooks already reflect the diversity of English to some extent. For example, one of the aims of English language education suggested in the curriculum is the need for teaching English to communicate in a global community. (…) I am concerned whether it would be right to introduce the diversity of English beyond the level suggested in the textbook and curriculum.* (Hyerim, Interview, December)

The above excerpt demonstrates Hyerim's tendency to maintain mainstream language teaching practice and her hesitance to disrupt the status quo. Rather than critiquing how little the textbooks and curricula reflect the sociolinguistic reality of English used in a global community, Hyerim praised the superficial change in one of the stated objectives of English language education in the elementary English language curriculum. Although the Korean English language curriculum professes English should be taught as a global contact language, government policy and mainstream practice do not align with this professed aim. For example, one of the criteria for foreign English language teacher employment in Korea is citizenship of the US, the UK, Canada, Australia, New Zealand, Ireland, or South Africa, while highly competent English speakers from the Philippines and Singapore are excluded. School listening tests are mainly recorded in general American English and students are encouraged to focus on acquiring competence of American English due to the culture of high-stakes testing. By focusing on a small change in a document on the stated aims of the curriculum, Hyerim appeared to neglect the fact that little change has actually occurred in classroom practice. The above excerpt signifies her lack of intention to make a change in her classroom practice to better reflect the diversity and hybridity of English.

In sum, this section reveals that teachers demonstrated different degrees of willingness and intention to continue GE-oriented teaching after the end of the TD programme. While some teachers appeared willing to continue advocating a GE stance in the classroom, other teachers appeared reluctant to adopt a GE-oriented approach in future.

5.6 Conclusion

In this chapter, I analysed the outcomes of the GE-TD programme that the research participants generally demonstrated. The analysis indicates that outcomes of the GE-TD programme could be evaluated from three areas of teacher change: cognitive, performative, and conative. First, the findings suggest that the shift in teachers' beliefs about English and language teaching is a cognitive change that GE-oriented teacher development could entail. Second, GE-oriented teacher development could bring about a performative change such as the improvement of GE-oriented teaching practice. Third, the findings demonstrate willingness to resist the normative practice of language teaching is a conative change that GE-oriented teacher development could entail.

Nevertheless, it should be noted that GE-oriented teacher development did not generate the same impacts on all participants and there were individual variances in outcomes of their participation in the GE-TD programme. For example, there was individual variance in the development of GE-oriented language teaching practice and the level of willingness to resist normative practices of language teaching. This justifies the need to examine individual participant's experience with GE-oriented teacher development in order to understand the individual differences in the process of GE-oriented teacher development. To shed light on the differences in the participants' experiences of GE-oriented teacher development, the next chapter aims to analyse the typical trajectories of GE-oriented teacher development that the research participants underwent.

Chapter 6. Trajectories of GE-oriented teacher development

6.1 Introduction

Although seven participants took the same GE-TD programme, learning outcomes varied depending on the individual teacher. Some teachers demonstrated not only critical awareness of the normative practice of language teaching but also the agency to make changes in their classroom practice. Some other teachers demonstrated a lack of practical knowledge or willingness to make changes to their practice despite developing a critical awareness of the normative practice of language teaching. To understand the individual differences manifested in GE-oriented teacher development, this study examines how seven language teachers differently experienced GE-oriented language teaching development. Each teacher's experience with GE-oriented teacher development was analysed based on the four stages of transformative learning: disorienting dilemma, critical reflection, practice development, and integration of a new role into the relationship with others. In Section 3.3, I demonstrated how Mezirow's 11 phases of transformative learning could be mapped on to four superordinate stages (See Figure 3.1). These four stages served as the analytical framework for investigating the participants' trajectories of GE-oriented teacher development.

STAGE 1	STAGE 2	STAGE 3	STAGE 4
disorienting dilemma	critical reflection	practice development	integration into relationships with others

1 a disorienting dilemma
2 examination of emotions

3 critical assessment of assumptions
4 sharing the experience with others
5 exploring options of new roles

6 planning a course of action
7 acquiring knowledge and skills
8 trying out new roles

9 negotiating relationships
10 building competence in new roles
11 reintegration into one's life

Figure 3.1 Four stages of transformative learning and Mezirow's (1991) 11 phases

The analysis revealed that participants went through three distinctive trajectories of GE-oriented teacher development. This chapter describes in detail each trajectory of learning. Section 6.2 illustrates a trajectory of steady progression from the early phases of transformative learning to the later phases. Four participants, Sujin, Boram, Dohee, and Yuna, demonstrated this trajectory of learning, which could be labelled as a 'progressive trajectory'. Sujin's experience is analysed as a representative case of the progressive trajectory of GE-oriented teacher development. Section 6.3 demonstrates a trajectory of learning which at first steadily

progressed towards the later phases of transformative learning before backsliding to the earlier phases at the end of the TD programme. One participant, Jisu, underwent this learning trajectory, which could be classified as a 'regressive trajectory'. This section provides an analysis of her experience with GE-oriented teacher development. Section 6.4 demonstrates a learning trajectory which features a long period of stagnation before the onset of transformative learning or a period of stagnation between different phases of transformative learning. Two participants, Hyerim and Mina, demonstrated this learning trajectory which could be described as a 'delayed trajectory'. Hyerim's experience with GE-oriented teacher development is used as a representative case of the delayed trajectory.

6.2 Progressive trajectory: steady progress towards critical teacher autonomy

Four participants, Sujin, Boram, Dohee, and Yuna, demonstrated a progressive trajectory of GE-oriented teacher development. These participants were able to develop a critical awareness of the normative practice of language teaching and the agency to make intended changes in the classroom. Starting from a disorienting dilemma, they engaged in critical reflection, then developed the practical knowledge required for effective implementation of GE-oriented language teaching, before successfully integrating their new practice of GE-oriented language teaching in their relationships with other educational stakeholders. The below figure is a visualisation of the progressive trajectory of GE-oriented teacher development.
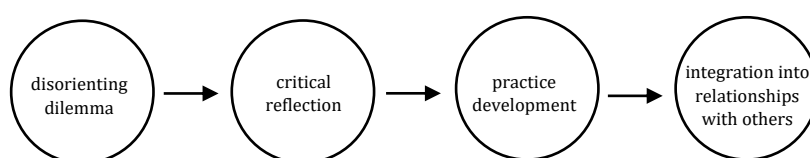
Figure 6.1 Sujin's progressive trajectory of GE-oriented teacher development

This section provides an analysis of Sujin's experience with GE-oriented teacher development as the representative case of the progressive trajectory of GE-oriented teacher development. The analysis begins by providing background information on Sujin's experience of language learning and a disorienting dilemma that she experienced before participating in the GE-TD programme. Then, the section interprets several vignettes of her experience with the GE-TD programme in order to demonstrate the trajectory of her GE-oriented teacher development.

Vignette 1: Disorienting dilemma – A shattered fantasy of American English

Sujin described herself as an enthusiastic English learner; she proudly talked about her efforts to practice oral English skills for a few years at a local English-speaking club. She was especially passionate about learning American English idioms and expressions. Believing American English to be the most 'standard' English, she watched only American TV dramas to familiarise herself with American English and practised repeating lines after the TV characters to memorise American idioms and attain an American English accent. Her preference for American English also influenced the way she perceived other varieties of English. She regarded English other than American English as 'incorrect' and regarded those varieties of English, including even her own, as illegitimate pedagogical models. As she later recalled:

> *I used to think it is OK to be unable to understand English in accents other than American accent because they are not the correct pronunciation. I used to think I had better spend more time tuning my ears to American English than listening to other English accents. Even when I watched foreign TV dramas, I only watched American dramas, not even British ones.* (Interview, October)

However, her belief in the superiority of American English was significantly challenged when she stayed in Australia for a month to participate in an in-service international teaching practicum. She was "really shocked" at how little she was able to comprehend the English of not only Australian speakers but also the speakers of other language backgrounds that she encountered. Through this unsettling experience, she realised that solely studying American English cannot prepare her as a competent user of English in the global community. Sujin described her experience of a disorienting dilemma, the first stage of transformative learning:

> *When I went to Australia, I was surprised their accents are so different from Americans. I could understand only about 60 per cent of what the host of the homestay said in English. (…) When I had to book a hotel, the receptionist spoke English with an Indian accent and I understood only 10% of what he said to me (laughing). I was really shocked that I couldn't understand him although he repeated himself multiple times. That time, I realised studying American English does not guarantee the ability to communicate with English speakers in the global community.* (Interview, After workshop)

The above excerpt demonstrates that a disorienting dilemma was triggered by an unexpected difficulty of communicating in English. Due to Sujin's unfamiliarity with English accents other

than American, in Australia she experienced a greater difficulty understanding English speakers of diverse language backgrounds than she had expected. This experience led her to recognise the gap between her expected ability to understand English and her ability to comprehend speakers of diverse varieties of English. This triggered dissonant emotions; she described she was "surprised" and even "really shocked" by the experience. The experience of a cognitive gap and the uncomfortable emotions eventually led Sujin to try to discover the reasons the experience occurred, and this led her to re-evaluate her taken-for-granted belief about English learning, namely that studying American English guarantees the ability to communicate with speakers of other varieties of English.

Vignette 2: Stagnation – Continuing the habitual teaching practice

Although Sujin experienced a disorienting dilemma in Australia, this did not lead her to proceed to the next stage of transformative learning. Despite her realisation of the detrimental effect of neglecting non-American varieties of English, when she returned to Korea she continued to introduce only American English into the classroom. Although Sujin developed a critical awareness of monolingual-oriented English language teaching from her experience in Australia, she held contradictory beliefs as a language teacher. When it came to language teaching, Sujin believed language teachers should teach only 'model' English to students. As she firmly believed in the importance of teaching 'correct' English to students, she often spent time training students to pronounce words in General American accent in the classroom. As she recalled:

> *Even if students cannot master standard English, I thought they should know what correct English is. (…) I used to think students should learn how to speak English with accurate pronunciation, so I used to ask students to watch themselves in the mirror to train their pronunciation* (Interview, After workshop)

The above excerpt reveals two pedagogical beliefs that Sujin held as a language teacher. First, Sujin appeared to see a clear distinction between what is the correct and incorrect English to teach in the classroom. This normative mindset is in stark contrast to what she realised during her experience as an English speaker in Australia, which indicates a disconnection between her sociolinguistic awareness of English in a global context and her pedagogical beliefs. Second, she seemed to believe that a language teacher should demand that students strive to master 'perfect' English. Although Sujin had acknowledged that attaining NS-like competence might be too ambitious a task for students, she kept pushing students towards mastery of General American English pronunciation, which could have imposed excessive stress on students. As a

result of focusing on teaching "accurate pronunciation" of English, Sujin did not seem to pay sufficient attention to the affective needs of the language learners.

Vignette 3: Critical reflection – Envisioning language teaching that empowers students

While participating in the GE workshop, however, Sujin progressed to the second stage of transformative learning, critical reflection. When introduced to GE and its pedagogical implications, Sujin began to realise that her practice did not align with her critical awareness of English and language teaching. During the workshop, Sujin critically interrogated her language teaching practice, which was heavily oriented towards teaching American English. For example, in response to a reflective prompt in the workshop log, she critically assessed her assumption that American English is the most appropriate pedagogic model. This led her to realise that she was unconsciously portraying English as the language of a certain group of privileged NSs:

> *I used to think we should follow American English because it is the variety that is widely used and it is regarded as sophisticated. (…) Although the UK and US have had a great impact on the global spread of English, there would be more frequent situations for us to speak English with other non-native speakers rather than native speakers. (…) So, it is necessary to teach students about the global perspective of English, rather than portraying English as a language owned by UK and US.* (Reflective writing, Workshop log)

The above excerpt demonstrates Sujin's attempt to move away from a socially acculturated perspective of the English language and form a more autonomous viewpoint on pedagogically appropriate varieties of English. Sujin reflected on her tacit admiration towards American English and interrogated the rationale of her assumptions. This helped her realise that her admiration towards American English was merely the result of assimilation into the dominant conception of American English in Korean society, and in turn, this led her to desire to construct a more autonomous viewpoint. Then, based on her understanding of the global use of English, Sujin pondered which varieties of English need to be introduced in the classroom, and she sought to construct her own opinions about how English should be taught from a GE perspective.

Sujin also critically reflected on her normative practice of language teaching that demanded students strictly follow how NSs use English. While she used to view Korean English and its speakers negatively, learning about the diversity of English led her to see the legitimacy of

localised Englishes that NNSs use. She critically reflected on her demands that students speak like NSs and realised such an act was marginalising her own variety of English in the classroom:

> *Since learning about World Englishes, I came to think we Korean speakers can use English with a sense of ownership. (…) I think I can take a more flexible approach to corrective feedback. Also, when it comes to teaching pronunciation, I used to ask students to look in the mirror to train accurate pronunciation. But now I think I should not excessively pressure them to speak like native speakers anymore.* (Interview, After workshop)

Learning about WE led Sujin to see that Korean speakers could have a sense of ownership of English as a global lingua franca, and this led her to question the normative approach to corrective feedback and pronunciation teaching that is based on the assumption that NS English is the English variety that NNSs should strive to reproduce. Understanding that Korean English speakers can speak a 'Korean' version of English with a sense of ownership, Sujin developed a more open and inclusive attitude towards students' use of English in the classroom.

Vignette 4: Practical knowledge growth – Developing know-how of raising students' critical awareness

After the GE workshop ended, Sujin voluntarily participated in the application phase of the TD programme and started to engage in the third stage of transformative learning, the development of practical knowledge and skills required for the implementation of the outcomes of critical reflection. She focused on raising students' awareness of GE and developing open and inclusive attitudes towards the diversity of English. To do this, she planned to not only share her own experience as a language teacher but also implement a range of classroom activities such as exposing students to diverse varieties of English in order to raise their awareness of the global spread of English and asking students to explain Konglish words to the native English-speaking teacher in order to legitimise the use of Korean English in the classroom.

Despite having such concrete ideas, Sujin had to revise the ideas and go through trial and error while attempting to adopt a GE perspective in her practice. For example, at the beginning of the application phase, Sujin tried to present many videos and audio materials that contained or compared unfamiliar varieties of English in order to raise students' awareness of the diversity of English. Yet, she later realised that merely presenting the materials that convey a certain view of English could be indoctrinating students rather than facilitating autonomous thinking and letting them develop their own critical awareness of English. Reflecting on her practice helped

Sujin realise the need to provide students with more opportunities to reflect on their own beliefs about English:

> *I tried to present too many video clips [about different varieties of English] to students, and I didn't pay enough attention to listening to what they think about English, which I realise is important. Next time, I will give them worksheets that they can use to reflect on what they have learnt from that day's lesson. I will also assign time for them to share opinions in the classroom.* (Teaching journal, October)

Regretting that her lesson was excessively teacher-centred, Sujin felt she needed to encourage reflection through student discussions and reflective writing in the subsequent lesson. While approximately two-thirds of the lessons observed in September and October were spent presenting audio or visual materials and explaining her own perspective, in the lesson observed in November, Sujin instead devoted most of the class time to a group activity in which students worked with peers to identify unique features of diverse varieties of English in clips they listened to. Sujin also asked students to fill in a reflective worksheet about what they had learnt about the diversity of English from the activity. Sujin demonstrated greater confidence about planning and implementing GE-oriented language teaching towards the end of the TD programme: "I now feel more comfortable about planning GE-oriented lessons" (Interview, December).

Vignette 5: Positive feedback from others – Changing language attitudes of students

After adopting a GE stance in practice for half a semester, Sujin began to witness positive impacts on her students' language attitudes. One of the main differences that she discerned was an increase in students' willingness to speak English and their confidence in using English in the classroom. She was especially surprised at noticeable changes in the language attitudes of students who she used to regard as passive or low-achieving students. She reported that those students who usually appeared reluctant to speak English in the classroom seemed to have more confidence and willingness to speak English. Sujin believed this change was possible because she encouraged students to focus on delivering meaning rather than speaking grammatically 'accurate' English:

> *In the past, students seemed only concerned about the accuracy of their speech. Especially, students with low or mid-range scores on English exams seemed really intimidated about speaking English and they always spoke English quietly in the classroom. But today, these*

students were confident and seemed to do their best to make themselves understood in
English. It was really good to see them like that. (Interview, October)

While Sujin used to believe that a lack of willingness to speak English was a somewhat inherent characteristic of the low proficiency students, she began to realise it might be her excessive focus on sounding 'native-like' that made the students feel intimidated about speaking English in the classroom. When she was asked what caused the change in language attitudes of the students, Sujin answered that it was the result of her taking a more inclusive perspective towards students' English. She explained how her acceptance of students' Korean English pronunciation in the classroom empowered students to feel more confident about their English and develop a new willingness to speak in the classroom:

> *Because I accepted Korean English pronunciation in the classroom! I taught students to respect our own English accent just like we should respect other varieties of English. I think this helped to reduce their fear of speaking English in the classroom.* (Interview, December)

Vignette 6: Forging a new relationship with students – Becoming an affectionate language teacher

Witnessing positive impacts of taking a GE perspective in the classroom, Sujin appeared determined to continue GE-oriented language teaching even after the TD programme ended. Sujin explained that the semester-long application of a GE stance in practice made her realise the important role that language teachers have in regards to the emotions of language learners. While she used to consider language teaching as merely teaching English sentences and vocabularies as presented in the textbook, witnessing how the change of her practice could induce change in students' confidence and willingness to speak English led her to see that language teaching needs to go beyond teaching the codes and norms of the language, it needs to involve the teacher caring about students' emotions. At the end of the programme, she spoke about the importance of cultivating students' respectful attitudes towards their own English variety so they can develop confidence and positive language identities. She also demonstrated enthusiasm about her new role:

> *I used to use textbook English as a guideline when providing corrective feedback to students. I didn't accept anything deviating from textbook English. But while participating in this programme, I developed a more independent viewpoint about what English*

teaching needs to aim at and involve. Now I believe it is important to teach students how to respect our own English the way it is. (Interview, December)

As Sujin explained, her experience of GE-oriented teacher development was a journey of transformation from a textbook-oriented language teacher who heavily relied on external authority to a "more independent" language teacher who constructed her own philosophy of language teaching. While before taking a GE-TD programme Sujin used to blindly follow the national curriculum and textbook, she seemed to have constructed her own language teacher identity with an emphasis on empowering students as Korean speakers of English. Understanding this moral aspect of language teaching, she indicated a desire to continue to forge a new relationship with students as a language teacher who cares about the affective side of language learning. This new desire indicates Sujin's progression to the fourth stage of transformative learning, the integration of a new practice into relationships with others.

Commentary

The preceding vignettes of Sujin's GE-oriented teacher development demonstrate how GE-oriented teacher development could begin with a disorienting dilemma and move towards critical reflection, practical knowledge growth, and the integration of the new role in relationships with others. Her GE-oriented teacher development began with *a disorienting dilemma* (STAGE 1) before her participation in the GE-TD programme. By encountering unexpected difficulties in communicating with speakers of unfamiliar varieties of English in Australia, she experienced a disorienting gap between the reality of the global use of English and her own expectations. However, it wasn't until participating in the GE workshop that she began to think about the implications of the disorienting dilemma for language teaching practice. The workshop provided Sujin with the opportunity to *critically reflect* (STAGE 2) on her language teaching practice in light of the global use of English. Through the reflective opportunities provided in the workshop, she critically assessed her assumptions about English and language teaching, and this led her to recognize the gap between how she taught English and how English is used in the global community. She explored new roles and actions in order to adopt a GE stance in practice and make changes to her teaching practice which better reflect the diversity of English and its speakers and the global ownership of English. After the workshop, Sujin further participated in the application phase to *develop practical knowledge* of GE-oriented language teaching in practice (STAGE 3). Although she came up with *plans of a course of action* for GE-oriented lessons, *taking on the new role* was not straightforward, and she had to use trial and error when adopting a GE stance in practice. By reflecting on the effectiveness of her GE-

oriented language teaching practice, she was eventually able to develop the knowledge and skills required to encourage autonomous thinking by students on the critical issues around GE. Furthermore, she successfully *integrated the new role in her relationship with students* (STAGE 4). While receiving positive feedback from students, Sujin felt able to renegotiate the traditional relationship she had with students as a textbook-dependent language teacher whose priority is covering the curriculum and preparing students for English exams. The notable impact of GE-oriented language teaching on students' willingness to speak English in class led her to experience positive emotions, which solidified her intention to transform her relationship with students and become a teacher who cares about the affective aspect of language learning. At the end of the programme, she signalled an intention to integrate the new role of an emotionally-caring language teacher into her professional life.

Sujin's case demonstrates how GE-oriented teacher development could proceed as a relatively linear trajectory of transformative learning. Yet not all participants demonstrated a steadily progressing learning trajectory. Some participants showed signs of a trajectory of learning that did not steadily progress and even regressed. Jisu's learning trajectory, which is demonstrated in the next section, provides an example of how GE-oriented teacher development could transpire as a non-linear trajectory of transformative learning.

6.3 Regressive trajectory: initial steady progression before backsliding

Jisu demonstrated a regressive trajectory of GE-oriented teacher development, which towards the end of the TD programme featured a backslide to an earlier stage of transformative learning. Her trajectory of learning demonstrated in the workshop phase of the TD programme was almost identical to Sujin's progressive trajectory as described in the previous section. Introduced to a novel perspective of English and language teaching, Jisu experienced a disorienting dilemma and actively engaged in critical reflection on her normative beliefs about language and language teaching. During the application phase of the programme, however, Jisu demonstrated a different trajectory of learning from that of Sujin and seemed to improve less in the way she enacted GE-oriented language teaching practice. Jisu also appeared to struggle to develop the capacity to negotiate with key educational stakeholders such as parents and the school administration and integrate the new practice into her teaching repertoire. After a less successful experience of GE-oriented teaching practice, Jisu seemed to return to the same dilemma that she experienced at the beginning of the TD programme. Below is a visualisation of the regressive trajectory of GE-oriented teacher development.
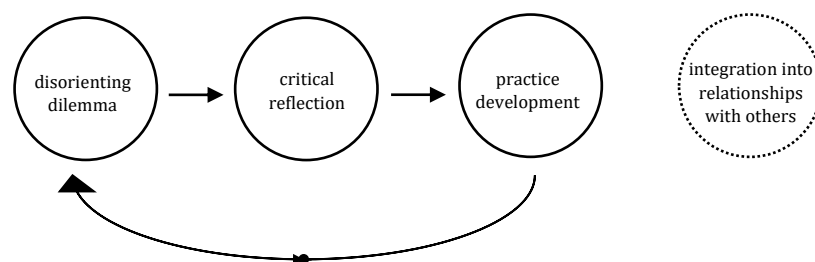
Figure 6.2 Jisu's regressive trajectory of GE-oriented teacher development

This section provides an analysis of Jisu's experience with GE-oriented teacher development. The section starts with background information about her experiences as a learner and speaker of English and a few episodes which demonstrate her beliefs about language and language teaching before participation in the GE-TD programme. Then, the section provides interpretations of several vignettes of her experience with the GE-TD programme in order to demonstrate the trajectory of her GE-oriented teacher development.

Vignette 1: Prior to transformative learning – Uncritical acceptance of dominant language ideologies

Jisu described herself as "an avid maths student" who in school had a greater interest in studying mathematics than languages (Interview, Before Workshop). During middle and high school and university, Jisu learnt English mainly for exams. This led her to care deeply about learning the 'correct' English that native speakers used because this was necessary for attaining high scores at exams.

Jisu's pursuit of standard English was rarely challenged, even after witnessing many speakers of English use localised Englishes for global communication. While participating in a three-week-long international pre-service teaching practicum in the Philippines, Jisu encountered local teachers and students competently using a local variety of English to communicate with Korean teachers such as herself. Despite witnessing many Filipino teachers successfully communicate using their Filipino English accent, Jisu did not critically reflect on her taken-for-granted assumption about 'correct' English. She instead continued to see the world through the lens of native speaker ideology. As she later recalled regarding her attitude towards Filipino English:

Although English is widely spoken in the Philippines, their English accent is very different from what we Koreans are familiar with. So, their accent sounded really funny to me. (…) We used to laugh at their accent. (Interview, November)

In the above excerpt, although Jisu acknowledged that many Filipino speakers competently use English in daily life, she demonstrated a contemptuous attitude towards the local variety of English they used. She described the accent as an object of ridicule, saying she found it "*funny*" and that she laughed at it, just because it is different from the General American accent that Korean learners are usually exposed to at school. Jisu's denial of the legitimacy of the Filipino variety of English demonstrates her lack of awareness and respect for the diversity of English used in the global community.

Vignette 2: Reliance on authority – Espousal of the vice-principal's argument

Jisu's adherence to standard language ideology persisted after she became an elementary school teacher. As a recently employed teacher, Jisu had never formally taught English in school before her participation in the GE-TD programme, but she believed it was important that teachers teach standard English to students. Such a pedagogical assumption might have been influenced by not only her excessively exam-oriented language learning experience but also her reliance on an authority figure, the school vice-principal, who was widely recognised as an expert in ELT in the school. Jisu recalled how she naturally came to agree with the vice-principal who argued that every teacher needs to speak English with an American accent:

My colleague pronounced 'pocket' as /pʌ.kət/ in her model lesson. The vice-principal later played a recording of the native speaker's pronunciation from the online dictionary in front of us. She said we should pronounce 'pocket' as /paːkɪt/, not /pʌ.kət/ . (Interview, After workshop)

As presented in the above excerpt, the vice-principal corrected the pronunciation of 'pocket' by Jisu's colleague because it did not match the American pronunciation. Jisu said that the vice-principal played a recording of the American pronunciation of the word 'pocket' to show how the word should be pronounced and that the vice-principal demanded that teachers speak English like American speakers in the classroom. As Jisu believed that the experienced vice-principal knew better than Jisu when it came to language teaching, rather than questioning the vice-principal's criteria of judging correct and incorrect pronunciation, Jisu uncritically accepted

the principal's argument about the superiority of American English. In this way, blindly deferring to authority influenced the formation of Jisu's normative beliefs about language teaching.

Vignette 3: Disorienting dilemma and critical reflection – Envisioning a less normative practice

After being introduced to the pluralistic view of English in the GE workshop, Jisu began to doubt her conviction that students should be taught with only standard varieties of English. Jisu mentioned that this was the first time she had questioned the justification of portraying a certain variety of English as the only legitimate English in the classroom. In her reflective log written during the workshop, Jisu reflected on the potential side effects of standard English-oriented language teaching, which demands students pursue something which is an unattainable goal for most of them:

> *Although most students aim for standard English, they are not likely to reach the target. Teaching with only standard English can instil the wrong idea, that only standard English is the correct variety of English. Such an idea may lead students to form negative attitudes about their own English.* (Reflective writing, Workshop log)

Interrogating the potential negative impacts of the normative approach to language teaching, Jisu realised language teaching is not only about developing language skills but also about influencing students' language attitudes and identities. She began to see that language teachers need to be attentive to the cognitive side of language learning as well as the affective side. This change in her perspective towards English language teaching is reflected in the changes in how she thought about providing corrective feedback to students:

> *Before taking the workshop, I never thought that teachers can be more open to accepting errors in students' English. But now I feel like I can be more flexible in providing corrective feedback because the teacher's attitudes towards English can have big impacts on the affective aspect of students' language learning. I think if the teacher has more open and permissive attitudes towards English, students will be able to learn English more comfortably, without too much pressure to use standard English in the classroom.* (Interview, After workshop)

In the above excerpt, Jisu explained how her concept of the role of language teacher changed from someone who ensures students master 'accurate' English to someone who cares about

students' emotions as language learners. While she used to think that ensuring students use standard English is an important duty of being a language teacher, she came to realise that it might be more important to care about students' emotions. As she critically reflected on how a teacher's standard English-oriented mindset can influence students' language attitudes, Jisu decided to become more "open and permissive" towards students' use of English and help students to experience positive emotions such as comfort while learning English.

Vignette 4: Limited development in practice – A lack of improvement in the practice of awareness-raising

Jisu participated in the application phase of the TD programme in order to introduce a GE perspective to her students, which she believed could help them liberate themselves from obsessively "pursuing only accurate answers" when learning English (Interview, After workshop). To do so, Jisu decided to provide opportunities for her students to use English with other NNSs so that students could understand the diversity and hybridity of English used in a global context and also develop confidence in their own English.

Upon Jisu's request, I introduced her to a French elementary school teacher who was interested in conducting an intercultural exchange with a Korean class. They agreed to proceed with a semester-long exchange project and planned to exchange video-recordings of students introducing themselves as the first activity. For this activity, Jisu asked each student to come up with a few sentences to describe themselves before coming to the class. During the 40 minute class, she asked students to practice in groups and record a video of their self-introduction. Yet, students were not as fast as Jisu expected and the video recording activity consumed far more time than she had anticipated. This made Jisu feel rushed and urged the students to proceed more quickly in order to make sure they could send the video clips to the partner school on time. Although the main aim of the lesson was to encourage students to move away from excessive concerns about using 'correct' English and focus on effectively delivering the intended meanings of speech, Jisu seemingly forgot those aims during the class:

> *I wanted students to focus on effectively communicating their intended meaning rather than the accuracy of their English. I wanted them to see English as just a tool for communication. But rather than emphasising this to students, I think I focused too much on ensuring students produce the recordings within the timeframe. I wasn't sure whether I was heading in the right direction during the class.* (Interview, September)

As she regretted failing to challenge the students' normative approach to English, in future classes she planned to spend more time helping students to view English from a global perspective. For example, in the lesson observed in November, she tried to introduce the concept of accent familiarity to students. The main classroom activity was looking at pictures of students sent by the counterpart class, listening to audio recordings of the counterpart students describing themselves, and then finding the correct picture matching the description. After listening to the audio clips, some of Jisu's students made negative remarks about the accent or pronunciation of the French students. When she witnessed this, Jisu tried to challenge the students' judgements that the pronunciations of the French students were 'incorrect' by explaining how comprehensibility of speech could be affected by factors such as the listener's familiarity with the speaker's accent. She also shared her own experience of trying to accustom herself with the French accent, showing the students how listeners can raise their familiarity with less familiar accents:

> *It is difficult for you to understand them because their English is unfamiliar to you. (…) Just like you, it was difficult for me to understand them at first. But after listening to their recordings multiple times, it became a lot easier for me* (Classroom observation, November).

However, at the same time, Jisu struggled to resist the urge to proceed with the lesson quickly in order to finish on time. This led her to resort to simply telling students her opinions about different varieties of English rather than giving students time to critically reflect on their biases regarding unfamiliar varieties of English and construct their own understanding of the diversity of English. The problematic aspect of this knowledge transmission approach to raising awareness became clearer to Jisu when students still made disparaging remarks about the French students' English towards the end of the semester. A lack of change in students' language attitudes made Jisu reflect on her approach to raising students' awareness, and she realised the problem might lie in the lack of opportunities for students to reflect on their own attitudes towards the French students' English:

> *I wanted to give time for students to reflect on their attitudes towards French students' English, but I didn't have enough class time for this activity. Because of time limits, I thought it would be better to directly tell them what I think. (Interview, December)*

As Jisu continued to focus on completing classroom activities in time, she chose to briefly talk about what attitude the students should have towards NNS English rather than providing

sufficient opportunities for students to engage in their own reflection and challenge their own biases against NNS English. Although in the above excerpt Jisu appeared to understand the power of self-reflection in challenging taken-for-granted notions, she was hesitant to incorporate reflective activities, seemingly because of the amount of time required for such an activity. Concerned with not finishing the class in time, she resorted to attempting to indoctrinating students with what she thought about the French students' English. Although Jisu finally seemed to realise the ineffectiveness of the knowledge transmission method in raising students' critical awareness, it seemed to be too late to make changes in her students' language attitudes before the semester finished.

Vignette 5: Inability to negotiate relationships – Intense fear due to parents and the institution

Rather than simply being a mistake, the lack of attention Jisu gave to raising students' critical awareness of standard language ideology might have been an intentional choice. Jisu consistently expressed concerns throughout the semester about the potential clash of taking a GE stance with the reality of how English is taught and learnt in South Korea. Considering this, she might have intentionally taken a 'soft' approach rather than a 'radical' approach to raising awareness of GE, pre-empting potential conflicts with the standard English-oriented language education that the students were accustomed to. For example, Jisu frequently talked of her anxiety about confronting mainstream ELT education when taking a less normative approach to language teaching:

> *Students are pushed to master rules of standard English in the after-school academy. They are taught to think acquiring native-like pronunciation is important. Considering this, I kept having internal conflicts about whether it is a good idea to tell students that they should prioritise the delivery of what they intend to express when speaking English and that they do not need to aim at speaking English like native speakers.* (Interview, September)

The above excerpt demonstrates Jisu's feelings of uneasiness and concerns about creating tension between the way she teaches English and how students are told to learn English elsewhere, such as at after-school academies. As students were already been taught to master standard English and to speak like NSs elsewhere, Jisu seemed worried about delivering a mixed message to students by introducing a GE stance in the classroom. Facing the reality of English learning and teaching in South Korea triggered an "*internal conflict*" in Jisu, generating a

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dilemma of whether to take a risk and teach English from a critical perspective or simply comply with mainstream ELT practice.

This concern was not resolved as the semester went on, rather it grew worse. Jisu became anxious about not only misaligning with mainstream ELT practice but also about potential negative responses from students' parents regarding her critical approach to language teaching. This led her to become pessimistic towards the practicality of teaching English from a critical perspective:

> *As long as the evaluation does not change, no matter how hard I try, students will keep getting pressured about using English like native speakers at an after-school academy or from their parents. I feel powerless about this situation. (…) I fear that parents might be critical towards me and raise a question like, 'What is this teacher teaching about?' Because of this fear, I didn't feel comfortable about emphasising what I think about English to students.* (Interview, November)

In the above excerpt, Jisu showed how she felt helpless as an individual teacher trying to make a change to mainstream language education in Korea. She pointed out she could only make small changes in the way students learn English as long as there are no major changes in the ELT assessment methods, which she believes is the main factor influencing mainstream ELT practice and parents' attitudes about English. Furthermore, misaligning with parents' expectations of her responsibility to prepare students for exams seemed to bring Jisu feelings of discomfort and fear. This led her to believe continuing to teach English from a GE perspective could be a threat to her professional life, something which was well illustrated in Jisu's remark: "I fear that parents might be critical towards me and raise questions like 'What is this teacher teaching about?'"

Vignette 6: Back to the initial dilemma – Compliance with standard language ideology

The discrepancy between the way Jisu desired to teach English and the expectations from parents and her institution lessened her conviction in GE-oriented language teaching. This led her to re-experience the initial disorienting dilemma that she had experienced when first introduced to a GE perspective: whether it is right for language teachers to use and teach only standard English or should they also introduce the diversity and hybridity of English used in a global community to the ELT classroom. A telling example of Jisu's shifting perspective was the fact that after the TD programme she had a less critical perspective towards standard language

ideology compared to when she attended the GE workshop. In an interview conducted after the GE workshop, Jisu adopted a GE stance and criticised her school vice-principal's remark that Korean English teachers need to refrain from speaking English with a Korean accent and should speak only General American accented English in the classroom. However, towards the end of the TD programme, and contrary to the critical perspective towards standard language ideology that she had previously shown, Jisu seemed to begin to doubt the validity of her critical perspective:

> *I'm not sure anymore. Maybe the vice-principal was right. Maybe it is true that teachers should use standard English in the classroom because we are supposed to be a role model for students.* (Interview, November)

As exemplified in the above excerpt, Jisu seemed to have become less assured about her critical perspective towards standard language ideology. She seemed to re-experience the initial dilemma of whether to agree with the vice-principal's argument that teachers need to use only standard English in the classroom. Although learning about GE and its pedagogical implications at the workshop initially helped her develop a critical perspective on the pervasive monolingual ideology in the ELT classroom, she now seemed more inclined to comply with dominant language ideology. Jisu's remark in the above excerpt that "*Maybe the vice-principal was right*" is in stark contrast with her previous comments after the GE workshop which demonstrated an intention to resist the standard language ideology that the vice-principal imposed on teachers of the school: "*If the vice-principal points out my English pronunciation, I will tell her about the theories that I learnt from the workshop*" (Interview, After workshop). This shift in Jisu's perspective towards the vice-principal's beliefs in native supremacy demonstrates her backsliding trajectory in critical language teacher development.

Commentary

The preceding vignettes illustrate how GE-oriented teacher development could initially demonstrate steady progress before later backsliding to an earlier phase of transformative learning. The trajectory of Jisu's GE-oriented teacher development began with *a disorienting dilemma* (STAGE 1). Introduced to GE and pedagogical implications during the workshop, she began to doubt her long-held admiration towards standard English and the belief that students strictly need to be taught with standard English only. *Critically reflecting* (STAGE 2) on the consequences of emphasising the mastery of standard English on students' language attitudes,

she envisioned a new role for herself introducing the diversity and fluidity of English to the classroom and alleviating students' excessive concerns about using 'accurate' English.

While putting her critical perspective into classroom practice, however, Jisu encountered several challenges that she could not fully resolve. Despite some *improvement in her practical knowledge* (STAGE 3), Jisu was less successful than other participants at developing teaching practice that could effectively raise students' critical awareness of English. Furthermore, as an individual teacher, she felt unable to resist parents' expectations for teachers to prepare students for exams and the wider educational structure which is firmly rooted in standard English ideology. Although Jisu personally endorsed a GE stance towards English language and language teaching, unresolved tensions between theory and practice undermined her critical teacher agency. It is noteworthy that towards the end of the TD programme Jisu appeared to return to *the initial disorienting dilemma* (STAGE 1) that she had first experienced when introduced to GE during the workshop. She appeared to experience a dilemma about whether to comply or resist standard language ideology and generally seemed less assured about her newfound critical perspective on language teaching.

In sum, Jisu's case demonstrates how the trajectory of GE-oriented teacher development could initially progress to a modest level of critical awakening but later return to the initial dilemma about compliance and resistance to dominant language ideology. Although Jisu developed a critical awareness of English and language teaching after experiencing a disorienting dilemma and engaging in critical reflection during the GE workshop, she later came to doubt the validity of her critical perspective after experiencing tensions between GE-oriented language teaching and her relationships with students, parents, and her school. While the unique feature of Jisu's learning trajectory is a backsliding in the later phase of GE-oriented teacher development, some participants like Hyerim underwent a learning trajectory that featured an extended period of stagnation. The next section is about Hyerim's delayed trajectory of GE-oriented teacher development. Hyerim's case demonstrates that for some teachers it could be difficult for a GE-TD programme to trigger the onset of GE-oriented teacher development.

6.4 Delayed trajectory: progression after an extended period of stagnation

Two participants, Hyerim and Mina, demonstrated a delayed trajectory of GE-oriented teacher development which featured a relatively extended period of stagnation in learning. They experienced a relatively long period of stagnation either before the onset of transformative learning or between stages of transformative learning. In the case of Hyerim, her transformative

learning did not take off until participation in the application phase of the TD programme. While most other participants had actively engaged in critical reflection by the end of the GE workshop, Hyerim did not seem to experience a disorienting dilemma or engage in critical reflection during the workshop phase. However, Hyerim eventually seemed to experience a disorienting dilemma while implementing GE-oriented language teaching and engaged in critical reflection of her normative language teaching practice towards the end of the TD programme. Hyerim's trajectory of GE-oriented teacher development ended at *critical reflection* (STAGE 2). The below figure is a visualisation of Hyerim's delayed trajectory of GE-oriented teacher development (The hourglass represents an extended period of stagnation in learning before the onset of transformative learning).
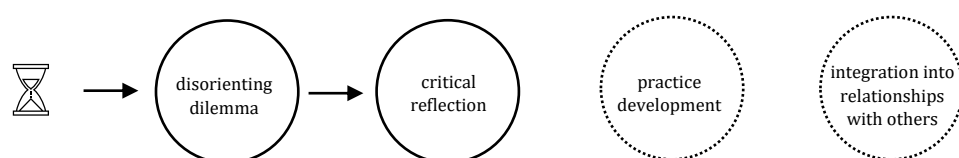
Figure 6.3 Hyerim's delayed trajectory of GE-oriented teacher development

This section provides an analysis of Hyerim's experience with GE-oriented teacher development. The section starts with the analysis of interview excerpts which provide information about Hyerim's beliefs about language and language teaching before participation in the GE-TD programme. Then, several vignettes from her experience with the GE-TD programme are interpreted in order to demonstrate the trajectory of her GE-oriented teacher development.

Vignette 1: Prior to transformative learning – Accepting the diversity of English

Hyerim was an avid traveller who frequently travelled abroad. This provided her with abundant opportunities to speak English to communicate with people of various regional and linguistic backgrounds. Exposure to various varieties of English made her aware of the diversity of English used in the global community. Encountering many NNSs who could competently communicate in English enabled her to discard any biases against NNS English. As she recalled,

> *While travelling, I met people from many different national backgrounds who used English differently. Using English to communicate with them, my prejudice about the values and appropriateness of certain varieties of English naturally disappeared.* (Interview, December)

As Hyerim mentioned, it might have been her relative familiarity with diverse varieties of English that cultivated her inclusive attitude towards the diversity of English. In the first interview before the workshop, Hyerim clearly exhibited a more inclusive understanding of different varieties of English used in the global context compared to other research participants. For example, when asked about her opinions about localised varieties of English, Hyerim positively appraised them as having "their own unique colours" (Hyerim, Interview, Before workshop). She further explained that diversity is an inherent characteristic of language, showing a critical attitude towards standard language ideology: "I don't think everyone should speak English like a TV news presenter" (Hyerim, Interview, Before workshop). These remarks show that although Hyerim was unfamiliar with academic discussion on GE, to some extent she had already begun to adopt a GE stance that she had gained from her experience as a language speaker in the global community.

Vignette 2: Ambivalent attitude – Rejecting to take a GE stance when language teaching

Despite her respect for the diversity of English and its speakers, Hyerim seemed reluctant to agree with the need to incorporate the sociolinguistic reality of English into the classroom. This is because she believed students were still grappling with learning standard English and it would be impossible and unnecessary for her to take on an additional responsibility of cultivating students' understanding of the diversity of English and its speakers. Although she was slightly concerned about students' insensitivity towards the diverse racial and linguistic backgrounds of English speakers in the global community, she dismissed the possibility of spending precious class time on facilitating students' critical thinking towards such issues:

> *In practice, it is difficult to challenge students' prejudices [against diverse linguistic and racial backgrounds of English speakers] in addition to teaching language skills. Students already feel overwhelmed about learning the language alone.* (Interview, Before workshop)

As shown in the above excerpt, Hyerim largely regarded language teaching as merely teaching basic codes and norms of the language and did not place importance on the need to challenge students' biases against diverse varieties of English. Since Hyerim believed students were already grappling with attaining basic language proficiency as specified in the national curriculum, she felt there was no spare time that could be spent on raising students' awareness of their prejudices about English. Hyerim appeared to understand English language teaching as

merely improving students' basic language proficiency and considered raising critical awareness on the language as a secondary aim of language teaching. Hyerim's case demonstrates that, depending on the teacher's philosophy of language teaching, even teachers who understand the sociolinguistic reality of English as a global lingua franca might not endorse the idea of incorporating the diversity of English into the classroom.

Vignette 3: Struggling to critically reflect – Praising her own language teaching practice

Although the GE workshop offered reflective opportunities for Hyerim to interrogate her essentialist perspective of language teaching, she seemed to have trouble taking a critical stance towards her teaching practice. For instance, when asked to conduct reflective writing on her beliefs about language teaching in the light of the global use of English, she praised herself and said the way she taught English was already good enough to cultivate students' linguistic competence for global communication. Her reflective writing indicates a lack of critical reflection:

> ◯ *Reflect on your beliefs about English in the wider community where English is used as a global lingua franca.*

> *: I am already teaching English as a tool for communication that students can use to express themselves. I try to offer many opportunities for students to speak English in the classroom. In this way, I believe my English teaching provides a meaningful opportunity for students who live and will live in the global village.* (Reflective writing, Workshop log)

Although providing students with ample opportunities to speak English in the classroom could help students practice the oral English skills required for communication, she did not consider that many aspects of her practice could be critically reflected upon in the light of a GE perspective. For example, she could have critically examined whether it is acceptable to not incorporate the sociolinguistic reality of English into the classroom even after considering the diverse lingua-cultural backgrounds of speakers of English in a global community. She could also have pondered whether improving basic English language proficiency is sufficient to prepare students as successful communicators in a global context. Unable to take a critical stance towards her pedagogical beliefs and practice, Hyerim seemed to maintain her 'essentialist' perspective on language teaching. She rejected the possibility of extending her

boundary of language teaching and dismissed the idea of incorporating the diversity of English and its speakers into teaching practice:

> *Even though I have integrated various teaching approaches so far, some students still cannot reach the basic level [of proficiency]. But teaching GE is about exposing them with various varieties of English, right? Considering the current situation [of student learning], (…) I can't help thinking that GE can actually bring negative impacts on student learning.* (Interview, After workshop)

Vignette 4: Limited growth in practical knowledge – Failing to navigate practical challenges

Surprisingly, although Hyerim disagreed with the necessity of GE-oriented language teaching in her teaching context, she decided to participate in the ensuing application phase of the TD programme. She continued to be involved with the TD programme because she expected that providing opportunities for global communication could motivate her "*extremely lethargic students*" to learn English and participate in the classroom (Interview, September). Upon Hyerim's request, I introduced her to a teacher at an elementary school in Pakistan who was interested in an intercultural exchange with a Korean class. For the first exchange, the two teachers decided to exchange video recordings of students introducing themselves.

However, the plan did not go as smoothly as expected. A few days before the first scheduled observation of Hyerim's GE-oriented lesson, she stated that the counterpart teacher had not sent the video-recordings as promised. As Hyerim had planned to base the lesson on the materials received from the counterpart class, she had to suddenly change the lesson plan. Hyerim seemed quite upset and irritated about "the broken promise" (Interview, September) and was concerned about disappointing her students who were excitedly waiting to hear from the counterpart class:

> *The Pakistani teacher replied to my e-mail and said it would be difficult for them to do the video recording activity because she has too many students. When my students had asked me about when the Pakistani students would send us their video clips, I repeatedly told them they would send in ten days when their national holiday ends. Now it looks like I had lied to my students. (…) I am angry at her irresponsible action.* (Teaching journal, September)

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Despite the delay of the first exchange, the counterpart teacher later managed to send not only the promised video recordings but also posters and drawings that her students created about Korean traditional food. This might have signalled the Pakistani teacher's desire for further exchanges with Hyerim's class. Nevertheless, Hyerim could not easily overcome the first negative impression that the counterpart teacher had made on her, and she decided to discontinue collaboration with the counterpart teacher:

> *The teacher finally sent me some pictures and video recordings. (...). But I told the teacher that I don't think my students would want to further participate in the intercultural exchange because she didn't send us previous video-recordings on time in the first place.* (Teaching Journal, November)

Although in the above excerpt Hyerim referred to the students' disappointment at the delayed response from the counterpart school, the actual decision to suspend the exchange came from Hyerim, not the students. Organising an intercultural exchange with the counterpart teacher seemed to give rise to a variety of negative emotions that Hyerim had to grapple with. Her inability to strategically navigate these negative emotions led her to finally give up on the intercultural exchange although she believed that it was the most suitable way to introduce GE to students. With a lack of determination to overcome the practical challenges that she faced, there was little development in Hyerim's knowledge of how to lead an intercultural exchange.

Vignette 5: Unable to negotiate the new role – Negative responses from students

As she felt it was too difficult to sustain collaboration with the counterpart class, Hyerim decided to change the focus of her GE lessons to providing students opportunities to use English to express themselves in the classroom. Problematising that the students' use of English in the classroom was largely limited to repeating dialogue and key expressions from the textbook, she planned to provide more opportunities for them to use their linguistic resources to express themselves with the help of an online dictionary. For example, students were given the assignment to work in pairs to self-record a short video clip about an environmental campaign of their choosing. Students were also asked to use an online dictionary to make a poster explaining the features of their favourite season and present them in the class.

Despite Hyerim's efforts to encourage their use of English, students' responses to those classroom activities were somewhat disappointing to Hyerim. For students, recording videos and making posters required more active class participation compared to the usual classroom

activities that Hyerim implemented such as filling out worksheets. Hyerim struggled to foster students' active participation and this led her to repeatedly experience a sense of frustration. For example, Hyerim lamented that students did not even do a simple homework assignment which was necessary for the smooth operation of the main classroom activity. She blamed students' lack of participation as the reason why her lesson did not proceed in the way she wanted it to:

> *Hyerim: I asked students whether they did the group assignment. Almost everyone didn't do it (laughing).*

> *Facilitator: What was the assignment?*

> *Hyerim: (..) Preparing one picture of a Korean dish that they want to introduce and writing a simple recipe for it. I asked students to do this in groups.*

> *Facilitator: Oh, but students didn't do it. That's the reason today's class was ...*

> *Hyerim: Today's class was chaos. I planned to spend the last ten minutes on students' class presentations of their posters about Korean food, but I didn't have time to do this at all.* (Interview, November)

In addition to the lack of student participation, the students' negative reactions made Hyerim doubt whether she should continue to implement new activities that encourage students to express themselves. In annual teacher evaluation questionnaires, some students made negative comments regarding the GE-oriented classroom activities that she implemented. Those students, who Hyerim suspected to be students with relatively low English proficiency, expressed a lack of motivation to engage in activities that encouraged them to use English beyond textbook English because they were already grappling with learning English of the textbook:

> *Hyerim: There were three or four really negative responses like 'Teacher, don't expect too much from us', 'It is too difficult to use English to communicate with Pakistan students making video-recordings, so don't ask us to do those extra activities anymore.'*

> *Facilitator: Ah, really? Did students mention that?*

*Hyerim: Yes, they were like 'We are already struggling with learning textbook English.' (…)
I think the comments were written by the students who are not good at English. I think
they might have felt uncomfortable doing the activities because their English was not good
enough.* (Interview, November)

The negative responses from those students led Hyerim to feel pessimistic about the possibility
of negotiating her new pedagogical practice with students. Hyerim's unsuccessful experience
with GE-oriented language teaching solidified her initial 'essentialist' perspective of language
teaching. Towards the end of the programme, Hyerim seemed to still consider her utmost
responsibility to be ensuring students acquire basic linguistic proficiency and expressed a
pessimistic view on the practicality of spending class time introducing a critical perspective of
English:

*I think teaching a GE perspective could be possible only if students meet basic language
competence. (…) As students are not even able to fully memorise required vocabularies
even after doing their homework, I should spend more class time on these activities. So, I
think it is quite difficult to teach something extra.* (Interview, December)

Although she understood some of the pedagogical advantages of introducing the GE perspective
in the classroom, she regarded it as "something extra" that she couldn't afford to spend time on,
rather than a necessary component of language teaching. She thought it would be too difficult to
implement GE-oriented teaching in practice because she was already busy fulfilling her core
responsibility of ensuring students' mastery of textbook English. Her remark in the above
interview excerpt shares striking similarities with a comment she made in the interview prior to
the TD programme: "/But/ in practice, it is difficult to challenge students' prejudices in addition
to teaching language skills. Students already feel overwhelmed about learning the language
alone" (Interview, Before workshop). The similarity of her perceived aims of English teaching in
the beginning and later part of the TD programme signifies a lack of change in Hyerim's
boundary of language teaching beyond teaching 'basic' textbook English. Hyerim seemed to
maintain her 'essentialist' philosophy of English teaching.

Vignette 6: Disorienting dilemma and critical reflection – Germinating sense of critical awareness

Despite her pessimistic view on the practicality of incorporating GE into the classroom, it is
noteworthy that Hyerim began to demonstrate a budding critical perspective on language
teaching towards the end of the TD programme. Contrary to her initial rejection of the idea of

cultivating students' respectful attitudes towards the diversity of English, she began to show more ambivalent attitudes towards this belief. At the end of the programme, she talked regretfully about her lack of attention to students' language attitudes:

> *Witnessing students' biases against unfamiliar varieties of English during this semester, I came to realise I was not paying enough attention to how students think of English. Because I don't have a bias against those varieties of English, I did not expect that students would think about English like that. I realise this is probably a significant change that I experienced during my participation in this programme.* (Interview, December)

Furthermore, Hyerim interrogated why she was putting an excessive focus on ensuring the acquisition of basic level textbook English at the expense of neglecting other important aspects of language teaching such as cultivating respectful attitudes towards diversity:

> *Maybe I was too caught up with ensuring students master the English in the textbook because I couldn't ignore my responsibility of preparing students for English exams. English exams generate clear numbers to indicate students' language proficiency so maybe this made me too concerned about students not reaching basic language proficiency.* (Interview, December)

The above two excerpts demonstrate signs of Hyerim engaging with critical reflection and an emergence of a critical awareness of language teaching. Witnessing students' biases against NNS English seemed to trigger a disorienting dilemma regarding her perceived language attitudes of students and the students' actual attitudes towards English. This disorienting dilemma led Hyerim to critically reflect on her beliefs about the irrelevance of language teaching to cultivate students' respectful attitudes towards the diversity of English. In the second excerpt, Hyerim further critically interrogated why she came to prioritise teaching textbook English while disregarding the importance of challenging students' biases related to English. Critical reflection led her to discover that she unconsciously limited the focus of her teaching to teaching textbook English because she was concerned about students' academic performance, a widely-used yardstick to measure students' language proficiency.

In sum, although Hyerim did not exhibit a willingness to take further action based on critical reflection, the vignette of her critical reflection at the end of the programme indicates that the semester-long experimentation with teaching English from a GE perspective seemed to help Hyerim move a step closer to becoming a critically reflective language teacher.

Commentary

The preceding vignettes of Hyerim's journey of learning demonstrate that GE-oriented teacher development could progress slowly and generate delayed outcomes of learning after an extended period of stagnation. When introduced to GE and its pedagogical implications during the workshop, Hyerim did not give credence to the necessity of reflecting diversity in language teaching despite her relatively inclusive attitudes towards the diversity of English. During the GE workshop, Hyerim did not seem to go through the typical initial phases of transformative learning – experiencing a disorienting dilemma and undertaking critical reflection. Yet, Hyerim decided to participate in the application phase of the TD programme as she believed the pedagogical innovation could increase the class participation of less motivated students. While implementing her ideas of GE-oriented language teaching, she experienced a series of frustrating experiences. Especially, the disappointing experience with the counterpart teacher undermined Hyerim's agency in providing students the opportunity for global communication. Her inability to navigate negative emotions prevented her from developing the knowledge and skills required for the implementation of her plan to organise the exchange project for global communication. Moreover, some students' negative feedback on her new pedagogical practice to encourage the use of English beyond textbook English compounded her negative emotions. Students' disappointing responses convinced her that it would be impossible to negotiate the new role in language teaching with her students. Despite the series of unsuccessful experiences with GE-oriented language teaching, the semester-long experience with a new perspective towards language teaching provided the opportunity for Hyerim to rethink the essentialist pedagogical beliefs and practice that she had strongly adhered to. Observing students' biases against the diversity of English gave rise to a *disorienting dilemma* (STAGE 1) as she began to doubt her long-held perspective on language teaching. This led her to *critically reflect* (STAGE 2) on the 'essentialist' assumptions that she had about language teaching, and towards the end of the TD programme, she began to think about expanding her boundary of language teaching to include cultivating positive language attitudes and identities.

Hyerim's trajectory of learning demonstrates that some teachers might demonstrate slow progress in learning, and they might not experience teacher development as designed in the GE-TD programme. Hyerim experienced a period of stagnation before the onset of transformative learning. Yet, after semester-long experimentation with GE-oriented language teaching in her own classroom, she finally experienced a disorienting dilemma and was able to critically reflect on her language teaching beliefs and practice. Although compared to other participants Hyerim showed a lot less progress in transformative learning and demonstrated a relatively slow

development, it should be noted that she eventually took the small but meaningful step towards becoming a critically reflective language teacher.

6.5 Conclusion

This chapter aimed to demonstrate how GE-oriented teacher development could be experienced differently depending on the individual teacher and the possible trajectories of learning that GE-oriented teacher development could involve. Mezirow (1991) suggests transformative learning could be triggered by a disorienting dilemma and it could further take place through critical reflection, practice development, and integration of new roles into relationships with others. Drawing on four stages of transformative learning, this chapter demonstrated three trajectories of GE-oriented teacher development that the research participants underwent. Findings of this study revealed that not all teachers went through all four stages of transformative learning, instead demonstrating different profiles of critical language teacher development. The next section delves into the factors that mediated each stage of transformative learning and how these factors contributed to similarities and differences among the participants' experiences of GE-oriented teacher development. In doing so, this study aims to investigate the mechanism of GE-oriented teacher development.

Chapter 7 Factors mediating GE-oriented teacher development

7.1 Introduction

The previous chapter drew on four stages of transformative learning and demonstrated that participants underwent different trajectories of learning. The present chapter discusses factors which mediated the participants' experiences in each stage of transformative learning. In doing so, the chapter aims to outline potential factors of similarities and differences manifested in the participants' trajectories of GE-oriented teacher development.

Section 7.2 provides an analysis of factors that triggered a disorienting dilemma regarding participants' existing beliefs about English and language teaching and the alternative perspective they have discovered. In Section 7.3, the factors that facilitated critical reflection on participants' teaching practice and assumptions about English and language teaching are discussed. Section 7.4 examines factors that influenced the growth of practical knowledge about how to effectively implement GE-oriented language teaching in their own teaching contexts. Finally, factors that influenced the necessary negotiation and construction of teachers' new relationships with educational stakeholders that could allow them to integrate a GE perspective into daily teaching practice are analysed in Section 7.5.

7.2 Factors triggering a disorienting dilemma

All participants reported that they experienced a disorienting dilemma which triggered the onset of critical language teacher development. Although the time each participant experienced a disorienting dilemma varied, something all participants had in common is that their disorienting dilemma was triggered through an unfamiliar or unexpected experience which they could not easily interpret through their existing perspectives on English and English language teaching. For example, some participants reported their disorienting dilemma was triggered by encountering an alternative perspective during the GE workshop. Some others reported dilemmas arose from communicating in English in an unfamiliar context or from implementing of a teaching practice which was novel to them. This section discusses in detail how these different unexpected or unfamiliar experiences provoked tension between the participants' existing perspectives and the alternative perspective they came to envision.

Encountering an alternative perspective

Findings in this study indicate that learning about an alternative perspective of language and language teaching during the GE workshop triggered a cognitive dissonance which made the participants less assured about their prior beliefs about language and language teaching. Being introduced to discussions and research in the field of GE, the participants began to recognise the gap between how they have learnt and taught English and how English is used in the global community. Jisu wrote in her reflective log during the workshop about how learning about WE enabled her to objectively interrogate her taken-for-granted pursuit of standard varieties of English. Learning about the diversity of English also led her to see the gap between the reality of the global use of English and the mainstream ELT practice that is heavily geared towards teaching standard English and American and British culture:

> *As a person who used to admire British and American English and wanted to speak like American or British people, learning about the theoretical perspective of WE was a pleasant surprise. I also realised there are many places for improvement in South Korean English education if we look at it from a WE perspective. American and British cultures are the dominant cultures appearing in ELT textbooks, and all textbook characters speak American English regardless of their cultural or racial backgrounds. We need to change this.* (Jisu, Workshop log)

As demonstrated in the above excerpt, Jisu indicated that encountering discussions about WE led her to realise that the language learning and teaching practices that she had taken for granted actually do not sufficiently reflect how English is used and changes in the global context. Encountering a new perspective which did not align with Jisu's existing knowledge and beliefs about language learning and teaching created a disorienting dilemma, and the dilemma enabled her to examine the validity of her conviction in standard English-oriented language learning.

Mina experienced a disorienting dilemma akin to what Jisu experienced during the GE workshop. Mina's reflective log entry demonstrates that she came to question the validity of solely pursuing standard English when she was introduced to an ELF perspective during the workshop:

> *I was glad to learn about ELF, a new field of study for me. The knowledge that I learnt about ELF led me to question the ways that I have learnt and taught English. Even though I teach English, I had vague admiration towards American and British English and tried*

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hard to copy them. But, looking at myself, as someone who cannot even confidently understand varieties of English apart from American English, I came to think 'What did I learn for the last 20 years?' (Mina, Workshop log)

As demonstrated in Mina and Jisu's workshop logs, knowledge of ELF and WE was not merely perceived as additional knowledge that can be comfortably integrated into the teachers' pre-existing systems of knowledge and beliefs about English and language teaching. Rather, learning about ELF and WE perspectives resulted in cognitive dissonance between their monolingual beliefs about English and the sociolinguistic reality of English in the global context. It also entailed emotional dissonance as the teachers became less assured about their long-held beliefs about English language and the effectiveness of the vast investment they had put in learning American English. However, such cognitive and emotional dissonance provided the opportunity for them to develop a more justifiable and inclusive perspective towards English and language teaching in the light of the sociolinguistic reality of English in the global community. Jisu and Mina left their comfort zones and used ELF and WE as a lens to interrogate the validity of their language attitudes, namely their blind pursuit of American and British English, and the hegemonic English teaching practice which is prevalent in South Korea. As such, contents of the GE-TD programme which did not easily align with the dominant ideologies of English in Korea became the impetus for a disorienting dilemma and critical reflection.

Implementation of a new practice

Some teachers reported they experienced a disorienting dilemma while implementing a GE - oriented language teaching during the application phase of the TD programme. The participants' first attempts to teach English from a GE perspective in the classroom and the implementation of a new practice resulted in unexpected responses from students or unforeseen tension with the institutional culture. Yet, these unexpected responses and tensions acted as a catalyst for a disorienting dilemma for some teachers. For example, Hyerim experienced a disorienting dilemma when she witnessed students' negative responses to the NNS English that was introduced in the classroom as part of her initiative to teach English from a GE perspective. As Hyerim was unable to discern students' biases against NNS English when she used to only use classroom materials recorded in American English, the students' negative responses were surprising to her. This disorienting dilemma provided her with the opportunity to realise that students might be more biased against non-native varieties of English than she had previously expected:

Witnessing students' biases against unfamiliar varieties of English during this semester, I came to realise I was not paying enough attention to how students think of English. Because I don't have a bias against those English, I did not expect students would think about English like that. Realising this is probably the significant change that I experienced during my participation in this programme. (Hyerim, Interview, December)

When Hyerim's students were taught with only standard English, their biases against NNS English were indiscernible to Hyerim. Therefore, Hyerim was surprised to see that many students questioned the legitimacy of NNS English and made disparaging comments about NNS accents when she used NNS English instructional materials. Observing that students' reactions were far from her expectations led her to experience dissonance between her beliefs about students' language attitudes and the students' actual language attitudes manifested in their reactions towards NNS English. The disorienting dilemma, in turn, provided an opportunity for teacher development as Hyerim critically reflected on her naïve expectations about student's language attitudes and realised she might be wrong about them.

Experience in the unfamiliar context

While most participants experienced disorienting dilemmas during participation in the GE-TD programme, Sujin and Boram reported they had already experienced a disorienting dilemma before their participation in the programme. For both, what triggered the disorienting dilemma was the experience of an unexpected difficulty communicating with speakers of unfamiliar varieties of English. In the case of Boram, she experienced difficulty comprehending Australian speakers when she went to Australia to study English during an undergraduate vacation. This experience triggered a disorienting dilemma as she began to recognise the gap between her previous experience of learning English and the demand for global communication:

Before going to Australia to learn English, I learnt only American English in Korea. All listening material that I encountered and all listening tests that I undertook used American English. When I first went to Australia, it was very difficult to understand Australian English because their accent is different from the American accent. For example, Australians do not pronounce /r/ when saying 'water'. As I have never had the opportunity to listen to Australian English in Korea, my ears were not accustomed to it. (Boram, Interview, Before workshop)

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In a similar vein, Sujin explained how she came to experience a disorienting dilemma by encountering speakers of not only Australian English but also Indian English in Australia, where she had stayed to participate in international teacher training:

> *When I went to Australia, I was surprised their accents are so different from Americans. I could understand only about 60 per cent of what the host of the homestay spoke in English. (…) When I had to book a hotel, the receptionist spoke English with an Indian accent and I understood only 10 per cent of what he said to me (laughing). I was really shocked that I couldn't understand him although he repeated himself multiple times.* (Sujin, Interview, After workshop)

For Boram and Sujin, a disorienting dilemma was triggered by the dissonance between the English variety they were familiar with and the variety of English they were required to understand in an unfamiliar context. As English learners in South Korea, both Boram and Sujin had excessively focused on mastering American English, the most common variety of English that Korean learners are exposed to in the ELT classroom. Boram mentioned that the only variety of English that she had been exposed to in the classroom was American English, and Sujin even purposely limited her exposure to American English in order to accustom herself to the variety of English that is regarded as the most standard in Korea: "I only watched American dramas, not even British ones" (Interview, October). Yet, the situations that both Boram and Sujin faced in Australia were unexpected as they had not previously realised that their ability to understand American English was not easily transferable to understanding English in different accents. Due to their unfamiliarity with English accents other than the American accent, Boram struggled to comprehend common words such as 'water' in an Australian accent, and Sujin had difficulty making a simple hotel reservation. Experiencing difficulties that could not be easily resolved by continuing the way they used to learn English, they began to recognise the problem of their monolingual-oriented language learning practice. As Boram mentioned in the above excerpt, "learning American English does not guarantee the ability to communicate with English speakers in the global community".

Although their disorienting dilemmas provided Boram and Sujin with the opportunity to take a critical stance towards the dominance of American English in the ELT classroom, it is noteworthy that their dilemmas failed to generate further action to change the way they learn or teach English. Despite the fact that in Australia both Sujin and Boram acutely realised the problems associated with standard English-oriented language teaching and learning practice, they reported that they had never attempted to make changes in their practices before

participation in the GE-TD programme. It could be postulated that although Sujin and Boram experienced disorienting dilemmas, they did not fully engage in critical reflection of their language learning and teaching practice, which is a necessary step in transformative learning. The next section discusses how the participants were able to engage in critical reflection during their participation in the GE-TD programme.

7.3 Factors facilitating critical reflection

Reflective writing

Parallel with findings of earlier studies such as Dyce and Owusu-Ansah (2016) and Osterling and Webb (2009), findings of this study suggest reflective writing could help teachers engage in deep reflection. Evidence of participants' engagement in critical reflection on their prior assumptions about English and language teaching frequently appeared in the reflective logs they wrote during the workshop and the teaching journals that they wrote to reflect on their practice of teaching English from a GE perspective during the application phase of the TD programme. By engaging in reflective writing throughout the TD programme, the participants became more conscious of their tacit assumptions and began to critically interrogate the sources of their assumptions.

Reflective prompts provided in the workshop logs helped provoke critical reflection. The prompts contained a series of questions which guided the focus of reflection by the participants. The log entry below demonstrates how the reflective prompts assisted Jisu on her critical reflection on her beliefs about English and the sources of the beliefs:

> ○ *Reflect on your beliefs about English in the wider community where English is used as a global lingua franca.*

> : *I used to take it for granted that English belonged to the British and Americans. I thought that we powerless Koreans should learn their English.*

> ○ *How did you come to think this way?*

> : *I think this belief was influenced by the media, such as the news story from several years ago that some parents made their children have tongue surgery to improve their English accent. I think my school vice-principal's comment towards the ELT teacher's English*

accent also reinforced my beliefs about accent accuracy. After seeing the vice-principal point out the Korean pronunciation by the new English teacher after her model lesson, I became more self-conscious about not speaking with an accurate accent. (Jisu, Workshop log)

The first prompt, 'Reflect on your beliefs about English in the wider community where English is used as a global lingua franca', helped Jisu examine her beliefs about English from a novel point of view. While mastery of standard English tends to be regarded as a desirable goal that NNSs pursue in Korea, the prompt enabled Jisu to distance herself from the 'common' knowledge and to critically interrogate the meaning of her pursuit of standard English in the wider global context where English is used as a contact language among speakers of diverse varieties of English. The second prompt, 'How did you come to think this way?' seemed to help direct Jisu's attention to the source of the belief. In response to the prompt, Jisu further interrogated how her taken-for-granted admiration towards standard English had been shaped and constructed. She realised her beliefs about English were not the result of autonomous thinking but came from her reliance on authority sources such as the media which normalised the desire to speak English like NSs and the vice-principal who emphasised the necessity of NS-like competence for language teachers. As demonstrated in the above log extract, reflective prompts served as guidance to direct the focus of critical reflection.

Teaching journals, in which participants wrote about their reflections on their new adoption of a GE stance during the application phase of the TD programme, also helped participants critically reflect on their previous practice of language teaching. Although teaching journals contained relatively less evidence of critical reflection than the workshop logs which were specifically designed to facilitate critical reflection, the opportunity to write freely about whatever came to mind provided a valuable space for critical reflection for some participants. Dohee, while writing about her reflections on the students' responses to the intercultural exchange that she implemented, engaged in critical reflection on her belief about language teaching. The reflective space that the teaching journals created enabled her to go deeper and critically reflect on the philosophy of language teaching which had guided her teaching practice for a long time:

I now realise I used to only care about improving students' listening, speaking, reading, and writing skills. After today's lesson, I came to rethink the purpose of learning English for students. Witnessing students being interested in and trying to understand other cultures, I came to realise it is important to provide students with abundant experiences to

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communicate with English speakers from various cultural backgrounds. (Dohee, Teaching journal, November)

Reflecting on the increased class participation levels of students that were manifested when she presented video recordings sent from the counterpart class, Dohee further probed the reason why students were less motivated and interested in her ordinary classes. Critical reflection on her usual teaching practice enabled her to discover problems in her language teaching. This was enlightening to her as she realised her language teaching was excessively constrained to teaching the basic four language skills that the curriculum emphasises while neglecting students' demands to learn English through communication with people from diverse lingua-cultural backgrounds. As such, the opportunity to write and reflect on their teaching practices helped the teachers become more aware of their teaching practices and critically examine them.

Critical dialogues with the facilitator

Critical reflection can be facilitated by not only an individual activity such as reflective writing but also an interpersonal activity such as a conversation with others (Mezirow, 2003). Regularly having conversations with me in my role as facilitator during the monthly school visits provided a dialogic space for critical reflection. Although the main aim of the interviews during the school visits was data collection, the interviews naturally proceeded in the form of conversations, which triggered participants' critical reflection on taken-for-granted assumptions in their teaching practice.

Critical dialogues with the facilitator motivated the participants to continue to critically reflect on their philosophies of language teaching even after the workshop ended. For some teachers, critical dialogue with the facilitator was a more effective means of critical reflection than reflective writings. This was the case of Hyerim, who struggled to engage in critical reflection through reflective writing opportunities provided during the workshop. While reflective writing during the workshop failed to engage Hyerim in critical reflection on her views of language teaching, discussions with the facilitator that she had about the values and aims of language teaching successfully triggered critical reflection:

> *The conversation that we had last time helped me reflect on my perspective of English teaching. I think my perspective of English teaching was perhaps too narrow. I also realised my perspective was heavily influenced by the emphasis the national curriculum*

has on teaching basic language skills. Through the reflection, I came to broaden my perspective of the roles of English language education and rethink the scope of responsibilities of English language teachers. (Hyerim, Interview, December)

In the above interview extract, Hyerim indicated that a conversation she had with the programme facilitator triggered critical reflection. The conversation that she referred to, which occurred during a post-lesson interview during a school visit in November, was about whether the aim of English teaching should be solely about teaching basic language skills or whether it should embrace teaching critical thinking and open-mindedness. Hyerim stated that this discussion on the boundary of language teaching helped her critically interrogate her "narrow" perspective of language teaching which marginalised language teaching as merely "teaching basic language skills". Critical reflection triggered by the discussion led her to realise that her philosophy of English teaching had been heavily influenced by authority sources, such as the national curriculum, rather than her autonomous thinking.

Critical dialogues with the facilitator helped teachers reflect on the dominant ideology conveyed in their everyday use of language in the classroom as well as their philosophies of language teaching. Although the participants implemented lessons that introduced students to a critical perspective of English, the participants sometimes fell back into their habit of uncritical usage of hegemonic words. Critical dialogues with the facilitator helped the participants realise the hegemonic nature of the words they used and motivated them to seek alternative words that could better align with the inclusive perspective of English they intended to promote in the classroom. The below excerpt of Sujin and the facilitator's conversation on how to describe the Pakistani activist Malala Yousafzai's English to students captures a moment of critical reflection:

> *Sujin: I wanted students to know that even though Malala didn't have perfect native pronunciation she could give a wonderful speech in public and receive a standing ovation. I liked that she was so self-confident at using English, clearly expressed herself, and moved the public through her speech. So, I wanted students to know it is possible to impress the public with less accurate pronunciation. (…)*

> *Facilitator: (…) Yeah, I think students can set a more achievable goal for their English proficiency if they use Malala as a role model. But do you think it is okay to present Malala's English as a less perfect English to students? What do you think?*

Sujin: Ah, I should not (laughing)! I should call it a different accent because I am trying to tell students that there isn't a single perfect accent and each accent is different rather than accurate or inaccurate. It is not right to call non-native accents imperfect. It is better to say it like this then: people can still clearly express themselves and move the public with different varieties of English or different accents. (Sujin, Interview, September)

During the conversation, Sujin negatively described non-native English accents as "not perfect native pronunciation" or a "less accurate accent". Yet, what was notable is that she did not seem to intentionally choose to negatively label non-native accents or be aware of the problems associated with such naming. As the facilitator, I noticed this and drew Sujin's attention to the tacit use of negative connotations of non-native English in order to make the unconscious hegemonic meaning of the use of language visible to her. Rather than directly expressing my own opinion regarding Sujin's language use, I asked a question that could provoke Sujin's own reflection: "What do you think?" In response to the question, Sujin appeared to quickly realise that the assumption underlying her description of non-native English is incompatible with the empowering message that she aimed to deliver to her students who were also NNSs. The critical dialogue with the facilitator led Sujin to discover more empowering ways of naming unfamiliar non-native accents to her students such as "different accent" and "different types of English".

Negative experience as a language learner or speaker

The findings of this study also suggest that negative emotions that the participants attached to their identities as a speaker or teacher of the English language became powerful aids to critical reflection. Reflecting on their experience with English, some participants demonstrated negative emotions attached to English, such as remorse for the way they had learnt English in the past or their fear of speaking English. Reflecting on their negative emotions helped them better understand the sources of these emotions and served to catalyse the transformation of their perspectives of English and teaching.

When the participants reflected on their fear of failing to speak 'accurate' English, they realised that their conviction in standard English could be self-defeating. Reflecting on the root causes of this fear, the participants saw that a major source of their anxiety might be blind faith in the importance of speaking 'standard English' rather than their actual language proficiency. The ideologies of NS and standard English which are prevalent in Korean society could intimidate English language teachers who do not have native-like fluency and make them anxious about the level of their English proficiency (Song, 2016). Boram talked about her anxiety as a non-

native English-speaking teacher and how critically reflecting on this emotion helped her understand the anxiety that her students might have as NNSs. This reflection on a negative emotion motivated Boram to make a change in her practice in order to positively impact students' linguistic identities:

> *Whenever I had to talk to the native English-speaking teacher in my school, I asked him to come to my empty class because I was scared of how my colleagues would think of my English. Why do I have low self-confidence and fear of communicating in English despite being an ELT teacher? I think students might be afraid of speaking English, just like myself. Learning about ELF and WE, I came to envision teaching students to use English a little bit more freely, without excessively worrying about their accent and grammar and the judgement of other people.* (Boram, Workshop log)

Boram's above writing demonstrates how "opening vulnerability" could provide the opportunity for a teacher's self-transformation (Song, 2016, p. 631). Although it could be face-losing, Boram candidly wrote about her sense of insecurity as a non-native teacher who does not have an NS-like accent and fluency. Reflecting on the negative emotion, however, helped her understand the root cause of the emotion by providing a space to critically question the legitimacy of her emotion rather than normalising the negative emotion as something all non-native teachers experience. Reflecting on her feelings, Boram discovered that her anxiety and fear of speaking English might arise from her uncritical assimilation to standard language ideology and excessive concerns about the judgement of others rather than her actual language proficiency. Realising this helped her further empathise with the anxiety and fear of her students who were taught by their schools and society to pursue NS-like fluency and accuracy. The empathy with students, in turn, catalysed her decision to find an alternative practice to the normative practice of language teaching in order to positively impact the way her students learn English.

The feeling of scepticism about past experiences of language learning also aided critical reflection and motivated the participants to make a change in the oppressive culture of language learning. Many participants believed their English proficiency did not improve enough considering their considerable investments in time and effort in learning English. This eventually led to feelings of scepticism and remorse about their experience of language learning. Yet, these negative emotions motivated them to actively investigate the problems with the way they had learnt English as students. Sujin's interview excerpt and Mina's journal entry

presented below demonstrate the constructive space that the negative emotions could create when critically reflected upon:

> *Although I liked learning English, I also had negative feelings about Korean English education. I had a hard time learning English in school and many students still find learning English hard. There is a big gap between how we learn English and how we need to use English for communication. But learning about WE made me realise that we Koreans could use English with a sense of ownership. Understanding this helped to get rid of the negative feelings about learning English.* (Sujin, Interview, After workshop)

> *I think I have studied English hard, but I still have a fear of using English for communication. This made me feel sceptical about my previous experience of learning English. I think I could have developed myself as a better English speaker if I had learnt English from an ELF perspective. My inexplicable fear of speaking English comes from my experience of being taught to use accurate English and the Korean culture of needing to care about how others think of you. This made me feel scared of making mistakes when speaking English. But I realised I was also demanding my students use accurate English in the classroom.* (Mina, Workshop log)

Both Sujin and Mina made considerable investments in learning English, but they both seemed insecure and frustrated about their English proficiency. The gap between the effort they had put into learning English and their perceived language proficiency eventually made them sceptical and dissatisfied about the effectiveness of their language learning. However, the negative emotions attached to these previous experiences as language learners helped them to critically reflect on the problems of the way they had learnt English and discover an alternative way to improve their own students' language learning. For example, Sujin realised the main source of frustration arising from her previous language learning might be learning English with a lack of ownership of the language. Mina also realised her scepticism about English learning might be due to an excessive emphasis on mastering standard English and Korean culture, rather than her lack of language proficiency. Moreover, reflection on these negative emotions enabled both teachers to discover an alternative way to frame language teaching which could guide students to learn English in a way that is more empowering to NNSs.

Although critical reflection played a pivotal role in transforming the participants' perspectives of English and language teaching into more critical and empowering perspectives, the participants needed to further develop their pedagogical skills and knowledge in order to

incorporate the new perspectives into classroom practice. The next section discusses factors that mediated the growth of practical knowledge of how to effectively put critical understanding of language and language teaching into their classroom practice, which enabled the participants to apply the theoretical perspective of GE in their everyday language teaching practice.

7.4 Factors mediating practice development

While participating in the application phase of the GE-TD programme, the participants experimented with various ways of incorporating GE perspectives into their classroom practice. The participants reported that the GE-TD programme helped them improve their practical knowledge of GE-oriented language teaching in two ways: by providing the opportunity to experiment with a novel teaching practice and by offering a space to reflect on their teaching practice through the use of teaching journals and regular conversations with the facilitator. In addition to these internal elements of the TD programme, the level of commitment to implementing GE-oriented language teaching was found to be another factor that mediated the development of practical knowledge about GE-oriented language teaching. This section discusses how these factors helped the participants develop a better understanding of how to effectively incorporate a GE perspective into their teaching contexts so they could make actual impacts on students' language learning.

Opportunity to experiment with the new practice

The application phase of the GE-TD programme provided the participants with opportunities to experiment with a new practice in their own classrooms with support from the facilitator. The semester-long application phase which followed the workshop phase allowed teachers to use trial and error to develop a better understanding of the most effective and suitable ways to incorporate GE into their teaching contexts.

The benefit of engaging in the actual practice of GE-oriented language teaching was the opportunity for participants to go beyond their theoretical or conceptual understanding of GE-oriented language teaching. While the workshop on GE and language teaching helped the participants become aware of the alternative perspective on language teaching, the application phase enabled them to better understand how to transform what they learnt during the workshop into classroom lessons. Jisu explained the importance of this practice-based phase of teacher development when she discussed the gap between theory and practice of language teaching:

> *Knowing a teaching approach in theory is different from knowing how to apply the approach in teaching practice. For example, even if you have developed a good understanding of a particular teaching approach after taking an online lecture, you might still struggle to figure out what to do in the classroom.* (Jisu, Interview, December)

As Jisu points out, even if teachers develop a better understanding of concepts and theories related to GE-oriented language teaching, they could still struggle to figure out effective ways to apply their understanding in their teaching contexts. The GE-TD programme encouraged the growth of the teachers' personal knowledge of how to incorporate a GE perspective into their practice by providing a semester-long opportunity to experiment with GE-oriented language teaching into their classroom. The important role of the application phase of the TD programme is also shown in Hyerim's remark below:

> *As I decided to implement GE-oriented language teaching, I had to think about how to find teaching materials, what topic I should choose and how to introduce it, and how to design worksheets for GE lessons.* (Hyerim, Interview, December)

To transform their pedagogic ideas into effective lesson plans, the teachers had to consider a range of practical issues in their classroom contexts. As there were no concrete guidelines on how to implement GE-oriented language teaching, the teachers had to design their lessons from scratch by deciding the lesson topic, finding listening materials, and designing worksheets. Although this was challenging, as Hyerim indicated, designing and implementing the lessons eventually helped the growth of the participants' practical understanding of GE-oriented language teaching.

Clearly, it is possible that participants would have voluntarily implemented GE-oriented language teaching after the workshop and developed a practical understanding of the new practice even if the TD programme did not provide an application phase. Yet, some participants expressed doubts about whether they would have actively tried to incorporate a GE perspective into the classroom were it not for the application phase of the TD programme. For example, Sujin mentioned that although she strongly agreed with the GE perspective, without the action research phase of the programme, she doubted whether she would have taken any further steps to incorporate GE into her classroom practice:

At the workshop, I was thinking 'Yeah, this is something important in English language teaching.' But I would have probably not implemented what I learnt from the workshop if it was not for the TD programme (...) I usually don't take further action after taking a teacher development course because whether to implement the course message totally depends on the individual teacher. I mean, taking this teacher development programme is my personal choice too, but it is quite unique in offering an opportunity to develop teaching practice. (Sujin, Interview, December)

As Sujin mentioned, the TD programme, which provided not only a workshop to introduce a new teaching practice but also the opportunity for the teachers to put their newly acquired understanding into classroom practice, gave the teachers an impetus to develop knowledge of how to effectively apply the course message to their classroom contexts. Although the GE workshop was effective at raising teachers' awareness of the value of GE-oriented teaching, the workshop by itself could not guarantee that teachers would follow-up and implement what they had learnt. In this regard, by including the application phase as a core part of teacher learning, the TD programme ensured that all the participants engaged in GE-oriented language teaching and understood the practical aspects of teaching English from a GE perspective.

Reflection on the practice

Reflection on their new practice of teaching English from a GE perspective helped the participants to assess lesson plans and their own behaviour in the classroom and to develop better knowledge of how to improve the effectiveness of their practice. Teaching journals and dialogues with the facilitator, which were discussed above in the present chapter as factors mediating participants' critical reflection, were found to be the main mediums which facilitated teachers' reflection on their own practice.

Teaching journals, which the participants wrote in order to reflect on their GE-oriented language teaching practice, appeared to be an effective tool for facilitating reflection on aspects of the participants' teaching practice they felt could be improved. Writing teaching journals after each lesson, the participants examined the effectiveness of their behaviour in the classroom and planned alternative actions which could help them achieve the intended aims of GE-oriented language teaching. For example, while writing the teaching journal, Jisu came to realise she could have better motivated her students for the intercultural exchange by first introducing more background information about the counterpart school and the local

community of the students. Based on the reflection, in the following lesson Jisu planned to implement a classroom activity in which students could learn more about the counterpart class:

> *I think students would have been more motivated if I explained more details about the counterpart class. So, I will spend more class time on getting to know about them at the beginning of the next lesson.* (Jisu, Teaching Journal, October)

Furthermore, the teaching journal provided a space where the participants could reflect on any procedural difficulties they experienced when implementing an unfamiliar classroom activity which had the aim of teaching English from a GE perspective. Yuna, who experienced difficulties recording videos of students to send to the counterpart class for intercultural exchange, used a teaching journal to reflect on her approach to the video-recording activity:

> *Recording videos during the class was too difficult because I also happened to record lots of background noise from other students in the classroom. Now I think it is better to use the break time and record students separately in groups.* (Yuna, Teaching Journal, November)

To make material to be sent to the French counterpart class, groups of students were asked to practice their verbal explanations of the rules to a traditional Korean game, and towards the end of class, Yuna recorded a video of each group. However, Yuna experienced difficulties in recording the videos of students due to the background noise of other students who were also in the classroom practising their speech. As Yuna had never video-recorded students' speech in the class before, she did not have good knowledge of how to proceed when planning the activity. The teaching journal provided a reflective space for her to ponder the reason for the procedural difficulty and to devise an alternative strategy to overcome the challenge that she experienced. This experience contributed to the growth of Yuna's procedural knowledge of implementing a GE-oriented classroom activity.

In addition to the teaching journals, the reflective dialogues that the participants had with the facilitator who observed their lessons every month also provided a learning opportunity to improve the new teaching practice. As the facilitator, I used video-mediated reflection, reflective questions, and clarification techniques to assist in their reflection, helping participants interrogate the effectiveness of their practices and envision alternative actions. The below excerpt of a dialogue between Sujin and the facilitator demonstrates how reflective dialogue

helped Sujin reflect on how her students lacked the opportunity to conduct their own reflection on their beliefs about English:

> *Facilitator: Do you think there are parts of the lesson that require improvement?*
>
> *Sujin: … In both the previous and today's lessons, I emphasized the need to be sufficiently exposed to different pronunciations of English. But I feel this message was delivered in a rather unilateral manner. The lessons would have been better if I had induced responses from students by encouraging autonomous thinking.*
>
> *Facilitator: In what ways can you do that?*
>
> *Sujin: By asking a question that can guide students' thinking and allowing more time for reflection.*
>
> *Facilitator: Ah, you mean asking a question. Can you explain more specifically?*
>
> *Sujin: Hmm, for example, I can provide them with a hypothetical situation such as, 'Imagine that you have to work with Australians during a business trip in the future. Let's say you had difficulties communicating with them because you were unfamiliar with Australian English. To prevent such a situation, what could you have done in advance?'* (Sujin, Interview, October)

Having learnt and taught in a Korean educational culture where knowledge transmission and teacher authority are norms, Sujin seemed puzzled at how to facilitate students' reflections and peer discussions on ELF-relevant issues. Yet, the reflective dialogue helped her not only identify the lack of opportunities for critical thinking in her lesson as a problem but also devise a specific question that could trigger critical thinking by students. In the excerpt, the facilitator directs Sujin's attention to a problematic aspect of the lesson. Then, the facilitator asks multiple questions to develop Sujin's action plan from a broad intention (encouraging students' autonomous thinking) to a specific action (providing a hypothetical situation of encountering speakers of an unfamiliar variety). As shown by Sujin's case, reflective dialogues with the facilitator after lesson observations helped foster the growth of participants' knowledge of how to effectively raise students' own awareness of GE.

Commitment to learning the new practice

In addition to the experiential and reflective opportunities that the GE-TD programme provided, individual participants' commitment to learning to teach from a GE perspective was a factor that mediated the growth of practical knowledge of GE-oriented language teaching. As participants experimented with the new practice in the classroom, they encountered practical and contextual challenges, and they had to learn how to navigate them in order to establish the new practice. However, the participants showed different levels of commitment to mastering the new practice; while some participants displayed the perseverance to go through trial and error to find a strategy to navigate a particular challenge, others showed relatively less willingness towards doing so. This varying degree of commitment resulted in different behaviours when participants faced challenges in the classroom.

The participants who demonstrated relatively less commitment towards learning to teach from a GE perspective tended to quit the implementation of their plans when they were faced with practical challenges. Incorporating GE into the classroom requires extra effort and commitment from teachers amid the multiple responsibilities that they already handle in their professional lives. This led to some teachers to feel burdened by the task and hesitant to fully commit themselves to develop the new teaching practice, which led to limited development of their practical knowledge of GE-oriented language teaching. This was the case with Mina, who demonstrated low self-efficacy in teaching English from a GE perspective when assessing her learning at the end of the TD programme:

> *I think my beliefs about English changed a lot. But I don't think my ability to teach GE developed a lot. I don't think it did.* (…) *I regret that I wasn't that enthusiastic about organising the intercultural exchange. To be honest, I felt quite scared of starting the intercultural exchange because once you start it, you are responsible for running it until the end of the semester. (…) So, I was hesitant to find a partner class. I contacted a few classes but finally gave up because there were no responses from them after two weeks. But I now realise that I tried to make an excuse that I was too busy to arrange an intercultural exchange.* (Mina, Interview, December)

Although Mina initially wanted to establish an intercultural exchange as a new classroom practice, she eventually decided not to do so. Her lack of commitment towards the new practice is evident in her explanation of how she responded to the challenge of finding a counterpart class for the intercultural exchange. As she did not receive a quick response from the teachers

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that she sent messages to on the ePals website, she soon gave up on her plans for intercultural exchange. She attributed this lack of commitment to a fear of fully committing herself to an additional responsibility amid an already busy school schedule. It is noteworthy how her emotion of fear made her hesitant to take proactive actions to find a counterpart class and eventually constrained her knowledge of how to incorporate GE into the classroom. Although she believed it to be the most suitable way of introducing GE to her students, during the GE-TD programme, Mina developed little knowledge of how to efficiently organise an intercultural exchange.

Some teachers experienced tensions with their counterpart class and a lack of commitment to resolving the tensions eventually led to them withdrawing from the intercultural exchange altogether. This was the case of Hyerim, who experienced a delay receiving the first reply from the counterpart class after she sent them her students' video recordings. The delay incurred feelings of frustration and anger, and Hyerim struggled to navigate those emotions in a way which was necessary to sustain intercultural exchange for her students:

> *The Pakistani teacher replied to my e-mail that it would be difficult to do a video recording activity because she has too many students. When my students asked me about when the Pakistani students would send us their video clips, I repeatedly told them they would send them in ten days when their national holiday ends. Now it looks like I had lied to my students. (...) I am angry at her irresponsible action.* (Hyerim, Teaching journal, September)

> *I don't think it is possible to continue the project with the Pakistani class.* (Hyerim, Interview, October)

Finding it difficult to overcome her frustration and anger, Hyerim decided to discontinue the intercultural exchange. Therefore, she was unable to learn how to handle challenges, such as receiving delayed replies from the counterpart class, arising from running an exchange project. Although Hyerim showed an intention to find another counterpart class, the negative experience from the previous exchange seemed to put her off, and she did not attempt to organise another intercultural exchange during the TD programme.

By contrast, the teachers who showed more commitment to organising intercultural exchanges showed a different reaction to similarly challenging situations, and this mediated the growth of their practical knowledge of the new practice. Dohee also faced challenges such as difficulties

finding suitable partners and receiving replies from her counterpart class on time, but she did not give up on the intercultural exchange as Hyerim and Mina did. Rather, Dohee actively sought a strategy to navigate the challenges and went through trial and error in order to discover strategies to sustain the intercultural exchange:

> *I felt quite frustrated at the beginning of this project. Although I was eager to do the exchange project, my partner class did not seem very enthusiastic about it.* (…) *But when I didn't receive the replies from the partner class on time, I used videos uploaded in the partner class's YouTube channel to maintain my students' interest in the exchange project, although they were all recorded in Finnish.* (Dohee, Interview, December)

Although Dohee also felt frustration like Hyerim did when she experienced a delayed response from her counterpart teacher, Dohee chose to seek a strategy to navigate the frustrating situation rather than give up on the intercultural exchange to avoid the emotional tension. It seems that focusing on student learning rather than the frustrating experience seemed to propel Dohee to seek a different strategy to overcome the challenge. Dohee mentioned that she used alternative video recordings uploaded on the counterpart class's YouTube channel as classroom material because she was focused on sustaining her students' interest in the exchange project.

Dohee kept on trying different strategies to sustain the intercultural exchange despite several challenges that she faced during the semester. This enabled her to develop the 'know-how' of how to smoothly run an intercultural exchange. Through the trial and error of applying different strategies, Dohee seemed to discover the most effective ways to organise intercultural exchanges and avoid potential problems such as delayed replies or putting too much pressure on the counterpart teacher:

> *I just sent whatever materials that students produced in my class (laughing). (…) The teachers also sent me whatever they made in class and I didn't request specific topics for the exchange. In this way, we didn't feel burdened to do additional work for our exchange project. When I received the materials, I just edited them to suit the purpose of my lesson. I now understand that it is better to share whatever students are making in the classroom rather than having overly specific plans for the exchange project* (…) *Doing a semester-long exchange project was a good experience. I now know how to tackle problems.* (Dohee, Interview, December)

Through trial and error, Dohee discovered an easier way to exchange the materials. She realised exchanging any materials that students produced during ordinary classes would be easier than setting a specific topic for exchange, as this could be burdensome for the counterpart teacher by creating extra work for the teacher and students in addition to what they need to cover in their school curriculum. Furthermore, Dohee established a connection with several teachers she found on the E-pals website, which led to engaging in multiple exchange projects and increased the chance of receiving exchange materials. In stark contrast to the cases of Hyerim and Mina, by continuing to seek alternative strategies to navigate the challenges of intercultural exchange rather than simply giving up, Dohee was able to develop the knowledge of how to deal with these challenges. This demonstrates the important role that commitment played in the growth of practical knowledge of the participants.

7.5 Factors mediating integration of a new practice into relationships with others

In order to incorporate GE-oriented language teaching into daily language teaching practice, the participants were required to negotiate the new practice in their relationships with main educational stakeholders such as students, students' parents, and the school. The potential or perceived reactions from those educational stakeholders played a pivotal role in the participant's decision whether it is feasible to incorporate a GE perspective into their daily teaching repertoire. The participants tended to demonstrate more positive attitudes towards GE-oriented language teaching when they received positive reactions from educational stakeholders or witnessed the pedagogical impacts that their new practice made on students. Participants tended to see GE-oriented language teaching as unpractical when they received negative responses from stakeholders or perceived a potential clash between GE-oriented language teaching and the expectations of stakeholders. This section discusses how the participants' decisions to continue GE-oriented language teaching hinged on their interactions with students, parents, and institutions.

Students' reactions to the new practice

Findings of this study suggest positive reactions by students greatly influenced the participants' decisions whether to continue to teach English from a GE perspective. Making positive impacts on student learning was one of the main reasons why the participants decided to adopt a GE perspective, and therefore students' reactions were one of the main criteria for them to gauge the level of success of their new practice (Guskey, 2002).

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The teachers who frequently witnessed the tangible impacts of their change in teaching practice on student learning demonstrated relatively more intention to continue with the new practice. This was the case with Sujin, who demonstrated a willingness to continue to incorporate a GE perspective into the classroom even after the TD programme ended. Throughout the TD programme, Sujin regularly reported that adopting a GE perspective in the classroom positively influenced her students' language attitudes. Witnessing the increase in students' confidence in their own English, Sujin was willing to continue GE-oriented language teaching practice:

> *The definite impact of the project is students are now generally more confident in speaking English even if they make mistakes. I am glad to see the change. (…) The change in students was possible because I accepted Korean English as a valid variety of English in the classroom. (…) I will continue to implement the lesson like today to encourage students' creative language use in the classroom.* (Sujin, Interview, December)

While engaging in the GE-TD programme, Sujin began to move away from the normative approach and promoted the diversity of English in the classroom. Before participating in the GE-TD programme, Sujin used to demand students pronounce English exactly in an American-like accent, but during the programme she began to promote Korean pronunciation as a legitimate accent in the classroom to let students know they do not need to correct their English accent as long as their speech is intelligible. As demonstrated in the above excerpt, Sujin believed changing her attitude towards students' English enabled the students to accept their Korean accent as a unique feature of their English rather than something they need to get rid of. Witnessing students' increased confidence and willingness to speak English as a result of a change in her language attitude, Sujin became more willing to take a permissive stance towards students' English in order to cultivate their confident use of English in the classroom.

A closer look at the link between student learning and teachers' attitudes towards the new instructional practice reveals that teachers' emotions might play a mediating role in connecting the two factors. Detecting tangible impacts of adopting a GE perspective on students' language attitudes generated positive emotions, which may have reinforced the teachers' positive attitudes towards teaching English from a GE perspective. For example, Sujin, Boram, and Yuna, who all demonstrated extremely positive attitudes towards teaching English from a GE perspective, signified how witnessing positive reactions from students led them to experience joy and feel rewarded:

My students practised accurately speaking the key expressions that they learnt. But even when they were asked to speak sentences that they practised, they were always hesitant to speak and concerned about making mistakes. (...) But when they were playing the word guessing game today, they seemed really confident and eager to speak in English. It was really good to see them like that. Even students who are not good at speaking English eagerly participated. (Sujin, Interview, October)

There was a question in the annual teacher evaluation that students had to answer. 'What is the most fun lesson that you took during the academic year? Around 30-40 per cent of my students wrote GE lessons as most interesting and memorable one! I was really surprised to see that. I realised that students think GE lessons are a lot more applicable to their daily and future use of English than ordinary EFL classes. (Boram, Interview, December)

It was not easy to plan an intercultural exchange as I have never done it before. Also, it was difficult to find the time because I am extremely busy with administrative work at the school. (...) Although I could not spend much time planning the exchange, I felt really rewarded after it. I am grateful for the opportunity to provide students with a meaningful experience. These days, students seemed really interested in learning English. I think this is because of the exchange project. (Yuna, Teaching Journal, November)

In the excerpts, all three teachers described positive emotions resulting from their students' responses to the GE-oriented lessons they had implemented. Sujin expressed a feeling of joy which arose from witnessing students' increased confidence and willingness to speak English, which she believed to be a result of changing her attitude towards students' use of English. Boram said it was a pleasant surprise discovering in the annual teacher evaluation that her students were more positive about the GE-oriented lessons than she had expected. Similarly, Yuna talked about feeling rewarded when witnessing how the intercultural exchange helped to motivate her students to learn English. These emotional rewards appeared to act as a powerful impetus for their decision to carry on GE-oriented language teaching even though "preparing lessons based on a GE perspective is more demanding for teachers than ordinary lessons" (Boram, Interview, October).

In contrast, teachers who were less successful at making a meaningful impact on student learning were relatively less convinced by the potential benefits of GE-oriented teaching practice. This was the case of Hyerim, who showed a lack of willingness to continue GE-oriented

teaching practice; "To be honest, just like when I first encountered a GE perspective on language teaching, I still don't know whether it is that necessary to incorporate a GE perspective into language teaching" (Hyerim, Interview, December). Throughout the semester, she repeatedly failed to elicit positive responses from her students when teaching English from a GE perspective. This made her experience feelings of frustration and disappointment, as demonstrated in the below journal entries:

> *I am hurt by my own lesson again. I prefer a fun and active classroom, but today's class was just noisy. I don't want to implement a different range of activities anymore. Students could not focus on the lesson even during class wrap-up time. I'd prefer a quiet class where students can just fill out worksheets.* (Hyerim, Teaching journal, October)

> *I asked students to prepare materials for today's video recordings in groups, at least one picture and a simple recipe for Korean food they want to introduce in a group. But no group did this assignment! Some groups didn't even choose which food to introduce. (…) So, I felt today's lesson was a total failure. I expected students to produce good quality recipes in English (to send Pakistani class) because they did quite well producing videos (of the global environmental campaign) in the last lesson, but my hopes were completely shattered.* (Hyerim, Teaching journal, November)

> *Although students did well when self-recording videos, I felt bad they didn't quite meet my expectations (For example, they did not even look confident when speaking English). Maybe my expectation was too high. Their attitudes of learning became slightly better, but the general quality of their learning outcome was still low.* (Hyerim, Teaching journal, December)

The above three extracts from Hyerim's journal suggest that noticing students' negative reactions to GE-oriented lessons could result in a teacher experiencing emotions such as frustration, disappointment, and even distress. Hyerim found it particularly challenging to manage student-centred activities, such as self-video recording and collaborative group writing, which were necessary to sustain intercultural exchange with a counterpart class. Leading those activities was an emotionally charged experience for her, as demonstrated in her description of the experience with negative emotional words such as "hurt", "failure", "shattered", and "bad". The challenging emotions made Hyerim want to retreat into her comfort zone where she felt more able to better control student behaviour, as indicated in her remark in the first of the above excerpts: "I'd prefer a quiet class where students just fill out worksheets".

Expectations of the institution and parents

Teachers have professional relationships with not only students who are the direct beneficiaries of their teaching practice but also students' parents and the school who could also voice their opinions about the teacher's teaching practice. Findings of the study indicate that teachers' perceptions of the potential responses from those secondary beneficiaries of their teaching practice also influenced their decision on whether to incorporate a GE perspective into their teaching repertoires.

The heavily exam-oriented educational culture of Korean schools was perceived as a barrier for the participants to fully adopt teaching English from a GE perspective. The exam-oriented language teaching culture, which demands students master the 'correct' use of English, made some participants feel sceptical about the practicality of introducing the diversity of English to students who will be continually bound in an exam-oriented educational culture:

> *I keep telling you ELT evaluation should change first. I couldn't help feeling sceptical towards GE-oriented teaching even though I was doing this GE project because no matter how much I support GE teaching, parents and students won't ultimately change their attitudes unless the evaluation changes. Although students learn about a GE perspective from my lessons, they will soon forget about it next year because they will be required to learn English for the exam again.* (Jisu, Interview, December)

Although Jisu endorsed teaching English from a GE perspective as a way to empower students to feel confident and legitimate as NNSs, she remained pessimistic about its practicality in the Korean educational system which has a rigid exam-oriented culture. The tension between her beliefs about language teaching and the reality that she faced in her teaching context created inner tension and anxiety. In the above excerpt, Jisu appeared frustrated about the little change she could make as an individual teacher "no matter how much" she tried to resist the normative language teaching culture by teaching English from a GE perspective. Feeling frustrated and powerless as an individual teacher, she exhibited hesitance to resist mainstream ELT practice and a lack of willingness to adopt a GE perspective in future teaching.

The exam-oriented language teaching culture also made some teachers feel compelled to prioritise covering the national curriculum and textbooks over other aims of language teaching such as cultivating students' positive language attitudes. Hyerim, who remained reluctant to

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teach English from a GE perspective, explained how she felt obliged to recognise her main responsibility is improving students' basic language proficiency to prepare for exams. The exam-oriented educational culture led her to see introducing a GE perspective as a secondary aim of language teaching which she felt unable to afford the time for:

> *Students cannot learn English quick enough, so I think it is quite difficult to implement these various GE activities in practice. We teachers need to cover the textbook quickly in a limited time to prepare for exams. We even lose some class hours because students sometimes have to participate in school events, so it is difficult to teach something extra outside the textbook. (…) I think it is difficult for GE teaching to be popularised in South Korea.* (Hyerim, Interview, December)

Hyerim believed she was already struggling with fulfilling her main responsibility as a language teacher to "cover the textbook quickly in a limited time to prepare for exams". This made her feel anxious about spending class time on introducing a GE perspective which is "something extra outside the textbook". She eventually rejected the possibility of continuing to spend time teaching English from a GE perspective in the future.

Some of the teachers' scepticism towards GE-oriented language teaching was influenced by not only the fear of not meeting the educational demands from the institution but also concern about negative responses by students' parents. The participants were aware of how exam-oriented language teaching culture has shaped parents' expectations of how a language teacher should teach English. In Korea, language education is widely considered as an important means of social mobility, therefore teachers stated that most parents tend to prioritise academic performance on high-stakes exams. Aware of Korean parents' expectations of language teachers, some participants became hesitant to proactively introduce a GE perspective into the classroom or felt compelled to strictly adhere to the native norms which focus on students attaining high exam scores. Jisu's journal entry and interview excerpt below exemplify the concern the participants had about meeting parents' expectations:

> *The French English accent is very different from that of the English used for exams. I am not sure whether it is good to repeatedly expose students to French English because I am concerned about what parents would think of this.* (Jisu, Teaching journal, November)

> *If parents ask students what they learn from these lessons, students might say, 'Mum, it is not that important to have a native accent or follow their grammatical rules. The most*

crucial thing is the ability to communicate and deliver the intended meaning.' We as adults all know this is true. But if students have such a mindset, it is difficult for them to achieve high marks on exams. So, I fear that parents might be critical towards me and raise a question like, 'What is this teacher teaching about?' (Jisu, Interview, November)

The above excerpts illustrate Jisu's recurring concerns about not meeting parents' demands for her to teach the accent and grammar of the variety of English which is widely used in English exams in Korea. Although Jisu personally endorsed teaching English from a GE perspective, she was afraid of receiving negative responses from students' parents if she taught English based on her beliefs. This made Jisu feel highly anxious about proactively introducing the diversity of English to students as it could induce complaints from their parents. She even felt her professional identity could be threatened if she carried on with GE-oriented language teaching. The level of anxiety that Jisu experienced about meeting the demands of the students' parents was much higher than other participants, and this may be due to Jisu's lack of time to fully construct a professional identity as a teacher with only one and half years of career experience. This might have compounded her fear of teaching English in a way that does not easily comply with the expectations of educational stakeholders.

Although the participants' relationships with parents and schools have thus far been discussed as factors that undermined teachers' agency to act on critical awareness of English, in fact relationships with parents and schools sometimes facilitated the teachers' adoption of a GE stance in the classroom. For example, Yuna received support from students' parents when she introduced her plan to arrange an intercultural exchange with the French counterpart class. Parental encouragement for her pedagogical experimentation provided Yuna with emotional support which became an impetus for her active participation in GE-oriented teacher development:

When I introduced my plan to arrange an intercultural exchange to students' parents, I received support from most of them. I think this is because many parents work in the tourism industry and they are quite passionate about English language education. The students also have a high motivation for language learning, so they actively participated in the exchange. (Yuna, Teaching Journal, December)

Yuna speculated that the parents' positive reactions originated from the geographical characteristics of the school. The school is located in the heart of a popular tourist destination which receives many foreign visitors, and Yuna believed this caused a high demand from

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students and parents for language education for global communication, not only for the academic purposes. After receiving positive appraisals from key educational stakeholders, Yuna appeared encouraged to explore a new approach to language teaching.

7.6 Conclusion

This chapter analysed a variety of factors which mediated four stages of transformative learning in the context of GE-oriented teacher development. The findings demonstrated that participants' learning was mediated by not only internal factors of the TD programme that were designed to facilitate critical language teacher development but also personal and contextual factors that were unique to the individual participant. For example, although the findings revealed that a TD programme could trigger a disorienting dilemma by introducing a novel perspective of English and language teaching, it was also suggested that a disorienting dilemma could be triggered by a highly personal event such as encountering a sudden difficulty in English communication or witnessing an unexpected response from students.

Moreover, findings suggest the important role of external factors of the TD programme in shaping different experiences of GE-oriented teacher development. For example, participants experienced the final stage of transformative learning in a highly individualised way depending on the reactions of key stakeholders that participants had professional relationships with. The participants' final attitudes towards GE-oriented language teaching were highly dependent on perceived reactions from key educational holders rather than internal factors of the TD programme. While teachers who received positive appraisal from students and parents considered GE-oriented language teaching not only feasible but also rewarding, teachers who received relatively negative appraisals were more sceptical about the practicality of GE-oriented language teaching.

Chapter 8 Discussion

8.1 Introduction

The overarching aim of this thesis is to examine Korean primary school teachers' experiences of learning to teach from a GE perspective. To this end, three research questions were proposed to examine outcomes, trajectories, and factors of GE-oriented teacher development. Drawing on transformative learning theory, Chapters 5, 6, and 7 analysed empirical data relevant to answering the research questions. In this chapter, I aim to discuss the essence of the findings to provide theoretical insight into the mechanism of GE-oriented teacher development.

This chapter aims to seek answers to the three research questions. Section 8.2 discusses the answer to the first research question which relates to learning outcomes: What changes do Korean elementary school teachers experience in their awareness of language teaching and their capacity to take informed actions while participating in the GE-TD programme? Section 8.3 attempts to answer the second research question which relates to learning trajectory: What trajectories of GE-oriented teacher development do teachers undergo, and how do the trajectories differ? Section 8.4 provides an answer to the third research question which relates to factors of GE-oriented teacher development: What are the contributing factors to GE-oriented teacher development, and how do the factors mediate each stage of teacher development? By answering these research questions, I intend to provide a well-theorised account of the outcomes and process of GE-oriented teacher development.

8.2 Learning outcomes of GE-oriented teacher development

Outcomes of transformative learning involve not only the shift in the way we think about the world but also the change in the way we act towards the world (Moyer & Sinclair, 2020). From the transformative perspective, GE-oriented teacher development constitutes not only cognitive development but also the development that is required for behavioural change. Adopting this perspective on teacher development, Chapter 5 demonstrated that GE-oriented teacher development involves the reconstruction of taken-for-granted perspectives on English and language teaching as well as the development of the practical knowledge required for successful incorporation of GE into the classroom and the willingness to resist the normative practice of language teaching. Based on the findings, this section proposes three areas of GE-oriented teacher development. The first is cognitive change, which means the development of critical awareness. The second is performative change, which involves enhanced practical knowledge of

how to incorporate GE into practice. The third is conative change, which involves willingness to resist the normative and oppressive practice of language teaching. Below, the three areas of GE-oriented teacher development are explained in more detail.

First, this study demonstrates GE-oriented language teacher development involves a cognitive change, more specifically a shift in perspectives on English and language teaching. As a result of taking the GE-TD programme, most participants moved away from the monolingual perspective towards English and developed a more critical awareness of hegemonic language ideologies underlying the common conceptions of English in Korea. The participants who had initially demonstrated tacit admiration towards standard English or NS English displayed a more critical stance towards the ideological concepts related to English towards the end of the TD programme. Another cognitive change that GE-oriented teacher development appeared to bring about is a more critical awareness of the purpose and aims of language teaching. While the participants initially had the tendency to tacitly advocate the normative and exam-oriented practice of language education in Korea, they later demonstrated critical awareness of the negative consequences of such practices and more inclusive attitudes towards incorporating the diversity and fluidity of English into the classroom. Such cognitive changes align with the findings of earlier studies which report that GE-oriented teacher development results in more inclusive perspectives on the diversity of English and a more critical understanding of the normative practice of language teaching (e.g., Blair, 2017; Marlina, 2017a; Sifakis & Bayyurt, 2015; Vettorel & Corrizzato, 2016).

Second, this study has shown that GE-oriented teacher development requires performative change in order to effectively implement GE-oriented teaching in one's teaching context. Although previous researchers advocated the importance of providing an opportunity for teachers to experiment with GE-oriented language teaching within a GE-TD programme, practice development tends to be reported as a somewhat straightforward process that does not involve challenges and difficulties (see Vettorel & Corrizzato, 2016). Yet, the present study suggests that although participants developed critical awareness of language and language teaching, they could still struggle to put their awareness into practice due to a lack of pedagogical knowledge. Although participants of this study generally demonstrated improvements in their pedagogical and procedural knowledge about incorporating GE into their teaching contexts, some participants demonstrated a lack of knowledge or confidence about incorporating their critical awareness of language teaching into classroom practice at the end of the TD programme. The lack of performative change demonstrated by some research participants suggests that informed practice is not a natural consequence of having critical

awareness and teachers need to further hone pedagogical knowledge and skills in order to take informed actions and make intended impacts in the classroom. While performative change received little attention in previous research on GE-oriented teacher development at the expense of focusing on cognitive change as the main outcome, this study highlights performative change as an important area of GE-oriented teacher development.

Third, this study suggests GE-oriented teacher development induces conative change which involves increased willingness to resist the normative practice of language teaching. Interestingly, the findings demonstrate that participants who experienced cognitive change do not necessarily demonstrate conative change. That is, although all seven participants developed a more critical awareness of English and language teaching by the end of the TD programme, only five of them showed a willingness to continue to engage in the less normative practice of language teaching after the end of the TD programme. Despite having a critical awareness of normative language teaching culture, two participants were still hesitant to resist the mainstream practice of language teaching and appeared sceptical towards the feasibility of GE-oriented language teaching in their teaching contexts. The discrepancy between cognitive and conative change demonstrated in this study echoes some of the findings in previous research on GE-oriented teacher development. For example, Blair (2017) and Cogo and Siqueira (2017) reported that although their participants demonstrated positive attitudes after learning about GE and its pedagogical implications, many participants remained sceptical about the practicality of GE-oriented language teaching due to contextual barriers and practical challenges. Coupled with earlier findings, this study suggests it might be more challenging to provoke conative change than cognitive change through GE-oriented language development.

In sum, this study proposes that GE-oriented teacher development constitutes three dimensions of teacher change. In doing so, the study aims to provide an insight into answering the fundamental question that has been overlooked in previous research on GE-oriented teacher development: What constitutes GE-oriented teacher development? As discussed in Section 2.4.3, despite the growing number of studies on GE-oriented teacher development, there has been a lack of discussion on what should be the key targets of change that GE-oriented teacher development is intended to have an impact on. The contribution of this study is that it highlights important areas that constitute GE-oriented teacher development such as performative change and conative change. In this regard, this study helps bring attention to an area of GE-oriented teacher development that has received insufficient scrutiny.

This study further suggests the importance of investigating all three dimensions of teacher change when examining outcomes of GE-oriented teacher development. Previous research tends to take a fragmented approach to GE-oriented teacher development and often focuses on cognitive change as the main target of investigation rather than examining GE-oriented teacher development from a holistic perspective. However, this study suggests the importance of investigating cognitive, performative, and conative change together to provide a more complete understanding of GE-oriented teacher development because a change in one area cannot guarantee changes in other areas. While some participants in the study demonstrated a balanced change in all three areas of GE-oriented teacher development, other participants demonstrated a lack of performative or conative change which indicates less development in their capacity to act on critical awareness. For example, Mina demonstrated a lack of improvement in her practice of GE-oriented language teaching and Jisu and Hyerim remained reluctant to incorporate their critical awareness into their teaching contexts. By highlighting possible incongruencies among the three areas of teacher change, this study suggests cognitive, performative, and conative change need to receive equal attention when examining outcomes of GE-oriented teacher development.

In this regard, the below diagram, which takes account of the three changes constituting GE-oriented teacher development, is an analytical tool that can be used to examine individual teacher's outcomes of GE-oriented teacher development. Participants of GE-oriented teacher development could be located in this diagram depending on their learning outcomes. As shown in the diagram, Hyerim, who demonstrated a lack of improvement in practice and willingness to resist the mainstream practice, could be located in the area of cognitive change which does not overlap with other areas. Jisu could be located in the overlapping area of cognitive change and performative because she developed critical awareness of language and language teaching and improved her practice of GE-oriented language teaching but demonstrated a lack of willingness to resist the mainstream practice. Sujin, who demonstrated change in all three areas, could be located in the heart of the diagram, where the circles of cognitive, performative, and conative change all overlap. Although I believe the diagram would serve as a useful tool for analysing outcomes of a teacher's engagement with a GE-TD programme, I acknowledge that there might be learning outcomes that are difficult to locate in the diagram or that might not fall into the classifications used in the diagram. Therefore, I suggest this diagram is a conceptual framework that could be further developed and modified based on empirical research in the future.
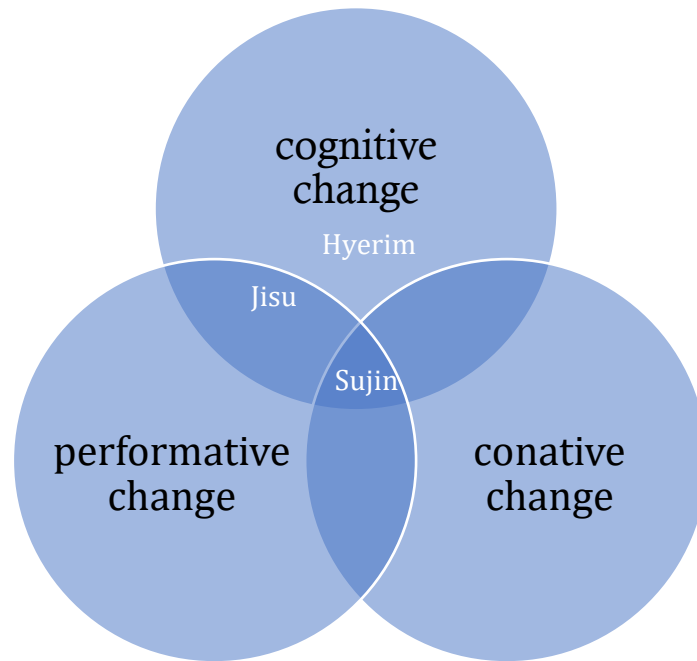
Figure 9.1 Learning outcomes of GE-oriented teacher development

8.3 Different trajectories of GE-oriented teacher development

The previous section revealed the variance of learning outcomes that the participants demonstrated. This indicates that despite taking the same TD programme, teachers were likely to experience GE-oriented teacher development in highly individualised ways. Although GE-oriented teacher development is a gradual and complex process (Dewey & Pineda, 2020), there is little known about possible trajectories of GE-oriented teacher development. In this section, I draw on the findings in Chapter 7 and discuss important insights generated from the analysis of three typical learning trajectories that research participants underwent. In doing so, this section aims to explicate the complex, gradual, and highly individualised processes of GE-oriented teacher development.

First, the findings revealed three potential trajectories of GE-oriented teacher development based on the analysis of participants' learning experiences. Based on the distinctive characteristics of each trajectory, the three trajectories were named 'progressive trajectory', 'regressive trajectory, and 'delayed trajectory'. Four participants including Sujin underwent the progressive trajectory. Sujin's learning experience was analysed as a representative case, and

the analysis demonstrates how transformative learning could proceed as a steady progression, from a disorienting dilemma towards critical reflection, practice development, and integration of new roles into relationships with others. One participant, Jisu, underwent a regressive trajectory of teacher development. This trajectory initially progressed from the beginning stages to the later stages of transformative learning, before backsliding to an earlier stage. The analysis of the regressive trajectory of learning demonstrates that GE-oriented teacher development could involve a non-linear and reiterative journey of transformative learning (DeCapua et al., 2018). Two participants, including Hyerim, demonstrated a delayed trajectory of teacher development. This trajectory featured a period of stagnation before moving to the next stage of transformative learning. Although the progressive trajectory of learning might also involve a period of stagnation, for example, informed action might not come instantly after a disorienting dilemma, the stagnation demonstrated in the progressive trajectory was relatively temporary compared to the impediment shown in the delayed trajectory.

Second, the findings shed new light on GE-oriented teacher development as a discursive and longitudinal process. Although by the end of the GE workshop all participants had experienced a disorienting dilemma and critical reflection, their journey of learning proceeded in different directions and speeds. To different degrees, there was stagnation or regression in all participants' journeys of transformative learning. As demonstrated by Hyerim and Jisu's cases, some participants experienced a long delay before the onset of transformative learning or backsliding to an earlier phase of transformative learning. Even the participants who demonstrated relatively steady and progressive trajectories of GE-oriented teacher development had "fluctuating moments of falling back" or "temporary regression" to "comfortable, known and familiar" practice (Brookfield, 1994, p. 211), as demonstrated in the second vignette of Sujin's learning experience in Section 6.2. Such discursive processes of learning that the research participants demonstrated echo the experience of the teacher who was involved in a study by DeCapua et al. (2018). DeCapua et al.'s study demonstrated that the teacher participant's journey to enact culturally relevant language teaching involved a discursive process of transformative learning which often included backslidings to an earlier phase and stagnation before proceeding to the later stage of learning. Coupled with the finding of DeCapua et al. (2018), the present study indicates the necessity of taking a longitudinal perspective when examining GE-oriented teacher development as reporting only end-results of GE-oriented teacher development would not provide thick descriptions of the learning experience of the teachers.

Lastly, this study suggests the important role of the application phase of the TD programme in shaping the trajectory of GE-oriented teacher development. Although most participants participated in the application phase after acquiring critical awareness of English and language teaching during the GE workshop, their critical awareness and agency were either strengthened or undermined depending on their experience of GE-oriented language teaching in the classroom. For example, although Sujin, Jisu, and Mina developed critical awareness of standard language ideology after attending the GE workshop and demonstrated a willingness to challenge the normative practice of language teaching, they demonstrated different levels of critical awareness and agency after the semester-long implementation of GE-oriented language teaching. Sujin was relatively more confident about her capacity to positively influence students' language attitudes, and she was determined to teach English from a more critical and less normative perspective. However, while implementing GE-oriented language teaching, Jisu constantly experienced feelings of insecurity and fear about not meeting the educational demands of parents and the school, and she demonstrated reluctance to act on her critical awareness in future practice as well as less assurance about her newfound critical awareness of English and language teaching. Similarly, Mina struggled to commit herself to developing GE-oriented language teaching practice due to her many other responsibilities at the school and eventually demonstrated a lack of capacity to make positive impacts on student learning through GE-oriented language teaching. These findings suggest that the teachers' responses to GE-oriented language teaching as demonstrated in the workshop phase might undergo significant changes depending on their experience of GE-oriented language teaching in the classroom. This study suggests that teachers' attitudes to GE-oriented language teaching after learning GE-oriented language teaching at only a theoretical level, as reported in many previous studies (e.g., Dewey & Pineda, 2020; Hall et al., 2013; Prabjandee, 2020; Suzuki, 2011), would only tentatively indicate teachers' agentic choices and future actions, suggesting the need to examine teachers' shifting attitudes towards GE-oriented language teaching during their active involvement in the new practice.

8.4 Factors mediating GE-oriented teacher development

Although previous research suggests that GE-oriented teacher development could help participants develop more critical perspectives on English and language teaching (e.g., Hall et al., 2013; Sifakis & Bayyurt, 2015), little is known about what comes into play in the process of critical language teacher learning. To understand the mechanism of GE-oriented teacher development, this study has investigated factors that mediated the different stages of transformative learning experienced by the research participants. The findings suggest two

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important insights. First, GE-oriented teacher development is mediated by external factors of a TD programme as well as internal factors. Second, as GE-oriented teacher development transpires as interplay between cognition and emotions, it is not only rational practice.

Internal and external factors of GE-oriented teacher development

The findings indicate GE-oriented teacher development is influenced by not only internal factors of a specific TD programme but also the previous experience and teaching contexts of an individual teacher. Much research on GE-oriented teacher development has paid little attention to how GE-oriented teacher development is shaped by the previous experience and teaching contexts of individual teachers beyond the internal elements of the TD programme. In this regard, the present study provides a more holistic understanding of factors of GE-oriented teacher development by also investigating programme-external factors. In doing so, this study aims to shed new light on GE-oriented teacher development as a complex process which involves a variety of external factors rather than a logical outcome of a TD programme. Below discusses how internal and external factors mediated each stage of transformative learning demonstrated in the findings.

The findings suggest disorienting dilemmas could have been triggered by not only elements of the TD programme but by also the teachers' personal experiences outside the TD programme. The GE-TD programme appeared to successfully bring about disorienting dilemmas by introducing a perspective of English and language teaching that was unfamiliar to the research participants. Learning about concepts and research related to GE which did not easily align with their perspectives of language and language teaching, the teachers became less assured about their convictions in standard language ideology and the normative approach to language teaching. The constructive role of an unfamiliar experience is in line with earlier findings of transformative teacher learning that a TD programme which provides an unexpected experience to the teachers might be effective at triggering an onset of transformative learning (e.g., Baecher & Chung, 2020; Hutchison & Rea, 2011; Klein & Wikan, 2019). However, some participants experienced disorienting dilemmas even before participating in the TD programme. The common feature of these prior disorienting dilemmas is it they were triggered when participants experienced difficulties in communicating with speakers of varieties of English that were unfamiliar to them. Experiencing trouble understanding simple words or sentences due to unfamiliar English accents of the interlocutors, the participants came to feel confused and disoriented, and these feelings led them to actively interrogate problematic aspects of their endeavour to learn only the North American variety of English.

The findings suggest that critical reflection could be facilitated by a range of reflective tools provided in a TD programme as well as the experience that teachers had as language learners or speakers. The TD programme helped the participants engage in critical reflection on their pedagogical beliefs and practice by offering mediums of reflection such as workshop logs, teaching journals, and critical conversations with the programme facilitator. This echoes earlier findings on transformative teacher learning that the teacher educator could effectively facilitate critical reflection by encouraging self-reflective opportunities and dialectical dialogue with peers or the teacher educator (e.g., Dyce & Owusu-Ansah, 2016; Lee & Brett, 2015; Liu, 2017; Osterling & Webb, 2009). Additionally, critical reflection was mediated by the participants' previous experiences as speakers or learners of English. Some participants had experienced stress while learning English or felt pressure to speak like an NS. These negative experiences attached to English language motivated them to engage in critical reflection on their normative practice of language learning.

This study further demonstrates that although the opportunity to implement new practice facilitated the development of practical knowledge about GE-oriented language teaching, the extent of knowledge development hinged on the individual teacher's commitment to learning to teach from a GE perspective. It appeared that by encouraging pedagogical experimentation during a semester-long application phase, the GE-TD programme helped participants develop the practical knowledge required for successful implementation of GE-oriented practice. The benefit of including an opportunity to experiment with new teaching practice echoes suggestions made in earlier studies on GE-oriented teacher development (e.g., Marlina, 2017a; Sifakis & Bayyurt, 2015; Vettorel & Corrizzato, 2016). However, at the end of the programme, the participants demonstrated different levels of practical knowledge about GE-oriented language teaching depending on how each participant responded to practical challenges they encountered while learning to teach from a GE perspective. Some teachers who demonstrated more commitment to GE-oriented language teaching used trial and error to discover effective strategies to deal with practical challenges, while other less successful teachers were overwhelmed by the challenge and gave up their plans to implement GE-oriented language teaching in the way they had initially planned to, thereby limiting the development of their practical knowledge about GE-oriented language teaching.

Lastly, this study has shown that a teacher's decision to incorporate GE into their teaching repertoire might be dependent on their perceived reactions from key educational stakeholders. Although seven teachers participated in the same TD programme, their decision to adopt a GE

stance in their future practice largely depended on whether they thought GE-oriented language teaching could be positively received by their students, parents, and the school. Depending on their perception of how key educational stakeholders reacted or would react in the future to the new practice, some teachers demonstrated excitement about continuing GE-oriented language teaching while others were reluctant to adopt a GE stance in the classroom in future. This finding indicates that a teacher's willingness or hesitance to adopt a GE stance could be heavily influenced by not only their personal beliefs about English and language teaching but also the feedback on GE-oriented language teaching they receive from key educational stakeholders. This study suggests that a GE-TD programme needs to focus on developing teachers' capacity to negotiate relationships with students, parents, and schools as well as challenging teachers' taken-for-granted perspectives towards English and language teaching.

GE-oriented teacher development as the interplay between teacher cognition and emotion

Transformative learning transpires through the interplay between cognition and emotions (Taylor & Cranton, 2012). The findings of this study also revealed that GE-oriented teacher development is influenced by emotional factors as well as cognitive factors. Each stage of GE-oriented teacher development was mediated by cognitive activities such as reasoning and existing or emerging emotions. This is in line with previous studies on transformative teacher learning that report transformative learning can be facilitated by rational reasoning but, at the same time, emotions could facilitate or impede the learning process (DeCapua et al., 2018; Gravett, 2004). Below, I explain how each stage of transformative learning of the participants was mediated by their cognition and emotions.

Firstly, this study has demonstrated that a disorienting dilemma could be catalysed by cognitive or emotional dissonance. Disorienting dilemmas were triggered by participants' experience of an unexpected situation and an unfamiliar perspective that cannot be easily interpreted through previously held knowledge and beliefs. For example, being introduced to a novel GE perspective led participants to recognise the gap between their monolingual-oriented beliefs about language and language teaching and the sociolinguistic reality of English used in the global community. The role of cognitive dissonance in triggering a disorienting dilemma echoes the findings of Baecher and Chung (2020), who explained that transformative learning could be triggered by cognitive dissonance when teachers encounter an educational practice and culture that is significantly different.

Additionally, a disorienting dilemma could be manifested after the experience of unpleasant feelings. For example, when introduced to a GE perspective, the participants temporarily experienced a sense of insecurity as they became less assured about the beliefs about English and language teaching that they had held for a long time. In a similar vein, some participants experienced scepticism about their language learning experience when they discovered their inability to understand simple sentences in unfamiliar English accents despite the vast investment that they had put into learning English. Such emotional tension acted as a catalyst for transformative learning by motivating teachers to explore alternative viewpoints in order to move away from these unpleasant feelings. This is in line with the findings of Arshavskaya (2017), who suggests the constructive role of dissonant emotions, such as feeling something is strange or unusual, in triggering transformative teacher learning.

Secondly, this study has shown that critical reflection is not only about rational reasoning but also emotional practice. Rational reasoning played a pivotal role in transforming the participants' taken-for-granted perspectives towards English and language teaching into more autonomous and inclusive perspectives. For example, self-interrogation of how they came to take NS supremacy for granted led them to move away from uncritical assimilation into standard language ideology and towards more critical perspectives on the dominant language ideologies prevalent in Korea and ELT classrooms. Similarly, examining their own assumptions underlying their normative practice of language teaching and their habitual use of negative language when referring to NNS English enabled participants to develop more critical perspectives on language teaching.

Additionally, critical reflection was mediated by emotions. In particular, negative emotions that participants had about their experience as an English speaker facilitated critical reflection on the ways they conceptualised the English language. For example, the participants' stressful experience of learning English catalysed their critical reflection on the consequences of their normative practice of language teaching. This enabled them to empathise with students who might struggle to deal with similar emotions and further motivated the teachers to seek an alternative practice that could facilitate positive language attitudes and identities of students. As such, emotions attached to the teacher's previous experience as an English speaker or language learner played a role in their critical reflection. This role that emotion plays echoes the findings of Nakajima and Goode (2019), who demonstrate that teachers' experience of struggle as a learner could lead to increased empathy with students and could be motivation for teachers to make changes in their practice to better accommodate the needs of students.

Thirdly, this study has demonstrated that the practical knowledge required for effective implementation of GE-oriented language teaching could be developed through not only reflection on practice but also management of negative emotions. Participants developed their knowledge about how to effectively implement GE-oriented language teaching by interrogating the effectiveness of their GE-oriented teaching practice. After each GE-oriented lesson, the participants reflected on their classroom behaviour by writing a teaching journal or having a conversation with the facilitator who observed their lessons. Interrogating the effectiveness of their classroom practice helped them identify areas for improvement and develop strategies to improve the efficiency of their practice. This is in line with DeCapua et al.'s study (2018) which emphasises that language teachers need to constantly engage in reflection on the new practice when developing knowledge and skills to act on their changed perspectives of language teaching.

As well as reflection on actions, the development of practical knowledge also depends on how teachers were able to manage negative emotions arising from challenges in implementing the new teaching practice. While implementing their ideas for GE-oriented language teaching, participants encountered practical difficulties, such as a lack of cooperation from counterpart schools for intercultural exchange or the struggle of juggling multiple responsibilities. Such challenges gave rise to negative emotions such as frustration or anxiety. The participants reacted differently to these challenging emotions and this resulted in individual differences in practical knowledge about GE-oriented language teaching. Some participants focused on the positive emotions arising from benefiting student learning rather than the challenging emotions, and this motivated them to go through the trial and error of implementing different strategies. On the contrary, participants who struggled to deal with the negative emotions arising from practical challenges tended to fail to overcome the challenges and demonstrated limited growth in their practical knowledge about GE-oriented language teaching.

Fourthly, this study has shown that a teacher's decision to adopt a GE stance in their teaching repertoire largely depends on the emotions the teacher experiences in their relationship with key stakeholders. Teachers who saw tangible impacts of their GE-oriented practice on the language attitudes of their students experienced joy and felt rewarded. These teachers became convinced by the pedagogical benefits of GE-oriented language teaching and determined to continue GE-oriented language teaching to benefit student learning even after the TD programme ended.

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On the other hand, teachers who experienced negative emotions when attempting to incorporate GE into their teaching practice came to believe it would not be feasible or practical to continue to teach from a GE perspective in their teaching contexts. For example, teachers who did not witness positive outcomes from the GE-oriented language teaching on student learning or received negative reactions from students experienced feelings of frustration, and this made them sceptical about their capacity to make a change in student learning. This echoes Gravett's study (2004) which demonstrated how students' negative feedback undermined teachers' decisions to adopt a dialogic approach in the classroom. Furthermore, perceiving the dissonance between GE-oriented language teaching and the needs of parents and the school resulted in some teachers concerned about being unable to meet the expectations of key educational stakeholders and led to intense anxiety and fear. This made some teachers hesitant to adopt a GE stance in future practice because they perceived it as a potential threat to their professional identity. This finding echoes Brookfield's (1994) argument that teachers who engage in transformative learning could experience intense anxiety about committing "cultural suicide" (p. 208) because questioning assumptions or resisting a practice that is commonly shared in the community could lead to exclusion. The findings of the present study demonstrate how negative emotions that arise from relationships with educational stakeholders could prevent teachers from making agentic choices based on their critical awareness of language and language teaching.

Chapter 9 Conclusion

This final chapter discusses the implications of the present study for teacher educators who wish to implement a GE-TD programme and for researchers who plan to investigate GE-oriented teacher development. The chapter also discusses the limitations of this study.

9.1 Implications for GE-oriented teacher development programmes

This study, which examined a range of factors that facilitated or impeded GE-oriented teacher development, provides several suggestions for the effective design of GE-oriented teacher development and critical language teacher development in general.

Providing unexpected or unfamiliar experiences

The findings of this study suggest the need to provide unexpected or unfamiliar experiences to teachers in the earlier phase of GE-oriented teacher development in order to create a conducive environment for a disorienting dilemma to be triggered. In this study, it was found that participants experienced a disorienting dilemma when they were introduced to perspectives of English and language teaching that were completely novel to them, when they experienced a difficulty communicating in English due to an unexpected reason, or when they discovered students' prejudices about NNS English. Such unexpected or unfamiliar experiences catalysed cognitive and emotional dissonance, which led participants to realise that their prior beliefs about language teaching and language teaching practice might be no longer valid or justifiable. This study suggests that experiencing this discrepancy could create a conducive environment for critical reflection by making teachers less assured about their existing knowledge and beliefs about English language teaching. Therefore, this study suggests that teacher educators need to incorporate an element in the TD programme that could trigger cognitive and emotional dissonance which would play a constructive role in transformative learning. As suggested in this study, catalysts that could trigger such constructive dissonance include raising awareness of the sociolinguistic reality of English in a global community and the implications for language teaching, providing opportunities to communicate with English speakers from diverse linguistic backgrounds, or asking participants to survey students' attitudes about the diversity of English. These activities could help teachers recognise the gap between reality and their expectations, which could trigger the onset of their journey of critical language teacher development.

Facilitating critical self-reflection and critical dialogue with others

This study suggests the importance of providing a range of reflective opportunities throughout a TD programme in order to facilitate critical reflection. More specifically, this study suggests that GE-oriented teacher development should provide opportunities for self-reflection and critical-dialectical discourse with others to facilitate critical reflection. First, the opportunity for reflective writing could help teachers reflect on taken-for-granted beliefs about English and their practice of language teaching. Reflective writing could be facilitated by a range of tools such as workshop logs and teaching journals, and it could be supported by reflective prompts that guide the focus and direction of critical reflection. Second, a GE-TD programme could offer opportunities for critical-dialectical dialogues with the teacher educator or peer learners. This study demonstrated that, as Mezirow (2003) argued, critical reflection could be facilitated through critical-dialectical dialogue in which participants validate each other's argument with an aim to reach consensus. The findings of this study suggest that critical conversations with the programme facilitator helped participants continue practising critical reflection even after the workshop ended. Overall, this study suggests that teacher educators need to include a wide range of opportunities for self-reflection and critical dialogue throughout the programme in order to facilitate critical reflection and raise critical awareness of language and language teaching.

Offering the opportunity to improve new practice in the classroom

In line with previous studies, the present study highlights the importance of providing participants the opportunity to practice new teaching practices and acquire the practical knowledge required for effective implementation of GE-oriented language teaching in their personal teaching contexts (Blair, 2017; Marlina, 2017a; Sifakis & Bayyurt, 2015; Vettorel & Corrizzato, 2016). This study has shown that merely having critical awareness of oppressive or normative practices of language teaching might not be enough for teachers to become "transformative intellectuals" who can make changes in hegemonic educational practice based on their critical awareness (Giroux, 1988, p. 152). This study instead highlights that teachers should not stop at gaining critical awareness and further develop the practical and pedagogical knowledge required to transform their critical awareness into effective classroom practice. When it comes to the process of improving practical knowledge, this study suggests that teachers need to not only engage in new teaching practice in their classrooms but also reflect on the effectiveness of their practice. This study further suggests that teachers might encounter practical challenges while implementing the new practice, so managing the challenging

emotions which arise from these difficulties heavily influences their decision whether to continue their journey of learning to teach English from a GE perspective. Therefore, it is important for a teacher educator to assist teachers' reflections on GE-oriented teaching practice and guidance in order to manage practical challenges participants face while implementing GE-oriented language teaching. Effective support from the teacher educator could include providing guided reflection and feedback to the teachers' practice after observing lessons and offering practical advice how to strategically navigate challenges.

Supporting the negotiation of the practice in relationships with other stakeholders

Teachers might require additional support from the teacher educator during the process of integrating their new teaching practice in their relationships with others. This study has demonstrated that teachers' decisions about whether to incorporate their critical awareness of language and language teaching into the classroom hinges on the perceived responses to GE-oriented teaching practice from students, parents, and the school. Teachers could experience overwhelmingly negative emotions such as fear or anxiety if they perceive GE-oriented language teaching is against the interests and demands of students, parents, and the school, and this could undermine their agency in making a change in the classroom. Therefore, it is important for a teacher educator to support teachers as they integrate their GE-oriented language teaching practice into their teaching contexts. The teacher educator needs to help teachers find 'wiggle room' to exercise their critical teacher agency in a less threatening way to their relationships with students, parents, and the school. This could include setting a more practical goal rather than aiming for dramatic changes which could make teachers feel frustrated and less able to make tangible changes in the classroom. Encouraging teachers to make small but meaningful changes could lessen their emotional burden and help them see GE-oriented language teaching as a possible and feasible practice that could be gradually incorporated into their teaching repertoire.

Providing tailored support to individual teachers

The findings of this study demonstrate that teacher educators need to be attentive to individual differences among participants who take a GE-TD programme. Although research participants in the present study took the same TD programme, the findings demonstrate they responded to the programme in individualised ways which manifested in their different trajectories of learning. While four of the seven participants generally experienced GE-oriented teacher development in the way the TD programme intended, three participants did not experience GE-

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oriented teacher development as the TD programme was designed to facilitate. For example, they experienced a period of stagnation in learning or backslid to an earlier stage of GE-oriented teacher development. This indicates that teachers on the same TD programme are unlikely to experience GE-oriented teacher development in a uniform manner. Therefore, the teacher educator needs to pay attention to each teacher's experience with GE-oriented teacher development and try to provide tailored assistance to suit the different needs of the teachers in order to help them progress to the next stages of learning. For example, if the participant has difficulty engaging in critical reflection through reflective writing, the teacher educator could facilitate critical reflection through other mediums such as dialogue with the facilitator or group discussion with peers. In addition, by surveying the teaching contexts and educational backgrounds of participants, the teacher educator could better understand the reasons behind idiosyncratic responses that individual teachers demonstrate during the TD programme.

9.2 Theoretical contributions to GE-oriented teacher development

This study provides several implications for future research on GE-oriented teacher development.

Researching learning outcomes from multiple perspectives

While previous research focused on investigating the cognitive aspects of teacher change that GE-oriented teacher development could entail, this study highlights that GE-oriented teacher development involves not only cognitive change but also performative and conative change in teachers. That is, this study demonstrates that GE-oriented teacher development constitutes a shift in perspective on English and language teaching, an improvement in practical knowledge of GE-oriented language teaching, and the development of a willingness to resist the normative practice of language teaching. By demonstrating these three dimensions of teacher change, this study provides a conceptual framework for investigating the learning outcomes of GE-oriented teacher development. Future research could use this framework to investigate different areas of GE-oriented teacher development as a whole in order to provide a holistic account of GE-oriented teacher development. By suggesting a conceptual framework of GE-oriented teacher development, this study aims to expand the boundaries of GE-oriented teacher development research, which has a tendency to focus on cognitive aspects of GE-oriented teacher development.

Investigating teacher development as a process

Although there has been a growing number of studies on GE-oriented teacher development, very few studies thus far have investigated the longitudinal process of GE-oriented teacher development. Yet, the findings of the present study suggest that teachers may undergo different trajectories of GE-oriented teacher development, and this could contribute to different teacher development profiles. The present study, therefore, suggests that future research needs to pay attention to the process of GE-oriented teacher development to understand the very mechanism of GE-oriented teacher development. For example, future research could follow individual teachers' journeys of learning to teach from a GE perspective to provide detailed descriptions of which experiences contributed to teachers' cognitive, performative, and conative changes and why individual teachers experienced GE-oriented teacher development in different ways. Also, such future study could compare their findings with the three different trajectories of teacher development that the present study discovered, which could expand our understanding of possible trajectories of GE-oriented teacher development.

Researching personal and contextual factors to GE-oriented teacher development.

In previous research on GE-oriented teacher development, teacher development tends to be conceptualised as a mere outcome of a TD programme, and the roles of the experience and values that individual teachers bring to the site of teacher development did not receive sufficient attention. A contribution of this study is the discovery that GE-oriented teacher development is mediated by not only internal factors of the TD programme but also external factors such as personal and contextual factors. While the design of the TD programme generally contributed to facilitating GE-oriented teacher development, teachers' experiences were also influenced by their previous experience as an English language learner or speaker, the experience of teaching from a GE perspective in the classroom, and their perceived responses from students, parents, and the school. Therefore, it is imperative that future research examines GE-oriented teacher development as the interplay between the TD programme and personal and contextual factors of the individual teacher, not as a mere result of the TD programme. In particular, more studies are required that focus on discovering a range of personal and contextual factors to GE-oriented teacher development which could help to explain individual differences in the teachers' experiences with GE-oriented teacher development. Future researchers could gather more personal and contextual information about teachers by conducting background questionnaires on teachers' previous experiences as a language learner and speaker and by paying attention to the school and students during school visits.

Researching the role of emotions in GE-oriented teacher development

The findings suggest the importance of understanding teacher emotion in GE-oriented teacher development. This focus on emotion aligns with the broader field of language teacher cognition and education research that has begun to pay attention to the role of teacher emotions (De Costa, Rawal, & Li, 2018). The emotional aspects of teacher development received little attention in previous research on GE-oriented teacher development, however this study suggests that emotions play an important role in catalysing or impeding critical teacher development. This study further provides insight into the role emotion plays in teacher development, for example while teachers' negative emotions might impede teacher change, the findings also suggest that negative emotions could also catalyse important phases of transformative learning such as a disorienting dilemma and critical reflection. Also, the findings highlight the importance of critical emotional reflexivity in teacher development (Zembylas, 2014) by demonstrating that the management of emotion may be a more important issue than the emotions per se for catalysing or impeding teacher development. Therefore, future research on GE-oriented teacher development could examine the precise roles of specific emotions such as fear, anxiety, joy, and the experience of feeling rewarded that the participants reported, and it could also look at how reflection on and management of negative emotions could assist critical language teacher development.

Using the theory of learning to explicate GE-oriented teacher development

This study suggests using a well-established theory of learning as a theoretical framework could enhance our understanding of the mechanism of GE-oriented teacher development. Previous research has tended to examine GE-oriented teacher development in an atheoretical manner, and this has resulted in a lack of theorised accounts of GE-oriented teacher development. This study in particular suggests the usefulness of using the transformative learning theory in understanding GE-oriented teacher development. While transformative learning theory was often used as a framework for designing effective GE-TD programmes, the theory has rarely been used as an analytical framework for understanding GE-oriented teacher development. Similar to the present study, future research could adopt transformative learning theory as an analytical framework to provide a more theorised account of GE-oriented teacher development. It would also be interesting for future research to adopt a different theory of learning and utilize concepts from other areas of language teacher development research such as sociocultural theory (Golombek & Doran, 2014), complexity theory (Kiss, 2012), and community of practice

(Liu & Xu, 2013) in order to understand GE-oriented teacher development from diverse theoretical perspectives.

9.3 Limitations of the study

Despite the theoretical insights and practical implications that this study provides into GE-oriented teacher development, there are a few limitations to this study.

Relatively short research period

Due to the relatively short research period, it is unclear whether the GE-oriented teacher development described in this study had a sustained effect on the participants' beliefs and practice. That is, even though some participants demonstrated a strong willingness to continue to incorporate a GE perspective into their practice, it is unclear whether they kept on engaging in GE-oriented language teaching after the TD programme ended. Therefore, although this study provides detailed descriptions of the participants' trajectories of learning prior to and during the TD programme, these trajectories of learning should be understood as only part of the extended trajectory of learning because the participants' journeys of critical language teacher development would continue after the TD programme ended.

Impacts of sampling on findings of the research

This study analysed the learning experiences of the seven teachers who voluntarily participated in the application phase of the TD programme after attending the GE workshop. The fact that they were voluntary participants in a longitudinal TD programme suggests that compared to participants who decided not to participate in the application phase of the programme, the seven participants could be more interested in GE-oriented language teaching and more willing to commit themselves to four-month-long pedagogic experimentation. Therefore, a sampling strategy which only recruited voluntary participants might have affected the outcomes and trajectories of the GE-oriented teacher development. However, at the same time, an alternative to volunteer sampling would potentially be ethically problematic as it would entail demanding commitment to a longitudinal TD programme from teachers who are not interested in GE-oriented language teaching. If there is a GE-TD programme offered in the future as part of a graduate degree course for teacher students or a mandatory TD programme initiated by the South Korean government, it would be interesting to compare those outcomes and trajectories

of GE-oriented teacher development with the outcomes and trajectories demonstrated in this study.

Difficulty in generalising the research findings

It might not be possible to apply some of the findings of this study to other educational contexts. On the one hand, the theoretical insight that this study provides might be applicable to researching GE-oriented teacher development in other contexts. For example, this study suggested that GE-oriented teacher development could entail a cognitive, performative, and conative change in teachers, that GE-oriented teacher development features different learning trajectories, and that teacher learning transpires through the interplay of not only internal and external factors of the programme but also emotion and cognition. On the other hand, specific findings of this study, such as the unique experiences of individual participants, might not be applicable to GE-oriented teacher development in educational contexts which are largely different from South Korea. For example, Jisu's experience of fear and anxiety about continuing to implement GE-oriented language teaching was heavily influenced by the Korean educational context of high-stakes English exams and parents' deep conviction regarding the supposed native supremacy. This means that teacher educators or researchers working in different educational contexts need to be cautious when translating the findings of this study to their contexts.

Despite the limitations, by providing a theorised account of learning outcomes, processes, and factors of GE-oriented teacher development from the perspective of transformative learning theory, a widely used theory to understand adult learning, this study makes a valuable contribution to the field of GE-oriented teacher development. Together with similar future research in different educational contexts, this study could enrich our understanding of the general mechanism of GE-oriented teacher development, and in turn, inform teacher educators how to provide effective support for teachers' development into critical English language teachers.

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Appendix A. Syllabus of the GE workshop

Day	Topic	Contents	Example classroom materials
Aug 3rd (Wed)	World Englishes (WE)	► The changing sociolinguistic landscape of English	► A video clip explaining the history of the global spread of English[1] ► A video clip of David Crystal explaining WE[2]
		► Postcolonial and localised varieties of English and their features	► Jenkins's (2015) book on Global Englishes written for university-level students ► A video clip of an Indian speaker explaining features of Indian English
		► Debate on the ownership of English	► Widdowson's (1994) article discussing the ownership of English
Aug 4th (Thu)	English as a Lingua Franca (ELF)	► Lexicogrammar and pronunciation features of ELF	► Jenkins's (2000) book on the phonology of English used in ELF communication and Seidlhofer's (2004) article demonstrating lexicogrammar features of ELF communication
		► Communication strategies of ELF	►Video clips of the Korean singer Psy[3] and Korean footballer Jisung Park using English to communicate with non-Korean speakers ► Cogo and Dewey's (2012) book showcasing ELF communication strategies

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[1] https://www.youtube.com/watch?v=kg8jS-AMyMo&t=42s
[2] https://www.youtube.com/watch?v=2_q9b9YqGRY&t=8s
[3] https://www.youtube.com/watch?v=Wcu0SnrtO0M

	Critical reflection	► Language attitudes of Korean students ► Confronting native-speakerism	► Kim and Ko's (2014) article revealing standard language ideologies of Korean students ► An opinion piece on "Why native English speakers fail to be understood in English – and lose out in global business"[4]
Aug 5th (Fri)	Problematising language ideologies and attitudes in South Korea	► Standard English ideologies in Korea	► A video clip of a group of Korean speakers' reaction to the English pronunciation of the former Korean UN Secretary General Ki Moon Ban[5] ► Visual materials that demonstrate the ideology of native English speakers in Korea (e.g., book cover and a newspaper article)
		► Korean English	► Hadikin's (2014) book demonstrating Korean English as a new variety of English
		► Language attitudes of Korean teachers	► Ahn's (2014) article on language attitudes of Korean English language teachers
	Pedagogical implications of WE and ELF	► Increasing exposure to WE and ELF	► Galloway and Rose's (2014) article on using listening journals to expose students to diverse varieties of English
		► Communication strategies of ELF	► A list of communication strategies of ELF that can be taught in the classroom (e.g., accommodation strategy and pre-empting strategies)

[4] https://theconversation.com/why-native-english-speakers-fail-to-be-understood-in-english-and-lose-out-in-global-business-54436
[5] https://www.youtube.com/watch?v=0-zfwNBmFvw

		► Enhancing knowledge of the global spread of English ► Raising critical awareness of English	► Matsuda's (2015) edited book showcasing EIL-oriented classroom activities ► Galloway and Rose's (2018) article on raising awareness of GE in the classroom
Aug 6th (Sat)	Planning GE-oriented language teaching	► Planning GE-oriented activities that can be implemented in the teacher's own classroom	► Diverse materials brought by participants (e.g., school textbooks and laptops) ► Lesson planning templates ► A list of websites useful when developing GE-oriented classroom activities (ePals[6], British Council's learn English kids[7], YouTube[8])

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[6] https://www.epals.com/

[7] https://learnenglishkids.britishcouncil.org/crafts/chinese-new-year

[8] https://www.youtube.com/watch?v=5SClmL43dTo&t=17s

Appendix B. Semi-structured interview protocol (Phase 1)

워크샵 전 인터뷰 프로토콜
영어에 대한 생각과 언어 이데올로기
1. 영어가 무엇이라고 생각하나요? 예를 들어, 영어는 의사소통의 도구일까요 아니면 언어 규칙의 집합일까요? 아니면 언어는 이 이상의 존재인가요? 2. 영어의 소유권은 누가 가진다고 생각하나요? 원어민/비원어민이란 이분법에 대해 어떻게 생각하세요? 3. 다양한 종류의 영어에 대해 어떻게 생각하나요? 그 중에 좀 더 우월하거나 적법한 영어가 있다고 생각하나요? 4. 한국식 영어에 대해 어떻게 생각하나요? 5. 자기 자신의 영어에 대해 어떻게 생각하나요? 영어 화자로서 자신을 어떻게 평가하나요?
영어 교습에 대한 생각과 실제
1. 영어교육의 목적/목표는 무엇이라고 생각하나요? 영어교육은 언어를 가르치는 것인가요? 아니면 또 다른 무언가의 목적이 있나요? 2. 평소 영어를 가르칠때 주안점은 어디에 두고 있나요? 이러한 점이 잘 드러내는 교실에서의 사례에 대해 이야기 해주세요. 3. 영어 교사의 역할은 무엇이라고 생각하나요?

워크샵 후 인터뷰 프로토콜
영어에 대한 생각과 언어 이데올로기
1. 영어에 대해 어떻게 생각하나요? 영어에 대한 생각은 워크샵을 듣기 전과 비슷하나요 아니면 달라졌나요? 2. 영어의 소유권에 대해 어떻게 생각하나요? 원어민/비원어민이란 이분법에 대해 어떻게 생각하세요? 3. 다양한 종류의 영어에 대해 어떻게 생각하나요? 그 중에 좀 더 우월하거나 적법한 영어가 있다고 생각하나요? 4. 한국식 영어에 대해 어떻게 생각하나요? 5. 자기 자신의 영어에 대해 어떻게 생각하나요? 영어 화자로서 자신을 어떻게 평가하나요?

Beliefs and practice of language teaching
1. 영어교육의 목적/목표는 무엇이라고 생각하나요? 워크샵 듣기 전과 생각이 비슷한가요 아니면 달라졌나요? 2. 영어교사의 역할에 대해서는 어떻게 생각하나요? 워크샵 듣기 전과 생각이 비슷한가요 아니면 달라졌나요? 3. 워크샵에서 배워보았던 ELF 와 WE 개념이 현재 가르치고 있는 영어 교육과 관련이 있다고 생각하시나요? 아니면 ELF 와 WE 가 영어교육에서 시사하는 바에 대해 회의적인 입장을 가지고 있나요? 만약 ELF 와 WE 개념이 자신의 교육 상황에 관련이 있다고 생각된다면, 구체적으로 ELF 와 WE 가 자신의 영어교육에 시사하는 바가 무엇인지 구체적으로 말해주세요.

Before workshop interview protocol
Beliefs about English and language ideologies
1. What do you think the English language is? For example, is it a communication tool or a set of linguistic rules? Or is it more than this to you?   2. What do you think about ownership of the English language? What do you think about NS/NNS dichotomy?   3. What do you think about different varieties of English? Do you think any are superior to/more legitimate than others?   4. What do you think about Korean English?   5. What do you think about your own English? How do you evaluate yourself as a speaker of English?
Beliefs and practice of language teaching
1. What do you think is the goal/aim of English language teaching? Is English teaching about teaching a language? Or does it mean more than this to you?   2. What is the focus of your daily language teaching practice? Can you describe examples of your previous practice illustrating this?   3. What do you think the role of the English language teacher is?

After workshop interview protocol
Beliefs about English and language ideologies
1. What do you think the English language is? Is this similar to or different to what you thought before taking the workshop?   2. What do you think about the ownership of the English language? What do you think about NS/NNS dichotomy?   3. What do you think about different varieties of English? Do you think any are superior to/more legitimate than others?   4. What do you think about Korean English?

5. What do you think about your own English? How do you evaluate yourself as a speaker of English?

Beliefs and practice of language teaching

1. What do you think is the goal/aim of English language teaching? Is this similar to or different to what you thought before taking the workshop?
2. What do you think the role of the English language teacher is? Is this similar to or different to what you thought before taking the workshop?
3. Do you think ELF and WE are relevant to your language teaching and teaching contexts or are you sceptical about pedagogical implications of ELF and WE? If you think they are relevant, in what ways can ELF and WE inform your future teaching practice?

Appendix C. Semi-structured interview protocol (Phase 2)

세계어로서의 영어교육 실천에 대한 반성
1. 이러한 교실 활동을 계획한 이유는 무엇인가요? 해당 활동이 어떻게 자신이 해석한 세계어로서의 영어교육과 관련이 되는지 설명해주세요. 2. 수업 중 […] 라고 말한 이유에 대해 설명해주세요. 3. 오늘 수업 중 매우 잘 했다고 생각된 부분이 있나요? 4. 오늘 수업 중 아쉬웠던 부분이나 좀 더 보완이 필요한 부분이 있나요? 5. 세계어로서의 영어교육 수업을 진행하는 능력이 더 향상되었다고 생각되나요? 지난 달 수업과 비교했을때 어떤가요?
세계어로서의 영어교육에 대한 경험
1. 세계어로서의 영어교육 적용 경험에 대해 말해주세요. 자신의 교실에서 세계어로서의 영어교육을 적용해 보니 어떤가요? 2. 세계어로서의 영어교육을 적용하는 동안 영어에 대한 나의 생각에 변화가 있나요? 세계어로서의 영어교육을 적용해 본 경험이 영어에 대한 나의 관점에 영향을 주었나요? 만약 그렇다면 구체적으로 어떠한 영향을 주었나요? 3. 세계어로서의 영어교육을 적용해 본 경험이 영어교육에 대한 나의 생각에도 영향을 주었나요? 만약 그렇다면, 구체적으로 어떠한 영향을 주었나요? 4. 세계어로서의 영어교육을 적용하면서 기억에 남는 특별한 일이 있나요? 예를 들어, 수업에 대한 학생의 반응이나, 수업 준비 과정이나, 교환 프로그램을 함께 진행했던 파트너 학급의 교사와의 의사소통에서 기억에 남을 만한 일이 있다면 알려주세요. 5. 세계어로서의 영어교육을 수업에 적용하면서 겪은 어려움이 있었나요? 6. 자신이 처한 영어교육 상황에서 세계어로서의 영어교육을 적용하는 것이 도움이 된다고 생각하나요?

(Translated)

Reflection on GE-oriented language teaching practice
1. Why did you plan to do this classroom activity? Can you tell me how this activity is relevant to your understanding of GE-oriented language teaching? 2. Why did you say [...]? 3. Is there any part of the lesson you think you did very well? 4. Is there any part of the lesson that you think you can improve? 5. Do you think your practice of GE-oriented language teaching has improved? What do you think compared to the last month?
General experience of GE-oriented language teaching
1. What is your experience of GE-oriented language teaching? What do you think of GE-oriented language teaching in your teaching context? 2. Do you feel that your experience of GE-oriented language teaching influenced the way you think about English? If so, in what ways did it influence your beliefs about English? 3. Do you feel that your experience of GE-oriented language teaching influenced the way you think about English language teaching? If so, in what ways did it influence your beliefs about English language teaching? 4. Are there any memorable incidents related to GE-oriented language teaching practice? For example, is there any memorable student reaction, lesson preparation, or communication with the partner teacher of intercultural exchange? 5. Did you experience any practical difficulties implementing GE-oriented language teaching? 6. Do you think there are benefits of implementing GE-oriented language teaching in your context?

Appendix D. Sample workshop log

아래 문장을 읽어보고 만약 오류가 있다면 오류에 해당 부분에 동그라미를 치고 고쳐주세요. (만약 문장 전체가 틀렸다고 생각되면 문장에 줄을 긋고 밑에 다시 써주셔도 됩니다.) Spoken 이라고 되어 있는 칸에는 학생이 해당 문장을 수업시간에 말했을때 오류수정을 할 필요가 있는지에 대해, Written 이라고 되어있는 칸에는 학생이 해당 문장을 적었을때 오류수정을 할 필요가 있는지에 대해 의견을 표시해주세요. 오류수정이 필요하다고 생각되면 O, 필요하지 않다고 생각되면 X 표시를 해주세요. 작성하신 후, 옆에 앉은 선생님과 각 문장에 대한 오류 수정에 대한 의견을 함께 나누어보세요.

Sentence	Spoken	Written
1. He look very sad today.		
2. He is not the person which usually gets angry.		
3. Oh, look at moon.		
4. We should go to the party, isn't it?		
5. I want that we go to the gym now.		
6. She likes the black colour pants rather than the yellow colour pants.		
7. Today, I will study about English.		
8. Please don't do the same mistake again.		
9. My hobby is listening music.		
10. In my class, everyone have to study hard.		
11. I bought new furnitures.		
12. I am loving this new skirt!		
13. Why it is like this?		
14. This report I will do it later		
15. I am looking forward to see you.		
16. I have two fishes at home.		

1. "한국발음으로 영어를 하면 외국인들이 잘 못 알아듣는다"라는 의견에 대해 어떻게 생각하시나요?

2. "만약 가능하다면 한국 학생들도 원어민 발음으로 영어를 구사하는 것이 더 좋다"라는 의견에 대해 어떻게 생각하시나요?

3. "영어는 영어를 모국어로 쓰는 원어민이 소유한 (own) 언어이고, 비원어민은 그들의 언어를 빌려쓰는 차용자 (borrower)이다"라는 의견에 대해 어떻게 생각하시나요?

4. "OO 기업의 김대리는 한국에 출장온 보스턴 출신 미국인 바이어를 만나 함께 식사를 했다. 김대리는 영어로 외국인과 대화는 어느정도 자신있는 편이다. 그런데 이날은 왠지 미국인 바이어와 의사소통이 전혀 원활히 이루어지지 않았다."

만약 의사소통이 성공적으로 이루어지지 못한 이유를 가정해 본다면, 무엇이라고 생각하나요?

5. 가수 싸이와 영국인 진행자의 대화를 듣고, 싸이가 원어민 기준의 영어 용법/문법/표현과 다르게 영어를 구사한 부분이 있다면 모두 적어보세요.

6. 다음 물음에 대한 의견을 적어보세요.

► 싸이가 구사한 영어 혹은 그의 영어실력에 대해서 어떻게 생각하세요?

► 싸이가 구사한 영어의 비원어민적 요소들이 의사소통 상황에 어떠한 영향을 미쳤나요?

► 싸이와 영국인 진행자의 의사소통을 보고 영어교육에 시사하는 바가 있다고 느꼈나요?

아래 주제에 대해 그룹원들끼리 의견을 나누어 보아요. 질문에는 정해진 답이 있는 것이 아니니 자신의 의견에 대해 솔직히 말해주시고, 다른 사람의 의견도 존중해서 들어주세요 😊

그룹 리더 선생님께서는 토의 내용에 대해 간단히 정리해주시면 감사하겠습니다.

1. English as a Lingua Franca 학자들은 세계어로서의 영어로 소통함에 있어 특정 문법, 어휘, 발음은 의사소통 성공 여부에 큰 영향을 미치지 않는다고 주장합니다 (예를 들어, 정관사 'the'나 'a'의 혼동, 3 인칭 단수 '-s'의 부재, 'mother'의 /ð/를 /d/로 발음). Seidlhofer 가 제시한 비원어민 화자의 어휘문법적 (lexicogrammar) 특징과 Jenkins 가 제시한 Lingua Franca Core (LFC)의 non-core 발음이 의사소통에 큰 영향을 미치지 않는다는 주장에 대해 어떻게 생각하시나요?

2. Seidlhofer 가 제시한 의사소통에 큰 영향을 미치지 않는 비원어민 화자의 lexicogrammar 특징과 Jenkins 가 제시한 LFC 는 영어교육에 어떠한 시사점을 준다고 생각하시나요? 만약 이를 영어교육에 적용한다면 어떻게 할수 있을까요? 이를 적용했을때, 어떠한 장점과 단점이 있을거라고 생각하시나요?

3. 김민영과 고경희 (2014)의 연구에 참여한 한국 초등학생들은 동료 학생들의 영어를 평가할때 발음을 가장 중요한 요소로 보며, 연구에 참가한 다수 학생들이 원어민 발음을 지향해야 한다고 생각하는 것으로 결과가 나왔습니다. 선생님이 가르치는 학생들은 자신의 영어 발음에 대해 어떻게 생각하고 있을까요? 김민영과 고경희의 연구 결과와 비슷하다고 생각하시나요 아니면 차이가 있다고 생각하시나요?

4. 만약 원어민 발음만을 옳다고 생각하고 자신의 발음에 대해 컴플렉스를 가지고 있는 학생들이 있다고 가정해봅시다. 이럴 때, 교사들은 어떠한 역할을 해야 할까요? "원어민 영어 발음이 중요한게 아니라 자신감있게 영어를 하는 것이 중요해." 라고 말하는 것만으로도 학생들의 사고를 변화시킬 수 있을까요? 이외에도 어떠한 방법으로 학생들의 생각을 변화시킬수 있을까요?

5. 원어민들도 이제는 세계어로서 영어가 어떻게 사용되고 있는지 배워야 한다는 주장에 동의하시나요? "Why native English speakers fail to be understood in English" 아티클을 읽고 의견을 나누어 보세요.

오늘 수업을 통해 새롭게 알게 된 내용들에 대해 한번 써보세요.

다음의 순서에 따라 우리 한번 비판적 성찰을 해보기로 해요! 😊

비판적 성찰은 그 과정에 의미가 있는 것이고 성찰의 결과는 정해진 답은 없으니 솔직하게 적어주시면 됩니다.

1 단계: 첫 페이지에 작성했던 학생들의 문법오류 수정내역에 대해 다시 한번 검토해보세요. 혹시 내가 작성했던 내용과 지금의 생각과 차이점이 있나요? 오류수정에 대한 나의 생각에 변화가 있나요?
2 단계: 지난 시간 작성했던 자기 성찰 페이퍼에 대한 내용을 다시 한번 검토해보세요. 영어 발음, 영어오류, 영어의 소유권에 대한 나의 평소 생각들은 어떠한가요? 나는 영어와 영어교육에 대해 어떠한 가치관을 가지고 있다고 생각하시나요?
3 단계: 영어와 영어교육에 대한 나의 이러한 가치관에 영향을 준 요인은 어떤것들이 있나요? (예를 들어, 한국 사회의 가치관, 학부모나 학생들의 태도, 영어 학습 혹은 사용 경험, 대학교때 들었던 영어교육 수업) 이러한 요인들이 나의 가치관 형성에 구체적으로 어떤 영향을 끼쳤나요?
4 단계: 내가 영어와 영어교육에 가졌던 생각은 객관적이고 학술적 증거들이 뒷받침해주고 있다고 생각하시나요? 만약 나의 관점과 다른 관점에서 영어와 영어교육을 새롭게 바라볼 수 있다면 어떻게 생각할 수 있을까요? 학생들에게 자신감을 불어줄 수 있는 영어교육을 하려면 어떻게 해야 할까요?

(Translated)

Please read a list of sentences below and if there is an error in the sentence, circle the error and correct it. (If you think the whole sentence is wrong, you can cross it out and write a correct sentence below.) In the column that says 'Spoken', indicate whether you think you would correct the sentence if it was spoken by your student. In the column that says 'Written', indicate whether you would correct the sentence if it was written by your student. If you think you would correct the sentence, please mark 'O', or if you wouldn't correct the sentence, please mark 'X'. After completing this page, please discuss why you would correct or would not correct each sentence with your pair.

Sentence	Spoken	Written
1. He look very sad today.		
2. He is not the person which usually gets angry.		
3. Oh, look at moon.		
4. We should go to the party, isn't it?		
5. I want that we go to the gym now.		
6. She likes the black colour pants rather than the yellow colour pants.		
7. Today, I will study about English.		
8. Please don't do the same mistake again.		
9. My hobby is listening music.		
10. In my class, everyone have to study hard.		
11. I bought new furnitures.		
12. I am loving this new skirt!		
13. Why it is like this?		
14. This report I will do it later		
15. I am looking forward to see you.		
16. I have two fishes at home.		

1. What do you think about the opinion that "It is difficult for you to be understood if you speak English with a Korean accent"? Please write your opinion here.

2. What do you think about the opinion that "Korean students should speak English in an accent that is as native as possible"? Please write your opinion here.

3. What do you think of the opinion that "English is a language owned by native English speakers who speak English as a mother tongue, and non-native speakers are the borrowers of their language?" Please write your opinion here.

4. Ms Kim who worked for OO company met with an American buyer from Boston who came to Korea on a business trip and they had dinner together. Ms Kim is usually confident in communicating in English with foreign buyers. But somehow, she found it difficult to communicate with the American buyer that day. Can you guess the reason for the communication difficulty? Please write your opinion here.

5. Listen to the conversation between singer Psy and the British TV show host and write down any part of Psy's English speaking that differs from native English usage, such as different grammar or expressions that Psy used. Please write your opinion here.

6. Write down your opinion on the following questions.

► What do you think about Psy's English and his English skills?

► How did the non-native elements of English spoken by Psy affect communication?

► Do you think there are any implications of the communication between Psy and British hosts for English language teaching?

Let's discuss the topics below with group members. There is no right answer to the question, so the important thing here is sharing your honest opinions with members and respecting others' opinions. 😊

I would appreciate it if the group leader summarizes the discussion and briefly presents it to the rest of the class.

1. Scholars of English as a Lingua Franca argue that certain lexicogrammars and pronunciations of non-native speaker's English would rarely result in communication breakdown in the context of international communication (for example, confusion of articles 'the' or 'a', absence of the third person singular '-s', pronouncing /ð/ sound in 'mother' as /d/). What do you think about the opinion that certain lexicogrammar and pronunciation characteristics of non-native English would rarely result in communication breakdown?

2. Do you think Seidlhofer's lexicogrammar features and Jenkins's LFC inform English language teaching? If so, what are their implications for language teaching? Also, what advantages and disadvantages do you think there would be if you tried to teach English based on Seidlhofer's lexicogrammar features and Jenkins's LFC?

3. A study by Kim and Ko (2014) demonstrated that Korean elementary students who participated in their study tended to pursue native English accent and considered pronunciation as the most important factor when evaluating the English proficiency of their peers. What do you think your students would think about their English pronunciation and accent? Do you think your students' attitudes towards English would be similar to participants of Kim and Ko's study?

4. Let's say some of your students have a feeling of inferiority about their English pronunciation because they think only native English pronunciation is correct. In this case, what role could you play as a teacher? Do you think it would be enough to tell students "The important is to speak English confidently, not whether you have native English pronunciation"? Or do you think further effort is needed? In what ways can a teacher challenge the mindset of students?

5. Do you agree with the opinion that native speakers should also learn how English is used in international communication? Share your opinions with group members after reading the article "Why native English speakers fail to be understood in English".

What have you learnt from today's session?

It is time to critically reflect! 😊

The process of engaging in critical reflection is meaningful in itself and there is no right or wrong answer. So please write your honest opinions.

Step 1: Review the sentences that you thought required correction on the first page of this workshop log. If you could provide corrective feedback on the sentences again, would you do it similarly or differently from how you did it before? Are there any changes in your beliefs about corrective feedback?
Step 2: Review what you have written in the self-reflection log in the last session. Examine how you used to think about pronunciation, errors, and the ownership of English. What was your mindset about English and what did you value in language teaching?
Step 3: Which factors influenced your values in English and English education? (For example, cultural norms in Korean society, attitudes of students or students' parents, previous experiences in learning or using English, ELT modules at undergraduate studies.) How did these factors influence the formation of your personal values and beliefs?
Step 4: Do you think your beliefs about English and language teaching are adequately supported by objective and academic evidence? If not, how can you look at English and English education from a different perspective? How could you teach English in a way more empowering to students?
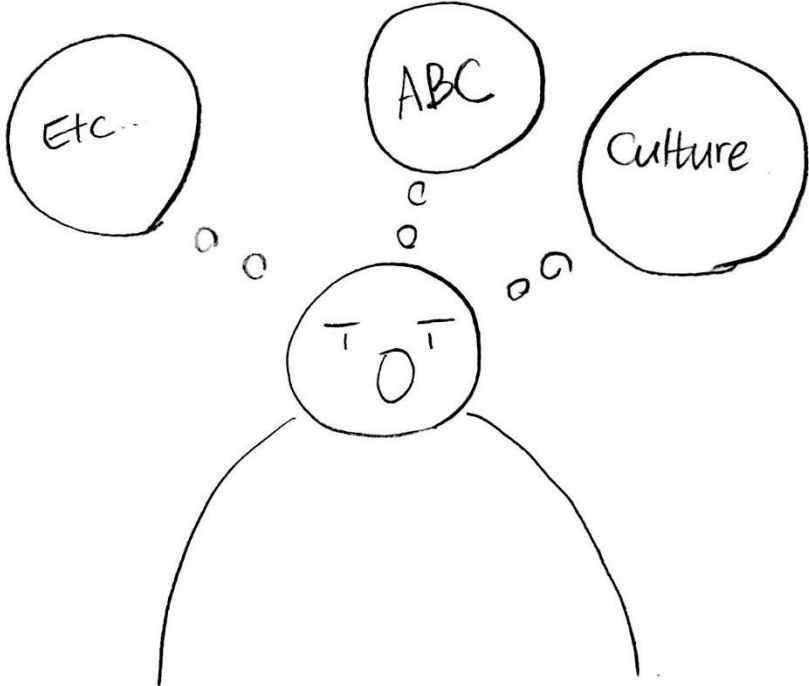
Appendix E. Sample metaphorical drawings

"영어"
<그림>

<비유대상> 영어는   계절   이다.

<설명>
봄, 여름, 가을, 겨울 처럼 각 매력이 있는 것이 영어인 것 같다. 계절은 탄다라고 이야기하는데, 나에게 영어도 계절처럼 좋았다가 싫어졌다가 하는 하지만 떨수 없는 관계이다.

"영어교육"

<그림>

<비유대상> 영어교육은 **방향** 이다.

<설명>

어느 방향으로 가느냐에 따라 매우 달라질 수 있는 게
영어교육인 것 같다. 영어교사가 어떻게 방향을 잡느냐에
따라 영어교육의 전체가 바뀔수 있는 것 같아 영어교사의
역량이 중요한 것 같다.

"원어민과 비원어민"

<그림>
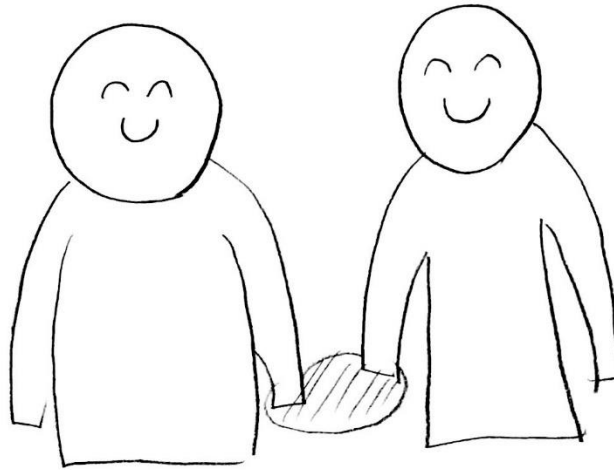
<비유대상> 원어민은	원어민	이다.
비원어민은	비원어민	이다.

<설명>

원어민과 비원어민은 서로 도와줘야 하는 존재이다.
서로 소통하기 위해서는 서로의 문화를 이해하고 받아들이
는게 우선시되어야 하기 때문이다.

"한국식 영어"

<그림>

된장찌개

김치

<비유대상> 한국식 영어는 __한국음식__ 이다.

<설명>

한국음식은 한국 사람들이 먹는 음식이요 누가 좋다 싫다 틀리다고 말할 수 없는 그 거기 문화이다. 한국식 영어도 누가 틀리다고 말할 수 없는 것 같다.

"영어 교사"

<그림>
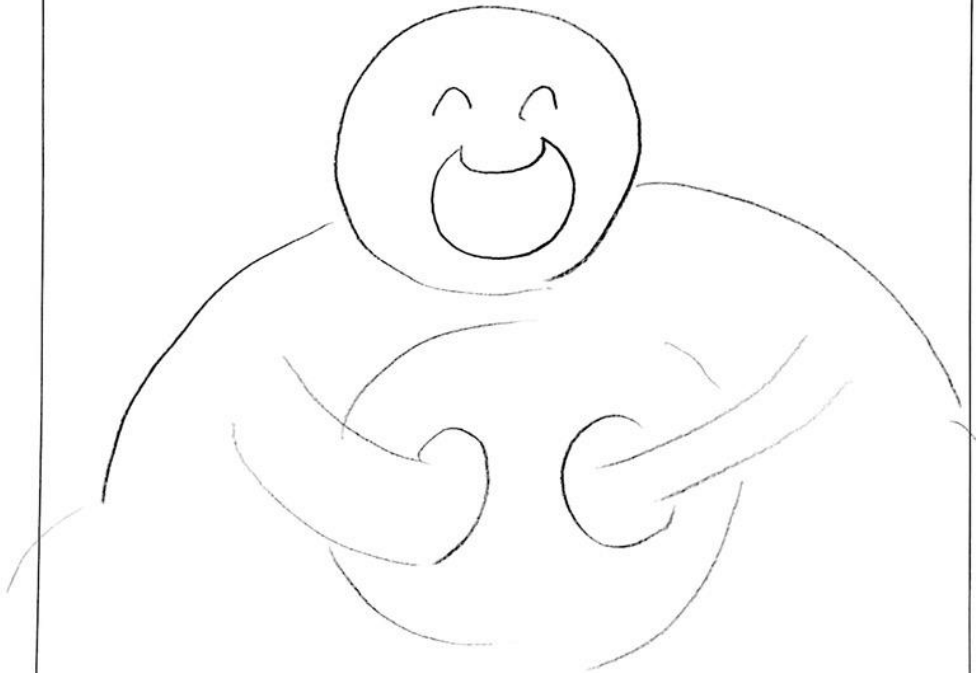
<비유대상> 영어 교사는 포용력 있는 사람 이다.

<설명>

단순하게, 좁게 영어를 생각하지 않고, 넓고 다양한 시각으로
영어를 볼줄 아는 사람이어야 하는 것 같다. 아이들에게 영어를
가르치는 사람으로서 다양한 영어에 대해 이해하고 받아들일수
있어야 한다고 생각 한다.

Appendix F. Sample field note

Boram's lesson focused on raising students' awareness of standard language ideology. It was interesting how Boram engaged students with learning about a language ideology which is quite a difficult issue for elementary students. She used a variety of video clips from TV shows that students were familiar with. For the first activity, she showed a video clip of a TV show in which two famous foreign celebrities in Korea appeared. Showing how Korean TV show hosts react to native and non-native Korean accents of the foreign celebrities, Boram seemed to facilitate students' critical reflection on their beliefs about native accent. She also used a video clip of well-known TV show 'Infinite Challenge' to criticise the fact that the Korean English accent is often marginalised and the object of ridicule.

I think her use of instructional materials that were familiar to students was a strategic way to introduce a critical perspective on dominant language ideologies in South Korea, which may have been a difficult subject for elementary students to learn about. Students generally seemed to enjoy the class. Many of them showed surprise to learn about English through the everyday TV shows and some students enjoyed talking about their previous experience of using English or evaluating others' English proficiency solely based on accent. Students actively participated in the class and more than 1/3 of students raising hands to present their opinions whenever the teacher asked students follow-up questions after showing a video clip.

Boram tried to hear students' opinions by asking follow-up questions after presenting each video clip. She first showed a video clip then briefly summarised what happened and presented her opinion. Then, she asked students questions to ask their opinions about the video clip. Although Boram tried to provide students with the opportunity to voice their own opinions, there seems to be some limitations. Most of the class talk was dominated by the teacher while only several students were given opportunities to voice their opinions. What is more is that even these students might have felt pressured to report what the teacher wanted to hear rather than what they truly thought about Korean English because the teacher's stance towards standard language ideology was quite clear. I think she could have provided more opportunities for students to critically reflect on their beliefs about English and accent by themselves, such as reflective writing which could provide a 'safe' space for students to honestly express themselves and deeply reflect on their beliefs. (Field note, 22.09.2016)

Appendix G. Sample of classroom discourse in video-recorded lesson

Excerpts from a video recorded lesson of Jisu, 30th November

T: 지난시간 프랑스 친구들이 이야기하는 것을 듣고 우리가 누구인지 알아맞추는 그런 활동을 했었죠. 어땠나요? 프랑스 친구들의 영어가 어땠나요?

Ss: 못해요 (웃음)/저희보다 못해요.

T: 어떤기준에서 못한다고 하는거예요?

Ss: 좀 알아듣지 못했어요/영어 발음이 불분명해요/ 발음이 좀...

T: 민수야 (익명), 어떤 기준에서 못한다고 생각했어?

S: 12 살을 기준으로 (웃음)

Ss: (웃음)

T: 12 살이 기준이면 어느정도로 했어야 되는데?

S: 잘해야되요 (웃음)

T: 아, 잘한다는게 어떤 기준이 잘하는거야?

S: 발음이 좋아야되요

T: 아, 발음이 좋아야지 잘하는거예요? 아... 찬우는 (익명)?

S: 못하는거 같애요

T: 왜 어떤점이 못한다고 생각했어요?

S: 의사소통이 불가능해요 (웃음)

T: 아, 그러면 프랑스 친구들이 자기를 소개했을때 어떤 친구인지 우리가 알아맞출수 없었나요?

Ss. 있었죠/있었어요.

T: 우리가 알아맞출수 있었다는 의사소통이 되었던걸까 아니면 안되었을까?

Ss: (...)

T: 아, 그럼 우리가 알아들으면 잘하는 발음이고 우리가 못알아들으면 못하는 발음인가?

S: 우리 기준에서 그런거죠.

T: 아, 우리 기준에서.

T: 그러면 프랑스 친구들은 우리 발음을 잘 알아들었는지 한번 비디오 볼까요?

(프랑스 학생들이 교사 지수 반 학생들이 보낸 녹음을 들으며 사진속에서 누구인지 맞추고 있는 비디오 클립 시청)

T: 프랑스 친구들도 우리 영어발음이 조금 어려웠을수도 있어요. 그런데 결국에는 맞췄을까 아니면 못 맞췄을까?

S: 맞췄죠.

T: 결국엔 맞췄대요. 그럼 우리가 프랑스 친구들과 의사소통이 되었을까 아니면 안되었을까?

Ss: 됐어요.

T: 의사소통이 되었다는 거죠. 그런데 여러분들. 선생님 생각엔 이건 거 같아. 익숙함의 차이인거 같아. 여러분들이 평상시의 누구 영어 발음을 많이 들어요? 미국 사람, 영국사람 또 한국 사람이 발음하는거는 많이 듣죠. 그래서 거기에 우리가 익숙해져있는거야. 그런데 프랑스 사람이나 인도사람들이나 그런 사람들이 영어 발음하는거에 대해 평상시에 우리가 많이 들어요? 많이 안듣는다는 거야. 그래서 낯설 뿐이지. 이들의 영어가 틀렸다고는 말할수 없는거예요. 우리가 프랑스 친구들이 보낸 내용을 2 차시 정도 들어봤죠. 처음보다 2 번째 차시때 들었을때는 조금 그래도 처음보다는 어땠니 얘들아?

Ss: 들렸어요.

T: 더 잘 들렸죠? 그럼 얘들아 그걸 너네가 세번 네번 들었을때는 어땠을까? 더 잘 들렸을 수 있겠죠. 그래서 이거는 익숙함의 차이인거지 틀렸거나 그들이 우리보다 저급한 발음이라든지 이런건 아닌거 같아. 프랑스 친구들 영어 발음이 알아듣기 힘들었던건 우리가 프랑스 친구들 영어에 익숙하지

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않아서인거 같아요 (…) 나도 너희들처럼, 처음에는 프랑스 친구들 영어를 알아듣기 힘들었어. 그런데

계속 들어보니까 훨씬 더 쉬워지더라구.

(Translated)

T: Last time, we listened to the audio-recording of French students describing their appearances and we tried to guess who the speakers were in the pictures they had sent. How was this? How was English of the French students?

Ss: Not good (laugh)/ Their English is not better than ours.

T: What criteria are you saying their English is not better than yours?

Ss: I couldn't understand them well./Their English pronunciation was unclear./ Their English pronunciation was a little.../

T: Minju (pseudonym), under what criteria did you think their English is not good?

S: Judging based on age 12. (laughing)

Ss: (laughing)

T: What is the proper level of English for 12 years old?

S: You have to do well. (laughing)

T: Oh, what is the criterion for good English?

S: English pronunciation should be good.

T: Oh, you need to have good pronunciation to be good at English? Um... What do you think, Chanwoo (pseudonym)?

S: I think French students were not good at English.

T: Why did you think they were good at English?

S: Because it is impossible to communicate with them. (laugh)

T: Um, so when the French students described themselves, we couldn't guess who they were in the pictures?

Ss. We could.

T: Does this mean we could communicate with them or not?

Ss: (...)

T: Oh, so good English pronunciations are those that we can understand well and the pronunciation that we cannot understand well are all bad?

S: They are, in our perspectives.

T: Oh, in your perspectives. OK, then let's take a look at the video sent from the French class and check whether French students understood our English pronunciations very well.

(Students are watching a video clip of French students listening to the audio-recordings of Jisu's students and guessing who the speakers were in the picture of Jisu's class.)

T: For the French students, our English pronunciations might be difficult to understand. But do you think they found who the speakers were in the picture in the end?

S: They must have got it.

T: Yes, they have finally got all of them right. Does this mean you were able to communicate with them or not?

Ss: We did.

T: Yes, it means we were able to communicate. I think... I think it is a matter of familiarity. Whose English do you usually hear? English that we often hear is English spoken by Americans, British, and Koreans, so we are used to their accents. Do we often have opportunities to hear English pronunciations of French or Indian speakers? We don't hear them a lot. That's the reason we are not familiar with those pronunciations. So, we can't say their English is wrong. We listened to audio-recordings sent by French students over the last two lessons right? How was it when you listened in the second lesson compared to the first time you heard them?

Ss: I could understand.

T: You could understand them better, right? Then, think about what if you listen to them three or four times? You would understand even better. The reason that we couldn't understand them well was the issue of familiarity not because their English pronunciations were wrong or worse than ours. The reason why we couldn't understand their English pronunciations well was we were not familiar with their English. Just like you, it was difficult for me to understand them at first. But after listening to their recordings multiple times, it became a lot easier for me.

Appendix H. Background questionnaires

1. 이름: _____   나이 : 만 _____ 세

2. 교육 대학교에서 전공/심화 과정 과목은 무엇이었나요? _____

3. 총 교사 경력 : 약 _____ 년

4. 영어교과 지도경력: 전담 _____ 년,   담임 _____ 년

5. 영어교과연수 경험에 대해 있는대로 적고, 연수 내용에 대해서 설명해주세요.

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6. 현재 가르치는 학생들에 대해서 써주세요. (영어수준, 학습동기, 사교육 정도 등)

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7. 나는 영어를 어떻게 공부했나요? 영어 학습경험 에 전체적으로 요약해주세요.

8. 영어 사용자로서의 나는 어떠한가요? 영어 사용경험에 대해 써주세요.

❤️감사합니다❤️ 😊

(Translated version)

1. Name: [   ]   Age: [   ] Year

2. What did you major (thematic route) at university? [   ]

3. Total of teaching career: approximately [   ] years

4. Years of teaching English: approximately [   ] years as an ELT teacher

   approximately [   ] years as a homeroom teacher

5. Can you please write about your previous experience of taking English language teacher development programmes? Explain the programmes that you have taken.

6. Explain about your students (for example, the level of English proficiency, the level of motivation for learning English, the amount of additional private English education they receive).

7. How did you learn English? Please provide a summary of your experience of learning English.

8. How do you see yourself as a user of English? Please write about your experience of using English.

❤️Thank you❤️ 😊

Appendix I. Coding scheme for research question 1

Category	Theme	Code
Changes in beliefs about English language	Heightened awareness of the sociolinguistic landscape of English	Lack of awareness of the diversity of English
		American English as the dominant variety
		Increased awareness of diverse varieties of English
		Inclusive attitudes towards non-native English
		Change in imagined target interlocutors
	New critical perspectives on dominant language ideologies	Supposed superiority of NS
		Idealisation of standard English
		Critical awareness of NS ideology
		Denying dichotomy of NS-NNS
		Critical awareness of connotations of Korean English
	Adoption of less normative mindsets about the use of English	Obsession about using standard English
		Binary perception of correct and incorrect English
		Understanding of the fluidity of English in use
		Focusing on the intelligibility of speech
		Increased self-confidence about using English
Changes in beliefs about English language teaching	Adoption of less normative approaches to language teaching	Obsession about teaching correct English
		Demanding students to use standard English
		Only American English as a legitimate variety
		NNS varieties as a pedagogical resource
		Importance of teaching the diversity of English
		Receptive attitudes towards student's use of English
		Caring the intelligibility over accuracy of students' use of English
	Widened perspectives on the boundary of English language teaching	Language teaching as teaching codes and norms
		Language teaching for improving language skills
		Teaching to respect different varieties of English
		Teaching to respect different cultures
		Aiming beyond improving language proficiency
		Empowering students' language identities
	Development of personal philosophies of language teaching	Focusing on reaching the goal
		Focusing on covering textbooks
		Following top-down language teaching policy
		Reflecting on the purpose of language teaching
		Focusing on the direction of language teaching
		Reflecting on one's philosophy of language teaching
Development of GE-oriented language teaching practice	Improvements in practical knowledge of raising students' critical awareness	Explaining the teachers' own perspectives
		Focusing on showing visual materials
		Exposing students to unfamiliar varieties of English
		Regretting about not facilitating student reflection
		Asking thought-provoking questions

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		Providing an opportunity for student discussion
		Providing students an opportunity to self-reflect
	The capacity to overcome practical challenges	Lack of ideas about sourcing instructional materials
		Difficulty arranging intercultural exchanges
		Finding a strategy to source instructional materials
		Finding a strategy to overcome a practical challenge
		Unable to navigate a practical challenge
	Enhanced confidence in GE-oriented language teaching	Unsure about how to incorporate GE into teaching
		Feeling insecure about new practice
		Lack of self-efficacy about the new practice
		Self-confidence about awareness-raising activities
		Self-confidence about navigating practical problems
		Increased self-efficacy in lesson planning
		Increased self-confidence about conducting lessons
Willingness or hesitance to resist the normative practice of language teaching	The decision to incorporate awareness-raising into classroom practice	Willingness to continue awareness-raising practice
		Willingness to teach the diversity of English
	The decision to encourage students' use of English for communication	Planning to continue intercultural exchange
		Planning to provide students with opportunities for a global contact
	Hesitance to resist the normative practice of language teaching	Reluctance to incorporate GE into language teaching
		Concerning about possible negative consequences
		Sceptical about the impacts of GE-oriented teaching
		Hesitance to introduce the diversity of English
		Advocating the mainstream ELT practice

Appendix J. Examples of research question 2 coding

Transformative learning stage	Code	Interview or writing excerpt
Disorienting dilemma	Reflecting on the cognitive discrepancy	*Before taking the workshop, I never thought that teachers can be more open to accepting errors in students' English.* (Jisu, Interview, After workshop)
	Recurring dilemma	*I'm not sure anymore. Maybe the vice-principal was right. Maybe it is true that teachers should use standard English in the classroom because we are supposed to be a role model for students.* (Jisu, Interview, November)
Critical reflection	Critical reflection on the normative language teaching	*Although most students aim for standard English, they are not likely to reach the target. Teaching with only standard English can instil the wrong idea, that only standard English is the correct variety of English. Such an idea may lead students to form negative attitudes about their own English.* (Jisu, Reflective writing, Workshop log)
	Open attitude towards students' use of English	*But now I feel like I can be more flexible in providing corrective feedback because the teacher's attitudes towards English can have big impacts on the affective aspect of students' language learning. I think if the teacher has more open and permissive attitudes towards English, students will be able to learn English more comfortably, without too much pressure to use standard English in the classroom.* (Jisu, Interview, After workshop)
Practical knowledge development	Insecurity about the new practice	*I wasn't sure whether I was heading in the right direction during the class.* (Jisu, Interview, September)
	Reflection on teaching practice	*I wanted students to focus on effectively communicating their intended meaning rather than the accuracy of their English. I wanted them to see English as just a tool for communication. But rather than emphasising this to students, I think I focused too much on ensuring students produce the recordings within the timeframe.* (Jisu, Interview, September)

	Sharing a strategy to listening comprehension	*It is difficult for you to understand them because their English is unfamiliar to you. (…) Just like you, it was difficult for me to understand them at first. But after listening to their recordings multiple times, it became a lot easier for me* (Jisu, Classroom observation, November).
	Lack of opportunities for critical reflection	*I wanted to give time for students to reflect on their attitudes towards French students' English, but I didn't have enough class time for this activity.* (Jisu, Interview, December)
	Transmitting the teacher's perspective	*Because of time limits, I thought it would be better to directly tell them what I think.* (Jisu, Interview, September)
Integration into the relationships	Concerned about parents' negative reactions	*I fear that parents might be critical towards me and raise a question like, 'What is this teacher teaching about?' Because of this fear, I didn't feel comfortable about emphasising what I think about English to students.* (Jisu, Interview, November)
	Powerless to transform student learning	*As long as the evaluation does not change, no matter how hard I try, students will keep getting pressured about using English like native speakers at an after-school academy or from their parents. I feel powerless about this situation. (…)* (Jisu, Interview, November)
	Concerned about confusing students	*Students are pushed to master rules of standard English in the after-school academy. They are taught to think acquiring native-like pronunciation is important. Considering this, I kept having internal conflicts about whether it is a good idea to tell students that they should prioritise the delivery of what they intend to express when speaking English and that they do not need to aim at speaking English like native speakers.* (Jisu, Interview, September)

Appendix K. Coding scheme for research question 3

Category	Theme	Code
Factors triggering a disorienting dilemma	Encountering an alternative perspective	Learning about WE
		Learning about ELF
		Realising a problematic aspect of the mainstream ELT
	Implementation of a new practice	Receiving unexpected response from students
		Realising students' bias about English
	Experience in the unfamiliar context	Encountering unfamiliar varieties of English
		The difficulty in understanding unfamiliar varieties
Factors facilitating critical reflection	Reflective writing	Reflecting on beliefs about English on a workshop log
		Reflecting on beliefs about English language teaching on a workshop log
		Interrogating a source of assumptions on a workshop log
		Reflecting on the philosophy of language teaching on a teaching journal
	Critical dialogues with the facilitator	Discussing the philosophy of language teaching
		Discussing conceptions of English language
		Discussing uncritical use of terms
		Discussing approaches to language teaching
	Negative experience as a language learner or speaker	Being marginalised as an English speaker
		Feeling anxious about being an NNS
		A negative feeling associated with English learning
		Sceptical about the normative approach to language teaching
		A negative perspective on the Korean ELT
Factors mediating practice development	Opportunity to experiment with the new practice	Enhanced understanding of GE-oriented teaching
		The opportunity for material development
		Feeling encouraged to put theory into practice
	Reflection on the practice	Reflecting on students' responses
		Reflecting on inefficiency of previous lesson
		Identifying a strategy to enhance practice
	Commitment to learning the new practice	Feeling difficult to deal with practical difficulties
		Hesitance to commit to GE-oriented teaching
		Trying different strategies to deal with challenges
		Constructively deal with negative emotions
		Committing to raising students' awareness
		Focusing on enhancing students' learning experience
Factors mediating integration of a new practice into relationships with others	Students' reactions to the new practice	Feeling pleasant about outcomes of lessons
		Visible changes in students' language attitudes
		Receiving student's positive response
		Concerning students' lack of participation
		Receiving students' negative response
	Expectations of the institution and parents	Concerned about Standard English oriented evaluation
		Concerned about accountability discourse
		Concerned about parents' reactions
		Satisfied with parents' positive reactions

Appendix L. Sample translation excerpts (Interview)

Excerpt 1

막상 호주에 가니까 미국영어랑 발음이 너무 다른거야 그래서 놀랬어. 그때 홈스테이 아주머니 영어는 내가 한 60 퍼센트 정도 알아들었어. (...) 그 다음에 내가 호텔 리셉션에 예약 전화를 하는데, 전화받는 사람이 인도식 억양으로 된 영어를 하는거야. 그 사람 말은 내가 한 10 프로 알아들었어. (웃음) 아무리 그 사람이 다시 말해도 내가 못알아 들어서 정말 충격을 받았어. 그때 내가 미국영어를 공부했다고 해서 내가 세계인들과 의사소통을 잘 할수 있는게 아니구나 라는 걸 절실히 깨달았지. (Sujin, Interview, After Workshops)

When I went to Australia, I was surprised their accents are so different from Americans. I could understand only about 60 per cent of what the host of the homestay said in English. (…) When I had to book a hotel, the receptionist spoke English with an Indian accent and I understood only 10 per cent of what he said to me (laughing). I was really shocked that I couldn't understand him although he repeated himself multiple times. That time, I realised studying American English does not guarantee the ability to communicate with English speakers in the global community.

Excerpt 2

수업 준비할때, 인터넷 블로그에 실제로 콩글리쉬 단어들 중에서도 의미가 잘 통한다는게 있다는 내용을 봤거든. 이걸 보면서, 그래... 우리도 영어로 소통할때 이런 콩글리쉬 단어들은 사용할 수 있지 않을까 생각했어. 그리고 콩글리쉬가 추후에 더 유명한 표현이 되면 다른 나라사람들도 콩글리쉬 단어들을 쓰지 않을까 생각했어. 'handphone' 같은 경우도 'cell phone'보다도 어떻게 보면 더 직관적이라서 외국인들이 핸드폰이라고 들었을때 대부분 이해한다고 들었거든. (Sujin, Interview, October)

When preparing for the class, I found bloggers explaining that some Konglish words are in fact easy to understand. This made me think, yes, perhaps we can use those Konglish words for international communication. Also, if those Konglish words become more popular in the future, I thought foreigners might even start using them. I have heard in some ways that 'handphone' make more sense than 'cell phone' and most foreigners understand what 'handphone' means.

Excerpt 3

필리핀에서도 영어를 많이 쓰잖아요. 근데 필리핀 사람들 발음이 우리가 평소 듣는 영어와 다르잖아요. 그래서 필리핀 영어 발음이 너무 웃긴거예요. (...) 우리끼리 필리핀 영어 너무 웃기다고 막 그랬거든요. (Jisu, Interview, November)

Although English is widely spoken in the Philippines, their English accent is very different from what we Koreans are familiar with. So, their accent sounded really funny to me. (…) We used to laugh at their accent.

Excerpt 4

Mina: 워크샵 참여하고 나서도 그랬고 지금도 계속 학생들에게 세계어로서의 영어교육을 실천하면서 제가 막연하게 가졌던 영어에 대한 두려움들을 조금 벗은것 같아요.

Facilitator: 선생님이 말하는 두려움이 구체적으로 어떤거예요?

Mina: 내가 한국인이니까 영어를 당연히 틀릴수밖에 없지 이런거를... 이런걸 받아들이게 됐어요. 그래도 저는영어를 완벽하게 해야 한다고 생각했었거든요. 내 영어가 완벽하지 않으면 상대방이 잘 못알아듣겠지고 생각했어요. 근데 지금은 내가 훨씬 더 당당하게 영어를 사용할수 있지 않을까 하는 생각이 들어요. (Mina, Interview, December)

Mina: Taking GE workshops and implementing GE-oriented lessons helped me get to rid of an inexplicable fear of speaking English to some extent.

Facilitator: What is the fear you are talking about specifically?

Mina: I now understand it is quite natural for me to make errors when speaking English because I am Korean. I used to believe I had to speak perfect English because otherwise, my English wouldn't be easily understandable. But now I feel genuinely confident about my own English.

Excerpt 4

지난 시간에 선생님 교문 배웅하면서 나눈 대화를 통해서 제가 가졌던 영어교육에 대한 생각을 조금 반성할 수 있었어요. 내가 영어교육의 폭을 너무 좁게 생각했던게 아닐까 하는 생각이 들더라구요. 또 제가 기본 영어 능력을 강조하는 교육과정에 얽매여서 영어교육을 생각했다는 것을 깨달았어요. 이렇게 제 생각에 대해 반성할 수 있는 기회를 통해서 내가 영어교사로서 가져야 하는 생각을 다시 한번 전환할수 있었고 그리고 이과정을 통해 영어교사와 영어교육에 대해서 조금 더 폭넓게 생각할수 있었던것 같아요. (Hyerim, Interview, December)

The conversation that we had last time helped me reflect on my perspective of English teaching. I think my perspective of English teaching was perhaps too narrow. I also realised my perspective was heavily influenced by the emphasis the national curriculum has on teaching basic language skills. Through the reflection, I came to broaden my perspective of the roles of English language education and rethink the scope of responsibilities of English language teachers.

Appendix M. Sample translation excerpts (Workshop logs and teaching journal)

Excerpt 1

○ 영어가 세계 공용어로 사용되는 지구촌이라는 더 넓은 세상에서 영어에 대해 내가 가지고 있는 생각들을 반성해보세요.

영어는 당연히 영미권 사람들의 것이고 우리 힘없는 한국인들은 그들의 영어를 배워야 한다고 생각했다.

○ 왜 이런 생각을 가지게 생각하게 되었나요?

매체가 영어에 대한 나의 생각에 영향을 미친것 같다. 영어 발음을 위해 자녀의 혀 수술을 시킨다는 몇년전의 뉴스 등을 통해 잠재적으로 이런 생각을 가지게 된 것 같다. 그리고 동료 교사 영어의 발음을 지적하는 교감 선생님을 보며 보다 정확한 발음으로 영어를 사용해야된다고 더 생각하게 된것 같다. 신규 교사의 장학 수업 후 교사의 한국식 영어발음을 지적하는 교감선생님을 보며, 정확한 발음으로 영어를 할 수 없다는 것에 대해 좀 더 예민하게 생각하게 된것 같다. (Jisu, Workshop log)

○ Reflect on your beliefs about English in the wider community where English is used as a global lingua franca.
: I used to take it for granted that English belonged to the British and Americans. I thought that we powerless Koreans should learn their English.

○ How did you come to think this way?
: I think this belief was influenced by the media, such as the news story from several years ago that some parents made their children have tongue surgery to improve their English accent. I think my school vice-principal's comment towards the ELT teacher's English accent also reinforced my beliefs about accent accuracy. After seeing the vice-principal point out the Korean pronunciation by the new English teacher after her model lesson, I became more self-conscious about not speaking with an accurate accent.

Excerpt 2

나는 학생들에게 영어라는 것은 하나의 의사소통 수단이며 도구라고 이야기하면서도 의사소통을 위해 영어를 어떻게 사용할 수 있는지 가르쳐주지 않았다. 나는 학생들이 수업 목표와 성취기준을 달성하도록 반복시키고 확인하기에 바빴던 것 같다. 세계어로서의 영어교육 워크샵에 참여하면서, 내가 영어에 대해 가지고 있었던 생각을 실제로 수업에 적용시킬 수 있도록 노력해야겠다는 생각이 든다. (Mina, Workshop logs)

Although I have told students English is just a means and tool of communication, I haven't taught them how to use English for communication. I think I was too busy ensuring students to

reach lesson objectives and achievement standards as suggested by the curriculum. Due to the GE workshops, I became more determined to integrate my beliefs about English language into my teaching practice.

Excerpt 3

다시 내 수업을 통해서 나는 상처를 받았다. 재미있고 아이들이 활동적인 수업 분위기를 선호하는데, 오늘 수업은 그냥 시끄러운 거였다. 더이상 학생들에게 다양한 활동들을 제공해주고 싶지 않다. 수업 마무리에도 집중이 되지 않는 아이들을 보며, 그냥 학습지만 주고 조용히 수업을 진행하는게 더 좋겠다는 생각이 들었다. (Hyerim, Teaching journal, October)

I am hurt by my own lesson again. I prefer a fun and active classroom, but today's class was just noisy. I don't want to implement a different range of activities anymore. Students could not focus on the lesson even during class wrap-up time. I'd prefer a quiet class where students can just fill out worksheets.

Excerpt 4

처음에는 세계어로서의 영어교육 수업을 하는 것이 학생들에게 의미가 있는 일일까 하는 생각을 갖고 있었다. 지금 생각해 보면 당시의 나는 오직 듣기, 말하기, 읽기, 쓰기의 능력을 신장시키는 것만이 영어교육에 있어 중요하다는 생각을 갖고 있었던 것 같다. 하지만 이번 수업을 통해 학생들이 영어를 배우는 목적에 대해 다시 생각해보게 되었다. 학생들이 다른 문화에 대해 호기심을 느끼고, 다른 문화를 이해해보려고 노력하는 모습을 보면서 다양한 문화권의 사람들과 영어로 교류할 수 있는 충분한 경험을 제공하는 것이 중요하단 걸 깨달았다. 학생들이 영어를 배우는 이유는 다른 문화권 사람들과 소통하기 위해서이지 언어 습득 그자체를 위해 배우는 것은 아니기 때문이다. (Dohee, Teaching Journal, November)

At first, I was quite sceptical whether incorporating GE into language teaching could be meaningful for students. I now realise I used to only care about improving students' listening, speaking, reading, and writing skills. After today's lesson, I came to rethink the purpose of learning English for students. Witnessing students being interested in and trying to understand other cultures, I came to realise it is important to provide students with abundant experience of communicating with English speakers from various cultural backgrounds. Students do not study English to merely learn the language – they learn English to communicate with people from different cultures.

Appendix N. Informed consent for the GE workshop

만나서 반갑습니다!

저는 영국 케임브리지대학교에서 박사과정을 밟고 있는

부산시교육청 소속 초등교사입니다.

저는 세계어로서의 영어교육에 대한 교사들의 인식을 연구하고 있습니다. 이 연구의 일부로서 다음
4 일동안 세계어로서의 영어교육에 대한 교사 워크샵을 개최하려고 합니다. 이 워크샵은 영어교육에서
새롭게 떠오르는 세계어로서의 영어교육을 다루고 있으며, 영어의 세계적 확산과 지구촌에서 사용되는
영어를 반영한 영어교육의 방향과 실제에 대한 내용을 다룰 예정입니다.

저의 박사 연구를 위해 워크샵 동안 다음의 자료 수집이 있습니다. 워크샵 전 후로 약 30 분동안 개인
인터뷰를 진행할 예정이며 인터뷰는 녹음이 됩니다. 또한, 워크샵 중에는 제가 제공하는 워크샵 기록지
작성을 요청 드리며, 워크샵이 끝나는 날 기록지는 제가 복사하고 다시 돌려드릴 예정입니다.

위의 과정을 통해 수집된 모든 자료는 익명으로 표시될 것이며, 오직 연구 목적만을 위해 사용될
것임으로 보장합니다. 또한, 워크샵 중간이나 인터뷰 중간에 언제라도 불편을 느끼신다면 제게 상의를
해주시고 도중에 그만두셔도 되며 어떠한 불이익도 없다는 것을 알려드립니다.

제 연구와 워크샵과 관련되어 궁금한 점이 있으시면 이메일: bonniekounchoi@gmail.com, 카카오톡:
itsbonn, 핸드폰: 010 2859 2985 를 통해 연락 주시면 됩니다.

세계어로서의 영어교육에 대한 선생님들의 의견을 들을수 있는 기회가 있기를 소망합니다!

워크샵 및 연구에 참여를 원하시면 아래 내용을 읽어보시고 O 표시를 하고 사인해주세요.

○ 위 내용에 대해 구두로 안내를 받았으며 워크샵과 연구에 대해 충분히 이해하였음 (   )

○ 워크샵과 연구에 관련된 내용에 대해 질문할 수 있는 기회가 있었음 (   )

○ 나는 자발적으로 워크샵과 연구에 참여하기로 희망함 (   )

_____   _____   _____
       NAME   DATE   SIGNATURE

(Translated version)

Nice to meet You!

I'm a PhD student at the University of Cambridge and an elementary school teacher from the Busan Metropolitan Office of Education.

I am studying teachers' perception of Global Englishes-oriented language teaching. As part of this study, I would like to invite you to a four-day-long workshop introducing Global Englishes and its implications for ELT practice. This workshop will discuss how the global spread and use of English informs the way we teach English in the classroom and introduce Global Englishes-oriented language teaching which is a recent pedagogical innovation in the field of ELT.

During the workshop, there will be data collection for research purposes. Before and after the workshop, I will conduct interviews. Each interview will last about 30 minutes and will be audio-recorded. Also, during the workshop, you will be asked to write workshop logs in the provided formats, and I will copy and return them to you on the day the workshop ends.

All data collected through the above processes will be anonymously displayed and guaranteed to be used for research purposes only. Also, if you feel uncomfortable in the middle of the workshop or during the interview, please consult me and let me know. I confirm that you can quit the programme or interview at any time and that there will be no negative consequences for you.

If you have any questions regarding my research and workshop, please contact me via email: bonniekounchoi@gmail.com, KakaoTalk: itsbonn, mobile phone: 010 2859 2985.

I would love to hear your opinions on Global Englishes-language teaching!

If you want to participate in the workshop and research, please read the contents below, mark O, and sign.

◯ Verbal guidance of the programme was provided and I fully understood the workshop and research (   )

◯ I had an opportunity to ask questions regarding the workshop and research (   )

◯ I wish to voluntarily participate in the workshop and research (   )

_____   _____   _____
          NAME   DATE   SIGNATURE

Appendix O. Informed consent for the application phase

세계어로서의 영어교육 교사 전문성 신장 프로그램에 관심을 보여주셔서 감사드립니다!

이 프로그램은 선생님들께서 워크샵으로 배우신 세계어로서의 영어교육에 대한 내용을 교육 현장에 실제로 적용하는 능력을 배양하기 위한 교사 전문성 신장 프로그램입니다. 2016 년 돌아오는 2 학기 동안, 제가 프로그램 리더로서 선생님들이 현장에서 세계어로서의 영어교육을 실현할 수 있도록 도움을 드릴 예정입니다. 프로그램에 대한 간략한 내용은 다음과 같습니다.

○ 한 달에 1 회 이상 세계어로서의 영어교육을 반영한 수업 실시

○ 정기적으로 세계어로서의 영어교육 수업에 대한 반성을 하는 교사 저널 쓰기

워크샵때와 마찬가지로, 저의 박사 연구를 위해 워크샵 동안 다음의 자료 수집이 있습니다. 세계어로서의 영어교육 수업을 참관을 위해 한달에 약 1 회 학교 방문이 필요합니다. 학교 방문 동안 저는 세계어로서의 영어교육 수업을 참관하며 수업 내용을 녹화하고자 합니다. 수업 참관후 선생님이 가능하신 시간에 다시 학교를 방문하여 인터뷰를 진행하고자 합니다. 한달에 1 회 학교 방문을 선호하지만 선생님 사정에 따라 조정될 수 있으며 수업이나 인터뷰 날짜 및 시간은 전적으로 선생님께 맞추도록 하겠습니다. 또한, 2 학기동안 세계어로서의 영어교육을 진행하면서 쓰신 수업 저널을 학기말에 보내주시면 됩니다.

위의 과정을 통해 수집된 모든 자료는 익명으로 표시될 것이며, 오직 연구 목적만을 위해 사용될 것임으로 보장합니다. 또한, 프로그램 중간이나 인터뷰 중간에 언제라도 불편을 느끼신다면 제게 상의를 해주시고 도중에 그만두셔도 되며 어떠한 불이익도 없다는 것을 알려드립니다.

제 연구와 세계어로서의 영어교육 전문성 신장 프로그램과 관련되어 궁금한 점이 있으시면 이메일: bonniekounchoi@gmail.com, 카카오톡: itsbonn, 핸드폰: 010 2859 2985 를 통해 연락 주시면 됩니다.

전문성 신장 프로그램 및 연구에 참여를 원하시면 아래 내용을 읽어보시고 O 표시를 하고 사인해주세요.

○ 위 내용에 대해 구두로 안내를 받았으며 전문성 신장 프로그램과 연구에 대해 충분히 이해함 (   )

○ 전문성 신장 프로그램과 연구에 관련된 내용에 대해 질문할 수 있는 기회가 있었음 (   )

○ 나는 자발적으로 전문성 신장 프로그램과 연구에 참여하기로 희망함 (   )

_____   _____   _____

NAME   DATE   SIGNATURE

(Translated version)

Thank you for your interest in the Global Englishes language teacher development programme!

This programme is designed to cultivate your practical ability to implement Global Englishes-oriented language teaching in the classroom. If you participate in this programme, I, as a programme facilitator, will provide support and assistance to your application of GE-oriented language teaching during the upcoming second academic semester of 2016.

The programme will consist of:

○ Conducting lessons reflecting your understanding of Global Englishes-oriented language teaching at least once a month

○ Writing a teaching journal that reflects your experience of Global Englishes-oriented language teaching

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The following data collection will be required for research purposes. I would need to visit your school about once a month to observe your Global Englishes-oriented language teaching practice. During my school visit, I would like to attend your class and video-record your lesson. After the classroom observation, I would like to conduct an interview at a time of your convenience. Ideally, I will visit the school once a month, but the number and time of school visits can be adjusted according to your situation and schedule. Also, I would require you to send me your teaching journal at the end of the semester.

All data collected through the above process will be anonymously displayed and guaranteed to be used for research purposes only. Also, if you feel any inconvenience in the middle of the programme or in the middle of an interview, please consult me and let me know. I confirm that you can quit the programme or interview at any time and that there will be no negative consequences for you.

If you have any questions regarding my research and the programme, please contact me via email: bonniekounchoi@gmail.com, KakaoTalk: itsbonn, mobile phone: 010 2859 2985.

If you want to participate in the professional development programme and research, please read the contents below, mark O, and sign.

○ Verbal guidance of the programme was provided and I fully understood the programme and research (   )

○ I had an opportunity to ask questions regarding the programme and research (   )

○ I wish to voluntarily participate in the programme and research (   )

_____   _____   _____
          NAME   DATE   SIGNATURE