

**EXPLORING SOCIAL PRACTICES IN ENGLISH CLASSES**

**- A QUALITATIVE INVESTIGATION OF CLASSROOM TALK IN A  
KOREAN SECONDARY SCHOOL**

**Submitted by**

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**A thesis submitted in fulfilment of the requirements for the degree of**

**Doctor of Philosophy**

**Applied Linguistics**

**Faculty of Social Sciences & Humanities**

**University of Adelaide, Australia**

**November 2007**

**Exploring social practices in English Classes**  
**- A qualitative investigation of classroom talk in a Korean secondary school**

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## ABSTRACT

This study examines English language teaching practices at a public secondary school in Korea. The study documents teaching practices and participation and interaction in class, within the context of the National Curriculum for English Education. Classroom practices, the Curriculum and the textbook used by the teacher are analysed from the perspective of language as a meaning-making resource and language learning as learning how to mean.

An ethnographic research approach to data collection and analysis has been employed. Classes were video-recorded and transcribed in order to describe English language use. This took place in two stages. In the first stage the teacher's normal English lessons based on a textbook were documented. In the second, intervention stage, the teacher and researcher planned and implemented text-based lessons with the same class.

The analysis of the Curriculum, the textbook and English use in normal classes reveals a theory of language and language teaching based on learning traditional grammar and memorization of words and phrases. The intervention lessons offered alternative opportunities for students to share meanings in English.

The evidence from this study has provided insights into the social practices and discourses in an English as a foreign language secondary school class. The analysis

shows discourse changes depending on the type of texts used. The use of authentic texts offered students opportunities for making meanings in context. This has implications for teaching English in Korea, particularly given the National Curriculum's aim to develop communication skills in English. The study proposes further research into the application of text-based and content-based teaching to develop learners' meaning-making in English.

## **STATEMENT OF THE AUTHORSHIP**

This thesis contains no material which has previously been accepted for the award of any other degree or diploma in any university and, to the best of the candidate's knowledge and belief, the thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis. The author also consents to the thesis being made available for photocopying and loan when accepted for the award of the degree.

Signed.

Date.

## ACKNOWLEDGEMENTS

This study is not a work done solely by myself but it is a result of the *Community of Practice* where a lot of friends, colleagues, and linguists were involved. I am highly thankful to the friends and linguists who have inspired, encouraged, and supported me along the journey of this study.

I thank the teacher who kindly allowed me to observe her lessons and work with her. She was open to the adoption of new teaching methods, and willingly provided requested documents and spent time discussing lesson plans and participating in interviews.

My special thanks are extended to my principal supervisor, Dr. Peter Mickan, who has supported me through out my research with his experience and expertise as an applied linguistic expert as well as with his encouragement and inspiration as a friend and colleague.

I am also grateful to Professor Peter Mühläusler, who has assisted me with valuable suggestions for this study, and his wit has always been refreshing and inspiring during the frustrations of this study.

My thanks also are extended to Dr. Ron Newbold and Dr. Rob Amery who assisted me with a number of issues as Postgraduate Coordinators and to Ms. Mary Evans and Ms. Judy Barlow for their administrative assistance through out my research.



I am also greatly indebted to the friends and colleagues who provided me with friendship, assistance, and knowledge. Thank you Katrina, Phuong, Hiromi and Yuhiko, and Aramesh and the other friends who have already graduated, Nadzrah, Shuhej, and Pai.

I am especially thankful to my family. Thank you mom, dad, and nana for your love and encouragement in learning as a child! Thank you Hyeon-su for your steadfast love, encouragement, and support! Thank you Seong-min and Tae-gyu for your patient waiting!