

How the local context mediates motivations for teaching English in Korean primary schools

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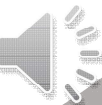
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Presentation based on...

Moodie, I. (2019). How motivations for teaching in South Korean primary schools are mediated by the local context. *KEDI Journal of Educational Policy*, 16(2), 67-86.

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Why Work?

My recent research interest!

Motivations for Teaching

- Why do people want to become teachers?

Occupational Commitment

- Why do people continue to work in a profession?
- Why do people continue in their current workplaces?

Why teach English?

I've been really curious about the following questions:

1. Why do people start teaching English?
2. Why do people continue (or stop) teaching English?

Career Motivations

Research on *motivations for teaching* shows that people choose teaching because of things like:

- positive experiences as learners
- wanting to make a difference in the lives of students
- lacking better career alternatives
- and so on...

Career Motivations

Motivations for teaching include:

Intrinsic Factors

e.g. positive experiences as learners

Altruistic Factors

e.g. wanting to make a difference in the lives of students

External Factors

e.g. lacking better career alternatives

(Brookhart & Freeman, 1992)

Gap

Better understanding of motivation and commitment
with in-service English teachers
(Moodie & Feryok, 2015)

How do people become ELTs?



Primary School English Teachers (civil service)

- Major in elementary education at one of 12 Universities of Education, or, Ewha Women's University
- Pass application examination
- Volunteer to teach English and/or be designated by principal
- Take in-service English education (re)training

Prior Studies: Why teach in Korea?

- Public School Teaching?
 - Status of teaching profession (Kim et al., 1998)
 - Social and legal status; working conditions
(Kim, 2009, 2011)
- Primary School English Teaching?
 - Principals decided who taught English
(Jung & Norton, 2002)
 - Continuance and normative commitments
(Moodie & Feryok, 2015)





Research Questions

- Why do people want to become public school teachers in Korea?
- Why do Korean teachers commit to teaching English in primary schools?

Participants and Data Collection

Data Set: Reflective Writing

20 Korean English Teachers

- 15 Female
- 5 Male

(in Gyeongbuk Province)



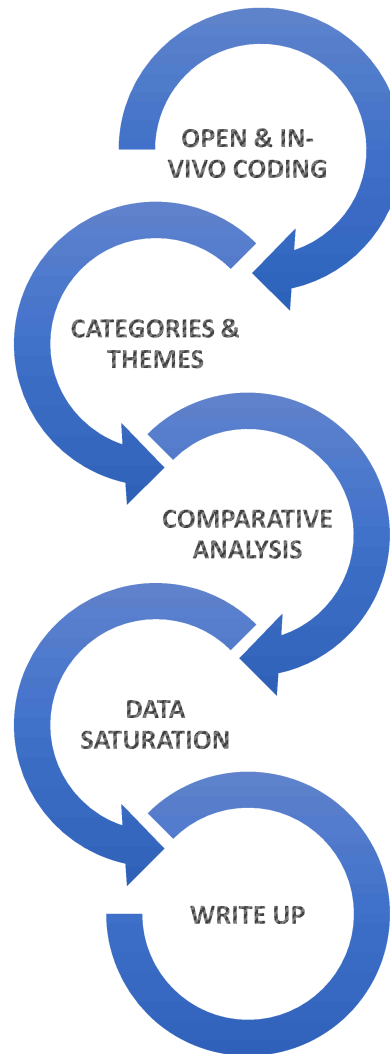
Reflective Writing: Why I Became a Teacher

Prompts

1. I remember the first time I thought about becoming a teacher. This was... (when)
 2. The biggest reasons why I became a teacher include...
 3. The people who influenced me most were...
 4. They influenced me by...
 5. I started teaching English because...
 6. Before I started teaching English, I thought that being an English teacher was...
 7. Now I think that being an English teacher is...
 8. In the future, I hope to...
-



Qualitative



Analysis



Findings: Motivations for Teaching



Themes (from 20 stories)

Extrinsic motivation

- dominant theme (52 mentions)

Excerpts

- The biggest reasons why I became a teacher include...
- *...a public school teacher is practically the only job where women don't have to worry about being discriminated because of gender (B.G.)*
- *...at that time our country was poor, so we can't think about future hope (H.Y.)*

Findings: Motivations for Teaching



Themes (from 20 stories)

Socialization (23 mentions)

- Influence of family members (14)
 - E.g. *hyodo* (filial piety)

Why?

B/c of Status and Working Conditions

Excerpts

- The biggest reasons why I became a teacher were...
- *...actually my parents' pressure, especially my father who was a teacher for more than 40 years always told me since I was little kid that I should become a teacher and my mother pushed me to keep up my grading enough to go to the university of teachers. It was almost a threat ... but I tried my best to make them happy. (Mia)*

Findings: Motivations for Teaching



Themes (from 20 stories)

Intrinsic and altruistic motivations were uncommon:

- Desire to teach (6)
- Work with/influence children (2)

Excerpts

- The biggest reasons why I became a teacher include...
- *...I like teaching and helping somebody...I always helped my friends and I felt happy about that. (M.H.)*

Findings: Reasons for Teaching English



Themes (from 20 stories)

Intrinsic

- Interest in English (6)

Extrinsic

- Assigned to teach English (6)

(Navigating a system)

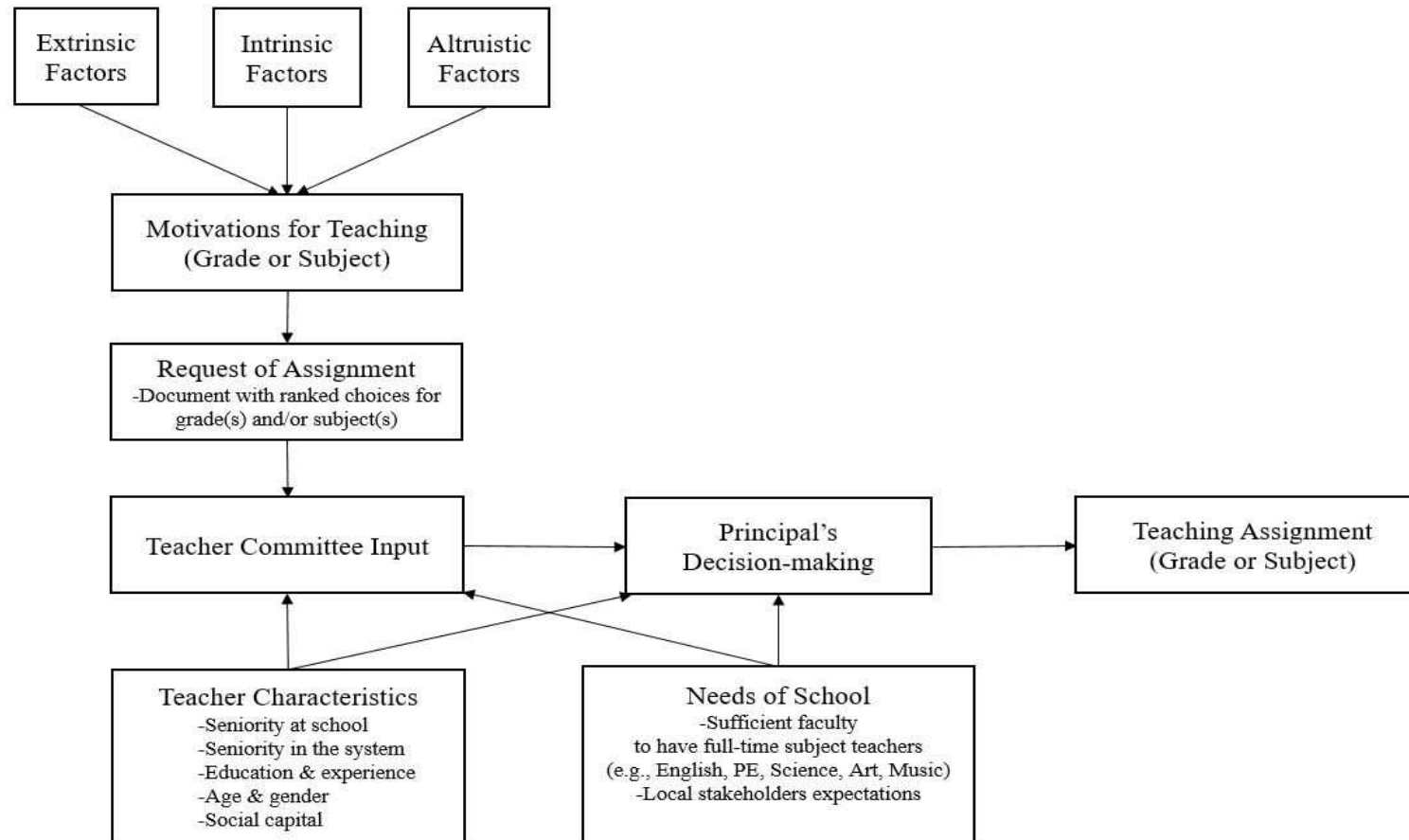
Excerpts

I started teaching English because...

- *...I liked to study English and my English ability was pretty good...so I wanted to teach English to my students. (Y.S.)*
- *...there were not many teachers who wanted to...Then I was younger than other teachers so I had to take it. (D.W.)*

Teacher Assignment and Rotation System

(Moodie, 2019, p. 80)



Case Study: Mia (16 Years teaching, 2 ELT) Why ELT?

Participant	Reasons	Commitment Mindset
Mia's 1st year ELT	Wanted to be recharged	Affective (to HRT)
	More flexible schedule than HRT	Continuance
	Believed ELT is easy	Continuance
	Thought less duties than HRT	Continuance
Mia's return to HRT	Too many extra duties	Continuance (to HRT)
	Difficulties with behavior/language use	Continuance (to HRT)
Mia's 2nd year ELT (after transferring)	Better than sixth grade HRT	Continuance
After study Mia continued ELT	Better than sixth grade HRT	Continuance



Discussion & Conclusion



The Problem of ELT Turnover

Common theme:

- Navigating Teacher Assignment and Rotation System
 - Continuance calculations (see also Moodie & Feryok, 2015)
 - Principal decision-making (cf. Jung & Norton, 2002)
 - Paucity of affective mindsets to ELT

Implication:

- System Induces ELT Turnover, not Commitment
 - Turnover is the norm, not the exception.
 - New teachers deal with old problems.
 - Commitments to ELT are short-term.
 - With turnover, expertise is lost to the system and efficacy suffers.

(THE END!)

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