

LIA International Conference 2010

Sanur Beach Hotel & Resort, Bali, Indonesia

April 28 – 30, 2010



Abstract for Plenary Session

Evaluating English Education Policies: A Conceptual Framework and Practical Considerations

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While government English language education policies are frequently debated, the issue of evaluating the actual policies is rarely explored in the domain of English language education. As a result, many policies are simply discussed without being thoroughly evaluated. This is because English language policies are rooted in a specific socioeconomic context. Due to the complexity of the context, when government initiates rigorous English education policies, the policies are always scrutinized by the media, interest groups, and individuals, often with predetermined positions or slants. This leads to conflicting views on how to implement and evaluate the policies. The array of opinions regarding the performance of the policies, however, typically stems from biased views from the evaluators including the individuals, groups, and institutions. In order to more carefully evaluate these English language policies, they should be analyzed using a framework rather than solely based on the outcome of the conflicts and debates of the participants. By having a framework, we can critically look at dimensions and indicators when analyzing both the process and performance of English education policies. This presentation will introduce an analytical model developed for evaluating English education policies, present example methods to be used, and discuss practical constraints—where and when challenges are most likely to arise—in conducting policy evaluation.