

A Guide to Improving Team Teaching in Korean Middle Schools

Jeong-Ok Kim, Byung-Bin Im

Daejeon Oesam Middle School, Kongju National University

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This paper investigates Korean students' and English teachers' perceptions of team teaching (TT) in Korea. Information was gathered through a questionnaire and class observation of 235 7th graders. On the subject of TT environment in English classrooms, native English teachers' (NET) perceptions were collected and compared with Korean English teachers' (KET) through questionnaires and discussions with 25 NETs and 15 KETs. The findings suggest that mutual awareness and orientation are necessary. To produce effective teaching and learning, mutual responsibility should be emphasized to gain intercultural understanding. Both NETs and KETs ought to develop awareness of their learners' needs, learning strategies, learning attitudes and learning style preferences to be able to meet learners' expectations of how a class should function. Also, Korean students should be able to learn and develop their own learning styles and strategies to achieve their linguistic goals. Finally, a critical understanding of Korean students' class time tendencies and appropriate teaching strategies are recommended to NETs who are engaged in teaching Korean learners in Korean schools.

[NET/KET/team teaching/communicative language teaching/
원어민 교사/한국인 영어교사/협동수업/의사소통적 언어교육]

I. INTRODUCTION

Due to there being a strong focus on testing, teacher-centered classrooms are very common with Korean students, predominantly, learning passively. On the verge of completion of the 7th National English Curriculum (NEC), the direction of Korean English education is set to change extensively with more emphasis being placed on communicative competence. Brown (2000) stated that

"Communication is not merely an event, something that happens; it is functional, purposive, and designed to bring about some effect on the environment of hearers and speakers" (p. 248). In accordance with Brown's statement, the Korean government has emphasized the need for substantial development of students' abilities in listening and speaking English interactively with foreign English speakers. As part of their plan, the Ministry of Education intends to have at least one native English speaking teacher in every elementary and middle school by 2010 (quoted from the Korea Times, May 28th, 2005 edition), which may also help students to gain in understanding of Western culture.

In 1992, the Fulbright Foundation Network was created to send Americans to Korea to assist Korean English Teachers (KETs) in Korean public school classes. Four years later, the English Program In Korea (EPIK) program was created by the Korean government to bring Native English Teachers (NETs) to Korea to teach KETs' English conversation in training centers and to assist KETs in TT English classes (Hyun Hee Choi, 2006). NETs have been recruited from America, Canada, Britain, Australia, New Zealand, South Africa and Ireland.

For a long time many considered studying English in English speaking countries and through private lessons as the best ways to supplement the inadequacies of the public school English education with respect to communicative ability. However, through TT - employing both KET and NET as a team - students are now getting more opportunities to be exposed to authentic English language and culture, typically once a week.

In TT classes, students are encouraged to speak and engage in conversation with teachers and peers in the target language. However, students' learning styles show some incompatibility with their NETs' teaching styles. Hofstede (1986) states that "interactions between teachers and learners from different cultures are fundamentally problematic and cross-cultural misunderstandings often occur because classroom interaction is an archetypal human phenomenon that is deeply rooted in the culture of a society" (p. 303). Therefore, it is necessary for educators and practitioners to create an understanding between teachers and learners, to explore their teaching and learning styles and reorient themselves. The purpose of this study is threefold: to examine Korean students' perceptions of English learning strategies and preferences, to explore the KETs' and NETs' perception of English teaching in the TT milieu of Korean middle schools, and to make suggestions for better educating Korean learners of English in Korean secondary schools.

To achieve the goal of this study, three research questions are to be

considered:

- 1) What language learning strategies do Korean middle school students employ and which do they prefer?
- 2) What do NETs and KETs think about the effectiveness of TT?
- 3) What suggestions for improving Korean middle school TT can be drawn from this research?

II. LITERATURE REVIEW

To foster higher listening and speaking ability in students, classroom English (CE) and the Teaching of English Through English (TETE) were strongly recommended for schools in Korea. However, it was not easy for Korean English teachers to meet the expectations of parents in terms of English language fluency and cultural knowledge of Western countries. To make matters worse, English class hours in middle schools were reduced 25% for the 7th NEC in spite of the increased emphasis placed on students' speaking ability (Doo-Bon Pae, 2002). Students who are barely exposed to a learning environment full of active and spontaneous activities tend to be passive and afraid of expressing themselves in front of others in English.

Literature reviews commonly report that Asian students are passive learners and recipients of knowledge. Asian students are described as less autonomous, more dependent on authority figures, and more obedient and conforming to rules and deadlines (Rao, 2001). Asian students are expected to be submissive, passive learners who contribute very little to the functioning of class (Bradley & Bradley, 1984; Liu, 1998; Maley, 1984; Song, 1995). Samovar and Porter (1995) also point out that "Asians go to great lengths to preserve not only their own face but everyone else's face" (p. 230).

Generalizations like these are so widespread that they tend to be held as stereotypes (Littlewood, 2001). However, some EFL/ESL researchers (Cheng, 2000; Littlewood, 2001; Xiao, 2005) have discovered differing tendencies of Asian students. Littlewood (2001) points out that most students question the traditional, authority-based transmission mode of learning and contends that all students are eager to participate actively in exploring knowledge and working actively towards common goals. Cheng (2000) argues that "if Asian students are found in English class to be quieter than expected in certain circumstances, the

causes are situation-specific rather than culturally pre-set" (p. 435). This demonstrates the lack of students' confidence in the target language, observable as nervousness, shyness, and anxiety related to a fear of making mistakes (Byung-Bin Im & Jeong-Ok Kim, 2007).

Class sizes of more than thirty-five students - and sometimes as large as forty-five - and multi-leveled classes are additional problems in current English classes in Korea. LoCastro (1989) claims in his self-report that having a large class prevents teachers from doing what they want to do to help learners make progress in developing their language proficiency. Krashen (1982) stresses the importance of learners' using the target language to interact with others in meaningful ways. Drawing upon Krashen's work, Long's interaction hypothesis (1996) and Swain's output hypothesis (1985) attempt to conceptualize the need for learners to negotiate comprehensible input and the role of their own output in their language development. Generally, smaller class sizes offer more opportunities for interaction between students and teachers. In considering the role of teachers, Vygotsky (1978) emphasizes the importance of the zone of proximal development, and the teacher's role in offering appropriate scaffolding - based on observations of learners' output - in facilitating not only language development but also cognitive gains.

Byung-Bin Im and Jeong-Ok Kim (2007) describe the origination of TT in schools in Korea. As the focus of Korean English education shifted toward the more realistic goals of effective communication with English speaking people and having an understanding of Western culture, more NETs have been invited into Korean classrooms.

Regarding TT, issues of teaching methodology and teaching contents require attention. Maroney (1995) contends that TT established on the basis of deep understanding and communication about TT can provide different models of TT as options for class. In traditional TT, both a KET and a NET share the responsibility of planning class instruction and contents. In complimentary or supportive TT instruction, while one teacher assumes the responsibility for introducing the content to the students, the other provides follow-up instructional activities on related topics or practice using study skills. In parallel TT, the class is divided into two groups and each teacher provides instruction on the same content to smaller groups of students.

More TT types need to be considered: splitting the class according to Ss' level for differentiated split class TT or alternate teaching; monitoring teacher, in which one teacher assumes the responsibility for class wide instruction while the other

teacher circulates the room and monitors student achievement and behavior; and station teaching, in which the classroom is divided into various learning centers - teachers are in particular stations, with student leaders at the other stations.

Each type of TT has its own strengths and drawbacks. Therefore, both teachers should be able to be flexible, adapting to various TT styles. Often teachers may choose to use more than one type of TT in the same class period, as in this example. During the first 20 minutes of the class, one teacher presents a history lecture while the other teacher completes a timeline on the blackboard (traditional TT). Afterwards the students are divided into two groups. One group is given instruction on writing a composition related to, and expanding on, the timeline, while the other group is instructed on making an outline of timeline information (differentiated split class). It is often difficult for a KET to stay within the appropriate role for certain TT types due to expectations students have for what KETs are to do in class. For example, many students ask for support from KETs when doing activities and many students demand more explanation in Korean about the content, making it difficult for the KET to maintain the allotted TT type. In this situation, both teachers should be flexible, switching into another type quickly, such as to complimentary or supportive instruction or monitoring teaching. It is necessary for the NET and KET to be adaptable to two or three types of TT in regular classes.

III. RESEARCH METHOD

1. Subjects

Questionnaires were given to 270 7th graders at a middle school, located in a newly built apartment complex in Daejeon, in Oct. of 2007. The age of these students was 12-13. Their level of English is regarded as being above average when compared to other middle school students in Daejeon. They started to have an NET and a KET in a class once a week, two months prior. They didn't have an NET in the class before at school.

Teachers' questionnaires were also collected among 15 KETs and 25 NETs at the 2007 TT teachers' workshop in Daejeon. These were designed as open questions to elicit more detailed information not articulated in the questionnaire. As Table 1 shows, 40% of the NETs were from the U.S, 35% from Canada,

15% from New Zealand, 4% from the U.K., 4% from South Africa, and 4% from Korea. When this study was conducted in November 2007, NETs' age varied but 56% were between 21 and 30 years old, 20% were between 31 and 40 years old, and 24% were more than 40 years old. Most of teaching experience in Korea, most NETs 84%, and 33% of KETs have less than five years. Also 8% of NETs and 40% of KETs are between six and ten years and 8% of NETs and 27% of KETs have between 11 years and 20 years of experience teaching English in Korea.

Table 1
Teachers' Demographic Data (%)

NETs' Nationality	NETs' Age		Length of teaching		NETs	KETs
U.S.	10 (40)	21-30	14 (56)	1-5 years	21 (84)	5 (33)
Canada	9 (35)	31-40	5 (20)	6-10 years	2 (8)	6 (40)
Newzealand	3 (15)	41-50	3 (12)	11-20 years	2 (8)	4 (27)
U.K.	1 (4)	51-	3 (12)			
South Africa	1 (4)					
Korea	1 (4)					

2. Instrument and Data Collection

Questionnaires were administrated adapting in part from a questionnaire used by Xiao (2006) as follows: 30 questions were posed to students, written in Korean, with a 5-point Likert scale. Each student was asked to indicate the extent of their agreement or disagreement with statements: 5. strongly agree; 4. agree; 3, neutral; 2, disagree; 1. strongly disagree. Out of the 270 questionnaires distributed, 235 questionnaires - 103 boys and 132 girls - were collected.

In addition to the questionnaire, qualitative methods such as interviews and discussions with KETs and NETs were used. The interviews and discussions took place at the TT teachers' workshop and in the school where the students' data collected. The NETs' questionnaire consists of five parts: First, subjects' demographic information such as their nationality, age, and length of teaching experience are requested; The second part is concerned with how they share the class with KETs. Then there are five questions on the following topics: Effective teaching methods; necessity of Korean translation in class by KETs; students' behavior in English class; students' attitude toward group work; and learning

strategies they recommend for students. The topics common to both questionnaires are compared and analysed simultaneously. The KETs' questionnaire includes an additional section, the KET's on the class participation and their opinions about teaching strategy.

IV. RESULTS AND DISCUSSION

1. Students' Perception

The questionnaire for the students was composed of 30 questions created to address four sub-components (see Table 2 & 3). Each sub-component consisted of six to ten questions.

1) Students' Predilection Toward Class types

The data from table 2 more or less reflect Korean students' perceptions of their learning style at school. According to Johnson and Johnson (1986), there is persuasive evidence that cooperative groups achieve at higher levels of thought and retain information longer than students who work quietly as individuals. Also, the shared learning is believed to give students an opportunity to engage in discussion, take responsibility for their own learning, and thus enable them to become critical thinkers (Totten, Sills, Digby, & Russ, 1991). Regarding group work in class the findings generally reveal that Korean students like to be active in group activities.

Students indicated that they did not feel comfortable studying with different level students who were at lower or higher levels than themselves in class. Rather, they preferred to study with the students at the same level. This is inspiring more schools to adopt the multiple-track system of English instruction, which is already being emphasized in schools nationwide. Also, it is not surprising that more students seemed to feel comfortable speaking English in a small class of 15-20 students than in a large class. Having a large class makes it more difficult to create an effective communicative environment for students as well as impeding teachers from helping learners, individually, to make progress in their language development. While most regular classes in Korean middle schools consist of 35 to 40 students, there are around 20 students in some classes such

as after school classes, which are favored by students as a more protective environment for this reason. Small classes are also favored because students look forward to more opportunities to get involved in communicative interactions.

Table 2
Students' Predilection toward Class Types and Cultural Characteristics

	Questionnaire items N=14	Mean	Standard deviation
Predilection toward class types	1. I like to participate in group work in class.	3.243	0.40
	2. I like to be active when I am working in a group.	3.111	0.37
	4. I like student-centered teaching methods in English class.	3.264	0.42
	8. I like activities in which I am part of a group when we are all working towards common goals.	3.170	0.37
	11. I like to learn English in a small class consisting of 15-20 students.	3.226	0.46
	12. I like to learn English with similar level of students with me.	3.357	0.49
	13. I like to learn English with higher level of students than me.	2.643	0.21
	14. I like to learn English with lower level of students than me.	2.260	0.20
Cultural characteristics	3. I like teacher-centered teaching methods in English class.	3.009	0.34
	6. In the classroom, I think students should obey teachers' authority.	3.047	0.41
	10. I see knowledge as something that the teacher should pass on to me rather than something that I should discover myself.	2.413	0.32
	5. In the classroom, I like to 'stand out' by saying my opinions or asking questions.	2.149	0.24
	7. I work especially hard when my own success will benefit my close relations as well as myself.	3.672	0.62
	9. Sometimes I feel nervous answering questions in class because I am afraid of being wrong.	3.191	0.41

2) Students' Cultural Characteristics

Table 2 also shows that students tended to avoid appearing to be a "show off" in class and would withhold answers, which is incongruous with their recognition of the importance of being active and communicative in English class. Judging from this perspective, their apparent reticence in class as revealed in the follow-up classroom observation seems to be more related to their limited linguistic proficiency (Xiao, 2006) and to their lack of confidence about the

target language. McCroskey (1977) contends that “an individual's level of fear or anxiety associated with either real or anticipated communication” (p. 78) in English as a second or foreign language in speaking, listening, reading and writing and in communicating with another person or persons is an important factor to address.

More students answered that they favored student-centered teaching methods in English class rather than teacher-centered ones which were seldom present in Korean classrooms until not long ago. Also, the same amount of students agreed and disagreed that the teachers should be given the utmost respect in class. This reflects a change in students' concepts of learning has been taking place. Earlier studies used to report that teachers were perceived in Asian countries as a "fountain of knowledge" from whom knowledge is transmitted to students who are passive receivers of knowledge as mentioned above. Teachers in Korea were supposed to be people who know how to guide and steer their students to better future. Also, because teachers were the role models for them, students thought that the respect for teachers was a basic attitude they should show in class. However, students don't agree any more that the knowledge is the thing that the teacher should pass on to the students but something that they should discover themselves. As for motivation at #7 in the questionnaire, Korean middle school students appeared to support the opinion of Littlewood's (2001) cross-cultural study. He observed that Chinese students in Hong Kong seemed to be motivated by a sense of obligation to their families and to themselves.

3) Students' Practice of Language Learning Strategy

The findings in table 3 indicated that students often appeared to pre-plan their utterances before speaking English in class. This might reflect some students' individual characteristics, but it seems to show Korean students' tendency to focus more on accuracy than on fluency, which is in contrast to the communicative principles of CLT which emphasizes fluency over accuracy and focuses on students' involvement in classroom activities. They were afraid of losing face by making mistakes and it could often inhibit students' active speaking in English class. This suggests teachers should provide students with enough time to think and participate, not to require improvised replies. To provide the students a comfortable and relaxed class atmosphere to speak English, language teachers' consideration about this issue will play a positive role.

Students in this study did not appear to use the metacognitive strategies

presented by Celce-Murcia (2001): identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy. Studies of EFL learners in various countries like South Africa (Dreyer & Oxford, 1996), and Turkey (Oxford, Judd, & Giesen, 1998) uncovered evidence that metacognitive strategies are often strong predictors of L2 proficiency. Good practice of LLS benefit learners' learning

Table 3
Students' Attitudes towards Practice of Language Learning Strategy & Opinion about TT

	Questionnaire items N=16	Mean	Standard deviation
Students' attitudes towards practice of language learning strategies	15. When I speak English in class or a group, I like to pre-plan my utterances rather than to speak spontaneously.	3.196	0.40
	16. I evaluate my English progress so that I can discover weaknesses that I will overcome.	3.017	0.32
	17. When I read English I intend to understand every detail of the text.	2.996	0.33
	18. I read English texts many times after class.	2.315	0.19
	19. I intend to understand every detail of the text when I listen to English.	2.681	0.31
	20. I read English newspaper, magazines and storybooks or internet information after class.	2.221	0.08
	21. I often listen to English on the radio after class.	1.843	0.17
	22. I watch English films or TV after class.	2.762	0.23
	23. I often speak English to myself after class.	2.272	0.09
	24. I keep a journal, take notes, and write letters in English.	1.949	0.12
Opinion about TT	25. I have confidence in improving my English to a desired level through studying with an NET.	3.081	0.42
	26. I think we need KET's explanation when we don't understand what the NET's saying.	3.340	0.45
	27. I think we need a KET in English class.	3.323	0.48
	28. I think the KET's English class which s/he speaks suitable Korean and English at the same time is more effective.	2.979	0.34
	29. I think it's better to have only an NET in class without a KET although it takes time to understand his/her sayings.	2.596	0.26
	30. I think an NET could assess students' activities in class.	2.553	0.17

process if teachers make explicit their usefulness and benefits. Many studies

suggest that successful L2 learners are characterized by conscious use of different LLS for various learning tasks (Ellis, 1994; Rubin, 1975; Wen, 1995). However, students indicated that they evaluated their English progress and try to check out their weak point.

Although students did not use metacognitive reading strategies necessarily, they showed that they intended to understand every detail of the reading text. Even though "the textbook remains the essential learning source" (Won-Seok Lee, 2008, p. 92), they seemed to reflect their learning style focus more on accuracy for the tests. Although they didn't like to read the textbook after class which was consistent with what the NETs pointed out with regards to students' behavior in class: they were easily distracted when teachers were trying textbook related activities. Along the same lines, students indicated that they were trying to listen to every detail of the text when they listen to English, while rarely using listening strategies. It is hard to deny that this may be related to their limited communicative competence. Out of four language skills, writing seems to be the hardest and most challenging part for middle school students. Most of students (nearly 90%) indicated they are not doing any types of writing activities, such as keeping a journal, taking notes, and writing letters in English. To make the students more engaged in class, teachers' recognition of the students' attitudes towards each activity should help them plan and adopt appropriate strategies for class to meet learners' need.

4) Students' Opinion about TT

On the subject of team-teaching, Korean students seem to have confidence in improving their English with NETs in the class. According to the open ended findings, TT in Korea has usually been doing an NET-centered class, while KETs have tended to take a more passive role as a facilitator and linguistic assistant for students' understanding of English. This is not only due to the NETs' dissatisfaction over being used as living tape recorders, but also from students' strong expectations of NETs to be the main teacher in TT settings. This is because students expect more communicative interaction with NETs in English. Moreover, the role of KETs as a pressure relief valve for language learning (cf. Kyoko, 2001) should be noticed; especially, as it was required by some NETs (see Table 4). Students exhibited that they needed KETs in class for their understanding English. On the other hand, they showed some neutral attitude

about the class of a bilingual KET alone. It gives an implication that they consider the NET as a representative of Western culture to facilitate their understanding of culture as well as their target language. The findings show that students appeared to be opposed to NETs' assessment about their activity in class, which proves how sensitive the students are about scoring. Notwithstanding, for the fair grading of students' activities in class, both teachers are best to gather each other's criteria to evaluate students' activities in class. Also, this will play an effective role for the students' classroom management.

5) Reliability Test

The reliability test was conducted to verify the internal consistency between questions of each sub-component. The Cronbach α coefficients for sub-components 1, 2, and 4 are 0.98. For sub-component 3, the Cronbach α coefficient is 0.97. These coefficients indicate that students were very consistent when answering questions for the questionnaire.

2. NETs' and KETs' Perception

Table 4 shows how the NETs shared the class with KETs and their opinions about sharing. Most NETs (76%) said they were the leading teachers in class. Only 12% of NETs were sharing the class and another 12% were doing his/her class without KETs.

Table 4
NETs' Sharing Class with KETs N = 25 (%)

NET's class sharing	Leading teacher in class	19 (76)
	Both sharing the class	3 (12)
	Without KETs	3 (12)
NETs' opinion about sharing participation	I like to be a leading teacher in class	7 (28)
	I want shared roles in class & active the class	3 (12)
	I need KET in class for class management	2 (8)
	Good working relationship with KET is important	2 (8)
	No opinion	11 (44)

Moreover, as shown in Table 4, although 44% of NETs didn't mention any specific opinion, 28% of the NETs answered that they like to be leading teachers in class. One fifth of NETs said that they wanted KETs to participate actively

and that they need a KET in class for class management. It was reported by 8% of NETs that they regarded a good working relationship with their KETs as important. KETs need to consider the necessity of their participation in the class for classroom management as well as effective language teaching and learning.

Table 5 shows how NETs and KETs perceived the effectiveness of teaching strategies for Korean students and the teachers' predilection of teaching method. Game activity and conversation class were favored by both teachers. Most teachers also agreed that all kinds of teaching methods were effective, while they showed some different opinions about culture based activities. While some KETs indicated it was important to include culture based activities in class, no NETs selected it as being critical. NETs need to remember the students are curious about other cultures and want to have contact with those cultures.

Table 5

Effective English Teaching Strategies for Korean Students: NET (n = 25) & KET (n = 15)

Strategy	Effective Teaching Method		Ts' Preferred Teaching Method		
	NET (%)	KET (%)	Strategy	NET (%)	KET (%)
Game activity	36	47	Game activity	48	60
Conversation class	20	33.3	Conversation class	28	13.3
Textbook based	8	13	Textbook based	12	13.3
Culture based	0	7	Culture based	0	6.7
Not textbook related	4	0	No answer	16	6.7
All	28	0	All	20	0

"Game activity" was recommended by the largest number of teachers as the most effective English teaching strategy for Korean students. Ranking first amongst English learning strategies through this survey was "conversation class." (see Table 6). Less than half (40%) of NETs said all available methods were effective for Korean students' learning English. Comics were recommended by 26% of KETs as effective English learning strategies for Korean students. TV was pointed out by 8% of NETs and 6.7% of KETs. In addition, an NET suggested that there should be a Korea-wide database for both types of English teachers to share their opinions and materials and that it should be coordinated with a standardized book.

Table 6
Effective English Learning Strategies for Korean Students: NET (n = 25) & KET (n = 15)

NET (%)		KET (%)	
Conversation with native people	44	Conversation with native people	66.7
All methods available	40	Comics	26.7
TV	8	TV	6.7
Data-base suggested	4	No answer	6.7
No answer	4		

Table 7 shows that 40% of NETs and 53% of KETs agreed that Korean translation of activity instruction was beneficial for Korean Ss in English class. 20% of NETs and 20% of KETs replied that Korean translation was helpful for Korean students to understand the complicated things and especially for difficult vocabulary and grammar points. Few NETs (8%) answered that all activities should be translated into Korean, while 6.7% of KETs thought that the least possible Korean use in English class was the best policy. This result could be compared to that of the students (# 26, Table 4). Almost the same proportion of teachers and students agreed that some Korean translation by a KET was needed for class to be effective. However, some students indicated that they needed some time to try to understand what the NET is saying - to challenge themselves - without the KET helping or interrupting right away. Some flexibility in class would be required.

Table 7
Beneficial Activity of Korean Translation: NET (n = 25) & KET (n = 15)

NET (%)		KET (%)	
Activity instruction	40	Activity instruction	53.3
Complicated ones	20	Difficult vocabulary/grammar	20
Hard & new vocabulary	16	Least use is the best policy	6.7
All activities	8	No answer	20
No answer	12		

As shown in Table 8, it was found that 28% of the NETs and 26% of the KETs confessed that a class being well prepared was the most essential characteristic for optimizing students' behavior. Just over one quarter (26.7%) of KETs reported that students behaved best in small group activities, and 16% of NETs and 13.3% of KETs chose game activities. It was indicated by 12% of NETs that it was hard for them to control the class when they were doing

textbook-related activities in class. About half of the students (#11, TABLE 2) and 8% of NETs pointed out that smaller class size and a KET's presence are the most important conditions for students' to behave well in class. In fact, many teachers agreed that game activities often did not seem possible without KET's classroom management. That's why both teachers' cooperation in class situations should be emphasized more in TT.

Table 8

Students' Behavior Related Class Type: NET (n = 25) & KET (n = 15)

NET (%)		KET (%)	
Well prepared class	28	Well prepared class	26.7
Game activity	16	Small group activity	26.7
Younger or girl students	12	Game activity	13.3
Not textbook related class	12	Hard to control the students	6.7
Smaller class size	8	No answer	26.7
KET's presence	8		
No answer	16		

Over half of the NETs and 60% of the KETs in Table 9, felt that Korean students were positive about doing group activities in English class. On the contrary, 32% of NETs and 33% of KETs appeared to be worried about the class management in the case of group activities. More than 70% of the students didn't deny their predilection toward group work and over 80% of teachers regarded group work as positive. However, 16% of NETs said that "it's positive when well organized," which meant the group-working class could be very distracted if the class had not been managed and organized well enough. TT of two teachers in the class should be recognized as a strong point in terms of the teacher and student ratio, as it was comparatively lower. Two teachers' cooperation is essential to make group work optimally effective.

Table 9

Students' Attitude toward Group Work: NET (n = 25) & KET (n = 15)

NET (%)		KET (%)	
Positive	52	positive	60
Half positive	16	Half positive	20
Positive when well organized	16	Negatively	13.3
No answer	16	No answer	6.7

V. CONCLUSIONS AND IMPLICATIONS

Through this study, the researcher discussed the students' perceptions of their preferences toward class types; their cultural characteristics; the subjects' attitudes towards the practice of Language Learning Strategies; and students' opinions about the effectiveness of TT. The findings were compared and analysed between Korean English teachers' and Native English teachers' perceptions of their favored and practiced teaching styles. Additionally, teachers' and students' responses were compared. The results of this research indicate that there are different opinions between teachers and students, and NETs and KETs as well. When there is misunderstanding, mutual recognition and consideration would help them bridge the differences of teachers and students. Internationalization of education is an integral part of deepening global communication in this age. In order to meet the challenges of the global marketplace, Li (2004) contends that it is not appropriate for native English-speaking teachers to restrict the frame of reference to their own culture. It should be emphasized for teachers to be aware of learners' learning style preferences, needs, favored learning strategies, and reflect the learners' culture in their educational practice so as to be able to help the students use appropriate pedagogical methods.

The findings of this study indicate the following pedagogical implications for KETs as well as NETs.

First, eliminating the conflict between teachers' teaching styles and students' learning styles is not possible. However, teachers need to consider the fact that teachers' attitudes, personalities, knowledge levels, and teaching methods will affect students' attitudes toward their teaching in class.

Second, teachers need to learn about Korean students' cultural influences and be able to be flexible in order for the students to express themselves freely without feeling embarrassed when they make mistakes. These days, young Korean students are so outgoing that they are used to being active in class. Nevertheless, they usually tend to be too shy to speak in a loud voice, to make eye contact or to stand up in class. This is partly because they are afraid to appear confident when making mistakes. This may be due to an emphasis being placed on accuracy rather than fluency.

Third, Korean students appear to lack adequate knowledge of language learning strategies. Language researchers demonstrate that successful learners develop insights into their language learning processes, their own abilities, and the use of effective learning strategies (Anstey, 1988; Biggs, 1987; Ehrman & Oxford, 1989, 1990; Oxford, 1990; Zimmerman & Martinez-Pons, 1986). If Korean students

develop a more diverse repertoire of language learning strategies, that will increase their receptiveness to any given teaching method. In TT, KETs and NETs' prior discussion and cooperation with respect to class planning, class arrangement, classroom materials, and teaching methodology will be essential to diversifying Korean students' LL strategies. Ur (1996) contends that activities in class should be varied, and a varied lesson plan is more likely to cater to a wide range of learning styles and strategies.

Fourth, a good relationship between teachers and students is very important to alleviate tension in class and to keep class in harmony and motivated. In Korea, if students do not respect their teachers, teaching is unlikely to have a significant educational effect. Teachers need to provide learners with proper scaffolding and enough attention to enable learners to understand the content and be prepared for follow-up activities. When there's trust and respect between teachers and students, more active and spontaneous participation can be expected, accordingly.

Fifth, the Office of Education can organize some KETs' training programs like workshops with NETs. Some KETs tend to be uncomfortable with TT. English teachers from one school did not request an NET because they worried about being interrupted in class and felt that having to do TT could be a burden. In these cases, according to Byung-Bin Im and Jeong-Ok Kim (2007), KETs are often reluctant to cooperate with the NET in class and stay at the back of the classroom as an observer or leave the NET doing the class alone. This can be caused by the KET's weak self confidence in his/her English communicative command. Through regular programs with NETs, KETs will be able to increase their self confidence in teaching English and in using English in front of NETs. Also, through regular teacher training programs, KETs and NETs can reflect upon their activities and exchange opinions about TT classes. According to McCann and Radford (1993), this collaboration enhanced their communication skills, provided them focus, increased the amount of time to reflect on their work, raised their self-esteem and confidence level, and motivated them to attempt innovative teaching strategies.

In this study, an open question type of questionnaire was used for gathering NETs' and KETs' perception on teaching Korean students English. In the process of this, many vivid opinions of the teachers were collected, but, on the other hand, this study might be a limited reflection of teachers' opinion considering that some of the teachers didn't answer some questions. Also, these research results might not be fully representative of all NETs and KETs because they only reflect the opinions of some NETs and KETs who participated in the 2007 TT teachers'

conference. However, the goal of this study is not to generalize its findings but to provide English teachers with insights into teaching Korean middle school students English more effectively. I hope this research will be helpful for English teachers in Korea to understand their students better for effective and successful English instruction.

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APPENDIX A

Questionnaire for KETs: KETs' Opinions about TT

1. Your teaching experience: a. under 5 years ____
b. between 5 and 10 years ____
c. over 10 years ____
2. Do you have an NET at your school? a. yes ____
b. no ____
3. Do you think an NET is needed at school?
a. yes ____ b. no ____ (why not _____).
4. How many classes with NET are doing/will do at your school?
a. once a week ____ b. twice a week ____
c. once a month ____ d. or other _____
5. How do you participate in co-teaching class?
a. positively & equally ____
b. passively behind the class ____, why _____
c. not enter the class (NET alone) ____, why _____
6. Who is/will be the most beneficial one with an NET at school?
a. students ____ b. teachers ____ c. both ____
why: _____
7. How often do you discuss about your co-teaching class with the NET?
a. everyday ____ b. once a week ____ c. 2-3 times a week ____
d. once a month ____ e. never ____
8. When do/will you discuss your class with NET before or after class?
a. before class ____ b. after class ____ c. anytime ____
9. How often do you meet with other regular English teachers to discuss for the effective co-teaching class?
a. once a week ____ b. once a month ____
c. once a semester ____ d. never ____
10. Which do you think is more important in native teachers' quality: professional

qualification or personality?

a. professional qualification _____ b. personality _____

Because _____

11. If you have to choose one, which language skill (reading, writing, listening, and speaking) do you believe your students need the most to be academically successful through co-teaching class?

: _____ Why? _____

12. Besides learning English, what skill or influence do your students get from the NET?

: _____

13. Besides learning English, what skill or influence do/will you get from the NET?

: _____

14. Is there any comment on NET in Korea?

: _____

APPENDIX B

Questionnaire for NETs: NETs' Opinions about TT

1. Your nationality - _____

2. Your age: ① 21-30 ② 31-40 ③ 41-50 ④ over 51

3. Your teaching experience:

① 1-5yrs ② 6-10yrs ③ 11-20yrs ④ over 20yrs

4. Who is the leading teacher in class you or Korean English teacher? What's your opinion about that?

-leading teacher - _____ -my opinion about that- _____

5. Do you participate in assessing students' activities and giving score in class?

Yes- _____, No- _____

6. Which method do you think is the most effective for Korean students in an English class with an NET? ex)the textbook based class/ game related activity/ demonstration / conversation class/a class focused in correcting pronunciation? Which do you prefer?

- The most effective method: _____

- I prefer: _____

7. For which types of activities is it beneficial to offer a Korean translation to the students?

8. Does the type of class have an effect on student behavior? If so, in which types of

classes do the students behave best and in which are there more discipline problems?

- 9. What's your opinion about the Korean students' attitude toward group work in class?
- 10. Which strategy do you think Korean students should use to improve their English?
(TV, newspaper, novel, comics, conversation with native people)

APPENDIX C

Questionnaire for Students: KETs' Opinions about TT

질 문	전 별 보 약 아 혀 로 통 통 간 주 로 입 간 주
1. 나는 3-4명의 그룹 활동에 참여하는 것을 좋아한다.	
2. 나는 내가 속해있는 그룹에서 활발하게 참여하기를 좋아한다.	
3. 영어시간에 선생님 중심의 활동이 더 좋다.	
4. 영어시간에 학생 중심의 활동이 더 좋다.	
5. 영어시간에 의견을 말할 때와 질문을 할 때 내가 돋보이는 것을 좋아한다.	
6. 교실내에서는 선생님의 권위를 가장 인정해야 한다고 생각한다.	
7. 나는 나의 성공이 나와 가족을 위한다고 생각할 때 더욱 열심히 공부한다.	
8. 나는 공동의 목표를 위해서 하는 그룹 활동에 속해 있는 것을 더욱 좋아한다.	
9. 나는 수업시간에 때때로 틀릴까봐 대답하는 것이 두렵다.	
10. 나는 지식은 내가 스스로 찾아내는 것이 아니라 선생님이 전달해 주는 것이라고 생각한다.	
11. 나는 15-20명으로 된 소수의 학급에서 영어를 배우는 것을 좋아한다.	
12. 나는 나와 비슷한 수준의 학생들과 영어를 배우고 싶다.	
13. 나는 나보다 높은 수준의 학생들과 영어를 배우고 싶다.	
14. 나는 나보다 낮은 수준의 학생들과 영어를 배우고 싶다.	
15. 수업시간에 또는 그룹에서 영어로 얘기할 때 스스로 얘기하기 보다는 미리 마음속에서 할 말을 생각해서 얘기한다.	
16. 나의 영어를 스스로 평가해서 스스로 극복해야 할 나의 약점을 찾아낼 수 있다.	
17. 영어읽기를 할 때 글의 세부적인 것까지 이해하려고 한다.	
18. 수업 후에도 영어교과서를 여러 번씩 읽는다.	
19. 영어듣기를 할 때 글의 세부적인 것까지 이해하려고 한다.	
20. 수업 후에도 영어로 된 신문, 잡지, 이야기책을 읽는다.	
21. 수업 후에도 영어라디오 방송을 자주 듣는다.	
22. 수업 후에도 영어로 된 영화나 TV를 본다.	
23. 수업 후에도 나 스스로에게 영어로 자주 말한다.	
질 문	전 별 보 약 아 혀 로 통 통 간 주

-
24. 영어로 일기, 메모, 그리고 편지를 쓴다.
-
25. 나는 NET와의 수업을 통해 나의 영어가 아주 향상 될 거라고 확신한다.
-
26. 나는 NET와의 수업에서 그가 말하는 것을 잘 이해하지 못할 때 영어선생님의 설명이 꼭 필요하다고 생각한다.
-
27. 나는 NET와의 수업에서 영어선생님이 꼭 필요하다고 생각한다.
-
28. NET없이 영어선생님이 영어와 한국어를 적절하게 사용하는 수업이 더욱 효과적이라고 생각한다.
-
29. 나는 NET의 말을 이해못해서 시간이 걸리더라도 KET없이 수업하는 편이 낫다고 생각한다.
-
30. 나는 NET도 학생들의 수행평가를 하여 점수를 부여해야 한다고 생각한다.
-

Jeong-Ok Kim
 614 Banseok-Dong
 Daejeon Oesam Middle School
 Yuseong-gu, Daejeon, 305-150, Korea
 Tel: (042) 824-6684
 Email: juliaucd@edurang.net

Byung-Bin Im
 Dept. of English Education
 Kongju National University
 182 Shingwan-Dong, Kongju,
 Chungnam-Do 314-701, Korea
 Tel: (041) 850-8189
 Email: rainbow@kongju.ac.kr

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