



Perceptions of Team-Teaching Between Native and Nonnative English Teachers in Korean Secondary Schools*

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ARTICLE INFO

Received: 11 March 2020

Revised: 22 April 2020

Accepted: 11 May 2020

Examples in: English

Applicable Language: English

Applicable Level: Secondary

KEYWORDS

team-teaching/teacher perception/

teacher training/EPIK/

팀티칭/교사인식/

교사연수/EPIK 프로그램

ABSTRACT

Jung, YeonJoo. (2020). Perceptions of team-teaching between native and nonnative English teachers in Korean secondary schools. *Modern English Education*, 21(2), 49-61.

Team-teaching between native English speakers and local teachers has the potential to draw on the participants' complementary abilities. Much research has focused on perceptions of learners or local teachers concerning native English-speaking (NES) teachers and therefore, NES teachers' perceptions of their Korean counterparts, students, and overall teaching experiences in Korea have been underexplored. To this end, the current study aimed to examine perceptions of four NES and Korean local English teachers (i.e., Korean English-as-a-foreign-language (KEFL) teachers) with regard to their current team-teaching practices in Korean secondary schools along with their expectations about pre- and in-service teacher training programs. This study employed qualitative methods for data collection and analysis including interviews and a survey. Findings demonstrated that both NES and KEFL teachers had positive perceptions of the team-teaching scheme because it generated great synergy through collaborations between the two groups of teachers, particularly when teaching oral communication skills in Korean secondary schools. In addition, the NES teachers pointed out the problems of pre-service teacher training for NES teachers. Findings are also discussed in terms of suggestions for improving current team-teaching practices.

I. INTRODUCTION

Since the late 1980s, as globalization has been led and accelerated mainly by English-speaking countries and multinational corporations based in those countries, the role of English as tool for global communication become considerably important across a variety of fields such as science, education, tourism, media, etc. Along with this trend, the status of English as a global lingua franca has been consolidated (Held & McGrew, 2003). In order to keep up with the changes of the global trends, mastery of the English language has been perceived as a requirement for effective communication internationally even in countries, where English is used as foreign language and thus, demands for English language education have tre-

mendously increased (C. M. Yook, 2010). The Republic of Korea (or South Korea, hereafter "Korea") is not an exception.

Following the trends of emphasizing the importance of developing English competence, the Korean government has encouraged primary and secondary schools to implement the collaborative teaching methodology in which NES and KEFL teachers work together in the classroom (i.e., team-teaching). To promote team-teaching in the formal educational context, the Korean government developed the English Program In Korea (EPIK) as an integral part of the educational policy, through which qualified NES teachers are hired, and sponsored to teach in Korean formal - primary and secondary - schools. EPIK has the goal of improving the English-speaking competence

* This work was supported by a Pusan National University Research Grant, 2019.

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of students as well as KEFL teachers and promoting the cultural understanding of English-speaking societies. To achieve this goal, the scheme of team-teaching between NES and KEFL teachers was adopted as a major component of EPIK. While NES teachers have been invited to teach English in Korean primary and secondary schools through EPIK every year, researchers have disagreed on what might be some of the positive impacts of NES teachers on the development of Korean students' speaking skills. While most of these researchers focused on students' or KEFL teachers' perceptions of NES teachers and/or team-teaching, little has been investigated about NES teachers' perceptions of their partner KEFL teacher and team-teaching practices in Korean formal schools. Considering the fact that NES teachers are paired with KEFL teachers to teach in the classroom, and they do not teach as sole teachers of record, it is important to uncover perceptions of both NES and KEFL teachers regarding the current team-teaching practices in Korean secondary schools and their expectations with regard to pre- and in-service teacher training programs.

II. LITERATURE REVIEW

1. English Education in Korea

Since Korea expanded its engagement with western countries in early 1900's, English has become the most important foreign language in Korea. It is taught as a compulsory subject in both primary and secondary schools. Due to the increased importance of English in the globalized world, English skills are now recognized as one of the most important qualifications to be successful in the Korean society (I. C. Jang, 2017). In particular, increasing number of employers are expecting potential employees to be proficient in English (Piller & J. Cho, 2013). Therefore, to address the concerns and needs about formal English education guided by the national curriculum, the Korean government, more specifically, the Korean Ministry of Education (hereafter the KMOE), has attempted to implement various reforms in English language education. These reform attempts have centered around the adoption of new teaching methods that could promote Korean learners' communicative language abilities through formal instructions in schools. As part of such reforms, EPIK was introduced into the revised 6th national curriculum in 1995, with the stated aims of: 1) improving the English communicative abilities of Korean students and teachers, 2) enhancing cultural understandings, and 3) introducing new teaching methods into the national curriculum (EPIK, 2009). As these aims imply, the KMOE established EPIK as a primary vehicle for achieving relevant goals of curriculum reform: improving students' and KEFL teachers' speaking abilities and reforming English teaching methodologies in Korea.

Through EPIK, native English speaking (NES) teachers have been invited to teach at public primary and second-

ary schools throughout Korea, provide English conversation training to KEFL teachers, and help develop English instructional materials. Among a number of job duties required by the program, the major role of NES teachers is specified as either assisting KEFL teachers with their English classes, or jointly conducting English classes with them. Based upon the notion that cooperative process in lesson planning, classroom responsibilities, teaching and student evaluation is crucial for successful team-teaching (Rea & Connell, 2005), the NES and KEFL teachers are encouraged to collaborate in planning, teaching and assessing a class in order to make the best use of the competencies and experiences of each teacher (Buckley, 2000). However, specific roles of NES teachers and KEFL teachers for desired partnership or forms of effective team-teaching are not specified nor are they described in detail.

2. Team-Teaching Between NES Teachers and Local EFL Teachers

Team-teaching, co-teaching, or collaborative teaching refers to instructional delivery systems, in which two or more teachers make contributions to teaching the same group of students in the same physical classroom through collaboration (S.-J. Jang, 2006). While S.-J. Jang contended that the terms team-teaching, co-teaching, and collaborative teaching can be used interchangeably, Liu (2013) suggested different implications for each. For example, equal status and contributions from both parties is expected in team-teaching but collaborative teaching places more emphasis on the process of collaboration. Co-teaching is a more general term that can be used for teaching approaches involving any form of collaboration. Team-teaching will be used throughout this paper because this term is one most prevalently used in the Korean context.

Carless (2006) indicated the potential that the scheme of team-teaching between NES and local EFL teachers has in EFL contexts. According to him, the rationale for the involvement of a native English-speaking teacher and a local EFL teacher might be some dissimilarity between the two teachers in abilities and attributes so that they can complement each other. Medgyes (1994) also suggested that strengths and weaknesses of NES teachers and local teachers may be largely complementary in collaboration. For example, NES teachers' authentic pronunciation, use of a wider range of vocabulary, and knowledge about other cultures – mostly their home culture – have benefitted EFL students, while NES teachers' lack of understanding of learners' typical language errors and error sources has been criticized by both students and local teachers (Barratt & Kontra, 2000). In team-teaching, however, local EFL teachers could take the role of predicting common errors and learning difficulties as well as providing relevant answers to students' questions (Medgyes, 1994). It has also been indicated that NES teachers have been perceived as being better at teaching pronunciation, listening, speaking, vocabulary and culture (Lasagabaster & Sierra, 2005) but

less capable of handling communication breakdowns with learners (Benke & Medyes, 2005). Then, their local teacher partners can play a part in teaching other language skills such as grammar and writing and in helping NES teachers and students overcome communication breakdowns.

A number of previous studies have demonstrated advantages that team-teaching brings to English education in Korean formal schools. For instance, C. Kim (2009) reported that new teaching methodologies and approaches NES teachers introduced to Korean English classes through team-teaching ultimately led to improved student learning outcomes. S.-K. Shin (2012) also found that team-teaching enhanced student motivation for learning and using English and boosted student confidence in their speaking abilities. However, the involvement of NES teachers does not always run smoothly. As Carless (2006) described, tension can be created and further exacerbated when unqualified, under-qualified, or inexperienced NES teachers are hired through a poor recruitment system. In Korean contexts, NES teachers are perceived to have insufficient pedagogical knowledge and teaching experiences (S. Kang & J. Kim, 2011). Furthermore, they are often thought to lack sufficient respect for Korean teachers' knowledge of learner needs and a local curriculum as well as for well-established teaching practices in Korean formal schools (O. Kwon, 2000). In addition, S.-W. Ahn, M.-R. Park and Ono (1998) reported challenges of intercultural team-teaching in general. Some of these challenges may be attributable to lack of communication about teaching styles and methods, inadequate time to collaboratively plan classes together, and inability to converse comfortably in each other's native language. As found in previous studies, team-teaching between NES and KEFL teachers has had both positive and negative impacts on English education in Korea. The source of these negative impacts seems to be rooted in lack of mutual understandings and respect for each other as competent partners who potentially could complement each other's weaknesses.

3. Korean Teachers' Perceptions of NES Teachers

As C. M. Yook (2010) indicated, there is agreement in Korean circles of English language education that students should be more exposed to native English speakers and thus, the team-teaching scheme, through which native speakers are employed, is positively perceived. In her study, the majority of the KEFL teacher participants (i.e., 7 out of 10) voiced the opinion that opportunities to interact with NES teachers at school would benefit both students and local teachers because opportunities to interact with native speakers are rare. S. Hong and Y.-S. Jung (2006), using a questionnaire survey of 103 KEFL teachers, reported that 43% of the participants thought team-teaching was an ideal form of English instruction in classes and 15% responded that involving an NES teacher as an assistant teacher would provide students with better classroom practice opportunities. In G.-J. Chung, C.-K. Min and M.-R. Park (1999), on the other hand, KEFL teachers

suggested that NES teachers should take a leading role in English classes, while KEFL teachers might play a role of assistant teachers. As such, different perspectives about the respective roles of NES teachers and KEFL teachers have been presented in previous studies. Sources of such confusion in underlying role relationships between NES and KEFL teachers may be the fact that their respective roles as teachers are not clearly specified as well as the absence of pre- or in-service teacher training modules for effective collaboration.

Despite such divergence of opinions about NES teacher roles in team-teaching, it seems clear that teacher collaboration through team-teaching has been generally well received by KEFL teachers. However, as mentioned in the previous section, KEFL teachers have expressed some anxiety and concerns about qualifications and professionalism of NES teachers as language teachers working in Korea. One KEFL teacher interviewed in C. M. Yook (2010) directly touched upon this issue by saying that many NES teachers came to teach their native language to Korean students without knowing what and how to teach and did not even try to learn teaching methods suitable for their students. S. Hong and Y.-S. Jung (2006) found that most NES teachers started their teaching careers in Korea without previous teaching experiences or teacher training in their home countries and those inexperienced NES teachers generally did not know what it is like to learn English as a foreign language, not to mention local educational conditions, syllabi, textbooks and tests. Furthermore, as Buckley (2000) and S.-J. Moon (2012) indicated, KEFL teachers may be unwilling to collaborate with NES teachers due to increased job demands, greater responsibilities in team-teaching, and additional administrative work caused by team-teaching with NES teachers.

In a more recent study examining both students and KEFL teachers' perceptions of NES teachers, S. Lee (2013) also found that KEFL teachers perceived NES teachers as lacking in pedagogical knowledge. However, they still believed that NES teachers could be valuable resources if KEFL teachers take a more directive, proactive role in making the most of what NES teachers have to offer and that team-teaching between NES and KEFL teachers is an ideal model for helping students improve language abilities. These teachers also said that NES teachers greatly enhanced student motivation, self-confidence, and interest in learning English but made little contributions to improving student performance in English tests. In S. Lee's study, the KEFL teachers, who mentioned negative aspects of the involvement of NES teachers, were revealed to be actually unsatisfied with the school system, administration-related issues and problems in a recruitment process, but not the team-teaching scheme itself. Based on these findings, many of the problems and challenges seem attributable to lack of governmental efforts in: 1) providing realistic and practical guidance, which specifies distinctive roles of NES and KEFL teachers for effective team-teaching, 2) providing essential teacher training courses for NES teachers and co-training programs for both NES and

KEFL teachers to support effective team-teaching, and 3) establishing a better recruitment system to employ NES teachers with better qualifications. Analyzing responses in a survey questionnaire, Y. Choi (2001) demonstrated that while an increasing demand for more support and professional guidance was required by inexperienced and untrained NES teachers, little effort had been made to meet these needs at the governmental (or EPIK) level.

Nunan (1992) proposed three conditions under which collaborative language teaching can succeed: 1) teachers possess or are supported to develop relevant skills for teaching, 2) sufficient time should be allowed for in order to implement team-teaching between teacher partners and 3) appropriate administrative or managerial support should be provided. Nunan’s proposals and findings from previous studies taken into account, it seems that considerable efforts should be made by the Korean government to help both NES and KEFL teachers improve team-teaching practices. Furthermore, it appears that such efforts are more feasible through close cooperation and collaboration with teacher educators. Through teacher training or education courses provided on a regular basis, both NES and KEFL teachers could learn about their distinctive roles for effective team-teaching, and NES teachers could gain better understanding of the Korean education system, the national curriculum as well as teaching methods suitable for KEFL learners.

To my knowledge, however, most past studies have focused on perceptions of learners or KEFL teachers concerning NES teachers and thus, less is known about NES teachers’ perceptions of their Korean counterparts, students, and overall teaching situations in Korea. As mentioned earlier, the team-teaching model emphasizes complementary roles of teacher partners in order to better facilitate language learning processes of Korean students. Then, understanding NES teachers’ perceptions should be seen as at least equally significant. Furthermore, in order for language teacher educators and policy makers to address the need to develop pre-service and in-service teacher training programs that are helpful to both KEFL and NES teachers, it appears important to elucidate how both NES teachers and KEFL teachers perceive current teacher education programs, and what they would actually expect to learn from teacher training courses.

To this end, this study aimed to examine both NES and KEFL teachers’ perceptions of current team-teaching practices in Korean secondary schools along with their expectations with regard to pre- and in-service teacher training programs. In order to address the research gap, the present study was guided by the following research questions:

- 1) What are KEFL teachers’ understandings and concerns in connection with team-teaching alongside NES teachers in Korean secondary schools?
- 2) What are NES teachers’ understandings and concerns in connection with team-teaching alongside KEFL teachers in Korean secondary schools?

- 3) What expectations do KEFL and NES teachers have of pre- and in-service teacher training programs to improve current team-teaching practices?

III. METHOD

1. Participants

Two in-service KEFL teachers (Yuna and Hara) and two NES teachers (Jenny and Elizabeth) participated in this study. I recruited them from two different high schools in Korea through my personal network. Yuna and Jenny had been collaborating as team-teaching partners at the same high school and Hara and Elizabeth were partners at a different high school. All four teacher participants were females. Their average age was 29, ranging from 25 to 33. Two Korean teachers’ teaching experiences in Korean secondary schools varied from 6 to 8 years, whereas both NES teachers had less than a year of English teaching experience at the time of data collection. These NES teachers reported that they had not had any language teaching experience before coming to Korea through EPIK. The KEFL teachers received a BA in English Education and had less than a year of experience in attending American universities as exchange students. The NES teachers’ undergraduate majors were not related to English or English education. Elizabeth received a BA in arts, and Jenny had a BA in history. Background information of the participants is summarized in Table 1.

TABLE 1
Background Information of the Participants

	KEFL		NES	
Name	Yuna	Hara	Jenny	Elizabeth
Gender	Female	Female	Female	Female
Education	BA in English education	BA in English education	BA in History	BA in Arts
Teaching experiences	8yrs at Korean secondary schools	6yrs at Korean secondary schools	No previous teaching experience	No previous teaching experience

2. Data Collection Techniques and Procedures

This study employed qualitative methods for data collection and analysis because these were considered suitable to the study’s research questions. Qualitative research can be useful for: 1) obtaining rich, in-depth information of events under study, 2) exploring meanings that events have for those who experience them, and 3) interpreting those meanings (Hoepfl, 1997). Furthermore, qualitative research is useful when exploring topics such as why people behave the way they do and how they formed their beliefs and perceptions (C. M. Yook, 2010). Among a variety of qualitative data collecting tools, an interview procedure was used as a primary data collection tool, and a survey procedure complemented data collected through

interviews. The survey was administered through email changes, and the interviews were conducted face-to-face with each of the participants.

1) Survey

Prior to conducting interviews, the researcher carried out a survey by sending out a questionnaire to each participant via email to gain familiarity with the backgrounds and general perceptions of the participants. Two different versions of questionnaires — one for KEFL teachers and the other for NES teachers — were developed for this study (see Appendix I and II for the questionnaires). Some of the items were intended to collect background information of the participants. The remaining items addressed respondents' general perceptions of English education in Korea, team-teaching in Korean secondary schools, and strengths and weaknesses of their partner teachers for teaching English. The questionnaire items include open-ended items, and items structured around a Likert-scale, from 1 for strongly disagree to 4 for strongly agree.

2) Interview

The survey was followed by interviews with the participants. The researcher conducted an interview with each participant three times with one-week interval between interviews. However, as part of a large-scale study, a particular focus of this study was on the first interviews about the teachers' perceptions of team-teaching.

Among different categories of interviews (i.e., unstructured, semi-structured, and structured interviews), semi-structured interviews were employed to address the study's research questions. This type of interview allows the interviewer and the interviewee to bring up new questions for further discussion (Kvale, 1996), in addition to pre-planned open-ended questions, which are asked of every participant in the same manner. For a semi-structured interview, guiding questions were developed for the KEFL teachers and NES teachers (see Appendix III). The questions focused on the teachers' perceptions of English language education in Korea and team-teaching practices in Korean secondary schools. Additionally, they were asked about advantages as well as challenges of teaching with their KEFL teacher partners as a team and what they would like to learn through teacher training programs to improve the current team-teaching practices. Therefore, the interviews were conducted focusing on the three themes with regard to particular concerns tied to the research questions: a) perceptions of team-teaching in Korean high schools and their respective roles in the team, b) advantages and challenges that they had experienced in team-teaching, and c) what they expect from teacher education programs to enhance current team-teaching practices.

3) Data Analysis

For the analysis of the data the interview data was transcribed by the researchers and the survey data was coded. All the transcripts among the four participants were reread line-by-line multiple times in order to find similarities and differences with respect to the pre-set themes, which framed the research questions. Participants' responses to the questionnaire were also categorized according to the pre-set themes. Since this study included a small sample size, descriptive statistics of the survey data were deemed unnecessary.

IV. RESULTS

1. Perception of Collaboration in Team-Teaching

The participants reported that they had team-taught five oral-based communication lessons per week to 10th and 11th grade students in the respective high schools. While team-teaching was generally implemented with the KEFL teacher taking the leading role and the NES teacher supporting, it seemed that the teachers were trying to share their roles equally in class. In general, they appeared to perceive their team-teaching experiences as positive and helpful. Jenny (N)¹ commented on her experience as follows:

I had no English teaching experiences before coming to Korea. I was lucky to come to Korea through EPIK, but I always worried about my lack of teaching experiences and knowledge about language teaching. But teaching with Yuna as my partner, I think I have been improving my teaching skills. More importantly, Yuna has helped me understand Korean students' needs, expectations, and major concerns in English classes.

In the excerpt above Jenny described the positive aspects of team-teaching with a KEFL teacher. Her partner Yuna (K), who is an experienced teacher equipped with sufficient knowledge about English teaching and learning, had been supporting her NES partner through team-teaching. In the interview Yuna mentioned her initial concerns and worries about serving as a partner for an NES teacher with no relevant teaching experiences or educational backgrounds:

Honestly I wanted to avoid having her as my partner because I did not know what to do with an inexperienced NES teacher, who had never taught nor been taught in a context like Korean high schools. She said she had received some training for a month by the Korean government, but I was skeptical.

Yuna also described what she had been doing with Jenny to help ensure the success of their team-teaching:

To make our case successful, I suggested Jenny that we meet

¹ NES teachers are indicated as (N) and KEFL teachers as (K).

once or twice a week to plan the next week's lesson together. At first, I brought suitable materials and class activities and explained to Jenny how we could use them to enhance our students' communicative competence based on second language acquisition theories. Though inexperienced, Jenny was so passionate and creative that she always brought up brilliant ideas on how to make our classes more fun using the materials. Now, as she is getting more familiar with teaching Korean high school students, she also brings helpful materials herself.

This excerpt shows that both Yuna and Jenny had been mutually beneficial to each other and that they maintained a clear goal of success for their team-teaching. Considering the typical heavy workload of Korean high school teachers, it was a challenge for Yuna to dedicate time for collaborative lesson planning with Jenny as part of her professional efforts. In addition to the oral communication class that she taught with Jenny, she also taught four general English lessons per week. As evidenced in their comments, Yuna and Jenny were trying their best to collaborate successfully and to develop a healthy working relationship.

Hara (K) and Elizabeth (N), another case of team-teaching, reported similar perceptions and experiences during their interviews. Elizabeth commented as follows:

I am always grateful for this team-teaching opportunity. I have been learning a lot through team-teaching. Without Hara's help, I would not have been able to become competent in teaching. She is superb at managing classes and providing relevant answers to students' questions. Frankly speaking, at first, I did not like Hara's teaching methods. She kept asking students to chorally repeat the expressions that they just learned. To me, that seemed really unnatural and somewhat awkward. But now I completely appreciate the value of choral-repeating in the class of 40 students.

This short excerpt suggests some of the ways through which an inexperienced NES teacher could develop the teaching methods appropriate to Korean students through collaboration with her KEFL teacher. Elizabeth explicitly expressed her appreciation for team-teaching and how she began to recognize some of the values of context-specific teaching methods through collaboration.

Hara also described her positive perceptions of team-teaching with an NES teacher:

I believe both teachers should fully understand what each other is doing and what we think should be done to achieve our goal of helping students improve their speaking abilities. Elizabeth and I have had informal meetings on a regular basis to share our thoughts and ideas. I think I have unconsciously stuck to certain teaching methods, through which I learned English in the Korean EFL context, regardless of what I had learned in university and pre-service teacher training. But I have gained wider perspectives on language teaching during our meetings.

From this excerpt, we see that team-teaching seems to have facilitated both teachers' learning of better teaching

methods, which ultimately has led them to become more competent English teachers. However, it should be noted that in the two cases of team-teaching (Yuna and Jenny, Hara and Elizabeth), both parties strived to attain their teaching goals by maintaining positive attitudes toward partner collaborations.

2. Advantages and Challenges of Team-Teaching

All four participants expressed generally positive perceptions of team-teaching. They indicated a number of advantages that team-teaching had brought to their professional development including enhanced understanding of different educational cultures. Particularly for the two NES teachers, those advantages helped them overcome some of the challenges of teaching in Korean high schools. In the following excerpt, Elizabeth commented on some of the challenges she faced and how team-teaching was beneficial:

The entire educational culture and system of Korea is completely different from those of the US. I often failed to understand my students' standard and expectations. That was a big frustration to me as a teacher. But luckily, Hara has served a bridge role between students and me. As an experienced Korean teacher, she knows exactly what the students expect and need. At the same time, thanks to her study abroad experience in an American university, she is quite familiar with American education culture as well.

As Elizabeth indicated, her experienced KEFL partner seems to have been doing a great job to support both the NES teacher and the students. As most Korean students have a better prepared for school exams. Unlike in other language learning settings, being a more proficient speaker of the target language is not always the ultimate goal of all language learners in this particular context. In particular, those in last two years of high school tend to be more concerned and focused on attaining good grades in the college entrance exam. Without adequate understanding of Korean high school students' actual goals, NES teachers could face a variety of conflicts and challenging situations. Hara was helpful to Elizabeth for these issues. Hara collaborated with Elizabeth in tailoring the course to students' needs and goals while maximizing benefits from English classes with a NES teacher.

Jenny described a different type of challenge that she had had while teaching at a Korean high school:

I have never seen such a big language class. I had no idea about how to teach oral communication to 40 students in one classroom. And since only a few students can communicate in English and my Korean is still so poor, my students and I often have communication breakdowns. The presence of Yuna is of a great help to me. She knows how to manage a big class, and I don't know why but students seem to understand her English better than mine.

This excerpt, again, shows how the NES and KEFL

teachers may complement each other through team-teaching. As in other cases of good practices presented in previous studies (e.g., Carless, 2006), Jenny, the NES teacher, encourages students to speak more, and helps them develop speaking skills through games and activities, while the local teacher, Yuna, maintains disciplines, and supports students who can barely speak in English. This way, the co-teachers have been achieving a positive working partnership in the class.

Yuna also reported her challenges of team-teaching:

We don't have any guidelines on the respective roles of team-teaching. And we haven't had any co-training to improve our team-teaching practices. I learned during my pre-service teacher training that a KEFL teacher is expected to take the lead role in team-teaching with an NES teacher. What is the lead role? In an oral communication class, how am I supposed to take the lead role as a nonnative speaker?

Here Yuna pointed out the lack of guidelines and in-service training on how to efficiently collaborate with an NES teacher through team-teaching. It must have been challenging for her to develop a useful strategy for exploiting the presence of two teachers in the classroom. Moreover, she expressed her concern about the expected role as the dominant teaching partner in an oral communication class. She considers herself to be less proficient than her NES partner, and thus worried about whether or not she should take the lead role in teaching speaking skills.

As described in the following excerpt, however, Yuna soon developed her own strategies for developing relevant roles for herself and Jenny in the classroom:

I decided to forget about what I had learned about team-teaching in pre-service training. Instead, Jenny and I have often discussed how we could effectively teach oral communication skills to students as a team. It's like we are making our own guidelines that help us meet our teaching goals. Based on various SLA theories and teaching methods I learned in college, I prepare suitable materials and activities in accordance with the week's lesson plan. Then, Jenny creates fun games that integrate the materials and activities, so the students have as many chances to speak in English as possible during a 50-minute class.

In the excerpt, it appears that Yuna and Jenny are engaged in building their own conceptions of effective team-teaching through actual teaching experiences.

Another KEFL teacher, Hara also commented on the roles of the teachers in team-teaching:

We (Hara and her partner Elizabeth) don't think either of us takes the lead role. I believe we are working productively as a team, making the best use of our different strengths. For example, Elizabeth helps students with speaking activities, and teaches pronunciation and culture, while I manage the class, answer questions about grammar, and help Elizabeth and students when they have communication breakdowns. I also try to focus my involvement on supporting the weaker students in the class, because not every student has the same level of proficiency.

It is impressive that the KEFL teachers have such professional commitment, passion for teaching, flexibility, and open-mindedness to learn from their partners. Considering the heavy work load and many administrative responsibilities of the KEFL teachers, collaboration with an NES teacher may have placed more pressure on the KEFL teachers and increased their workload, even though neither of them explicitly mentioned this point when asked about their team-teaching challenges. However, they remarked on difficulties that were caused by additional duties for team-teaching when they were asked to make suggestions for pre- and in-service teacher training programs. Their suggestions are discussed in the following section.

3. Suggestions for Team-Teaching

Speaking candidly of her difficulties with excessive workload, Yuna made a couple of suggestions for both local school authorities and teacher training programs:

In addition to oral communication classes I teach with Jenny, I teach four more regular English classes a week. I have to make lesson plans and tests for the two different classes. Plus, I have lots of administrative duties as one of the youngest teachers in this school. As Jenny's teaching partner, I'm also responsible for additional administrative work for her such as visa related work, living accommodations, and obligatory paper work. I wish I had someone to help me out relevant in-service training for team-teaching. We would spend less time exploring how to make team-teaching successful, if we had any relevant guidelines to follow, and received co-training for improving our current team-teaching practices.

Here Yuna suggested to school authorities that she should get assistance with her administrative responsibilities. She also suggested that guidelines and co-training should be provided for teachers to improve their team-teaching practices, and to be more efficient in time management.

Hara made similar comments about the need for relevant training for effective team-teaching:

I think I was lucky to have Elizabeth as my partner. Both of us are willing to collaborate, and respectful of each other's strengths as teachers. That's how we could make our team-teaching practices successful even without specific guidelines or training, I believe. But still, I think both NES and KEFL teachers should be given in-service training for team-teaching on a regular basis. We are willing to share our know-hows with other teachers, and carry out a demonstration lesson for others to observe and learn from. We have struggled a lot to figure out how to collaborate productively and successfully as a team. If I am given any opportunities, I'd be more than happy to make contributions to teacher training programs particularly for those doing team-teaching.

As both Yuna and Hara indicated in the interviews, lack of guidelines and training actually resulted in more struggles, and unnecessarily excessive time spent on the

exploration of effective team-teaching methods. The need for additional teacher training was also called for by NES teachers.

Unlike KEFL teachers, however, they placed more emphasis on the importance of pre-service teacher training for NES teachers coming through EPIK, as Jenny said in the following excerpt:

I have always regretted that I did not have myself better prepared before starting teaching my students. Although I appreciate the one-month pre-service training offered by the Korean government, one month was too short for learning about general Korean culture, Korean educational culture, and basic teaching methods. For inexperienced teachers, more intensive pre-service training needs to be provided over a longer period of time. If that's not feasible, in-service training would also be very beneficial.

All EPIK NES teachers are required to attend mandatory pre-service teacher training for a month before they are sent to secondary schools. This training is the only opportunity for NES teachers to learn about Korea's general educational system and basic teaching skills as well as general facts about Korea and its culture, which foreigners need to know to live in Korea. As Jenny implied, too many things are taught at the same time over a short period of time. EPIK has been criticized for lack of sufficient training or support for participants related to team-teaching (e.g., Carless, 2006). While the two team-teaching cases presented in this study are successful examples, it is possible that in other cases, team-teaching is not integrated effectively within the rest of the curriculum.

V. DISCUSSION AND CONCLUSION

A great deal of research has suggested that team-teaching between NES and local teachers has the potential to draw on the participants' complementary abilities (e.g., Gately & Gately, 2001; Medgyes, 1992). However, difficulties and challenges of this form of teaching have also been reported in past studies (e.g., Gorsuch, 2002; Mahoney, 2004). In the case of Korea, most NES teacher participants in team-teaching come to teach English in Korea through a government-led program called EPIK. While the team-teaching scheme itself carries the potential to generate great synergy through collaborations between NES and KEFL teachers, actual outcomes of these collaborations did not always turn out positive.

Although it was not the intention of the researcher to choose only positive cases of team-teaching practices in Korean secondary schools, all four participants in the present study and their team-teaching practices were found to be relatively successful models of good practices. Both the NES and KEFL teachers had positive perceptions of the form of team-teaching for teaching oral communication skills in Korean secondary schools. This finding coincides with previous research, which demonstrated the complementary roles of NES and KEFL teachers in the classroom

(S. Hong & Y.-S. Jung, 2006; C. M. Yook, 2010). The presence of two teachers in the classroom seems to have allowed them to provide more support for students, thereby engaging students actively and orally in the classroom. Furthermore, they reported that they could develop their teaching skills with the help of their partners, and play to their strengths, complementing their partner teachers. While these participants were ultimately successful in the collaborations with their partners, their success stories are not without challenges. Their challenges are mostly attributed to lack of guidelines for building effective NES/KEFL teacher teams, and to the short of one-shot pre-service training offered to NES teachers. These challenges have also been acknowledged in past studies (Y. Choi, 2001; S. Lee, 2013).

Given the need for more effective teacher collaborations documented in the study, it seems that language teacher educators in Korea can assist in helping both NES and KEFL teachers in particular ways. As part of pre-service forums for NES teachers and as part of both pre-service and in-service training for KEFL teachers, more complete and better informed teacher training curricula need to be designed and implemented. Both groups of teachers need to know more about the other group, about their respective strengths and weaknesses as KEFL or NES teachers, and they need to be better prepared in how to navigate processes of teacher collaboration. However, it usually takes some time until team teachers get to understand what their shared missions and goals are, and there is often a certain level of resistance from each team member.

Previous research has demonstrated that collaborative learning can be a promising way to help teachers develop collaborative skills such as collegial enquiry and reflection to resolve conflicts (Chai & Tan, 2009; Laurillard, 2009). More specifically, when team teachers engage in the team-learning process involving information exchange, consultation, and transfer of responsibilities, team-teaching may be most effective (Tajino & Tajino, 2000). For team-learning, which can lead to successful team-teaching, some researchers have suggested using learning tasks that engage teachers in high level of participation, interaction, communication, and collaboration. Engaging in such tasks allow team teachers face their challenges, and create networks of support for potential problems in their team-teaching practices (Pawan & Ortloff, 2011). In addition, since modelling is the most significant for teacher education (McHatton & Daniel, 2008), specific instruction in the knowledge and skills necessary for team-teaching should be provided using collaborative and collective models, particularly at the pre-service level (Wang, 2013). In this regard, more cases of team-teaching practices need to be examined in future studies — both positive and negative — so as to better understand perceptions of both groups of teachers and help make team-teaching between NES and KEFL teachers successful in Korean secondary schools. One way to enhance the quality of workshops and other teacher education forums designed to better prepare NES and KEFL teachers for more effective collaborations

is to have authentic NES/KEFL cases available for all parties to examine and discuss under the guidance of an experienced discussion facilitator (e.g., a KEFL teacher educator, an experienced KEFL teacher). Such efforts of case-based teaching have a long and productive history in fields as diverse as law, business, medicine, and mainstream teacher education.

The present study is an initial step in this direction and there are limitations to be addressed in future works. First and foremost, this study examined only a small number of NES and KEFL teachers, rendering generalization of the findings difficult. Even though the instructional settings and the kinds of teacher trainings that the teachers completed appear to be similar, different teaching experiences and personal traits may have affected their team-teaching practices. Accordingly, it may not be possible to claim that the team-teaching practices presented in this paper represent typical such practices in Korean secondary schools. That being said, the evidence gathered here may be reformatted and expanded in order to compose narrative cases representative of some of the challenges and successes the participants revealed. Future research might culminate in the generation of an increasing number of richly textured narrative cases depicting some of the real-world challenges NES and KEFL teachers encounter when collaborating in KEFL classrooms. In time, shared discussions of such cases may serve to better prepare those scheduled to participate in NES/KEFL teaching collaborations to more effectively face and address such challenges. Another limitation worth noting is the use of restricted methods of data collection including semi-structured interviews with individual teachers and questionnaires. As one of the reviewers pointed out, similar responses could have been obtained from the two techniques. A greater range of data collection methods such as class observation and reflective teaching logs may have led to more insightful findings. Future research is warranted to use more diverse techniques for data collection and make a further step towards the development of guidelines for pre-service teacher training and team-teaching guidelines.

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APPENDIX I

A Questionnaire for the Survey (NES Teachers)

1. Gender: male _____ female _____
2. Age: _____
3. What is your country of origin?
4. What is your major in college?
5. Through which program did you come to Korea (e.g., EPIK, TaLK, Fulbright)?
6. How many years have you been teaching English? _____ years

- 7-10. Please choose a number that best represents your opinion.
1 = strongly disagree 2 = disagree 3 = moderate 4 = agree 5 = strongly agree
7. Learning English is important for Koreans.
1 2 3 4 5
8. Team-teaching is beneficial to students in oral communication class.
1 2 3 4 5
9. Team-teaching is beneficial to me for learning new teaching methods and improving my current teaching practices.
1 2 3 4 5
10. Pre- or in-service teacher training that I received is helpful to my team-teaching practices.
1 2 3 4 5

11. What do you think your partner teacher's strengths for teaching English?
12. What do you think your partner teacher's weaknesses for teaching English?
13. What institutional support are you receiving from the school you work for?
14. Why do you think English language education is important in Korea?
15. What methods are you using in teaching English now?
16. What do you think you need urgently in order to improve or change your classroom teaching of English?

APPENDIX II

A Questionnaire for the Survey (KEFL Teachers)

1. Gender: male _____ female _____
2. Age: _____
3. What was your major at college?
4. Do you have study abroad experience in an English-speaking country?
4-1) If so, in which country did you study and how long?
5. How many years have you been teaching English in a secondary school? _____ years

- 6-9. Please choose a number that best represents your opinion.
1 = strongly disagree 2 = disagree 3 = moderate 4 = agree 5 = strongly agree
6. Learning English is important for Koreans.
1 2 3 4 5
7. Team-teaching is beneficial to students in oral communication class.
1 2 3 4 5
8. Team-teaching is beneficial to me for learning new teaching methods and improving my current teaching practices.
1 2 3 4 5
9. Pre- or in-service teacher training that I received is helpful to my team-teaching practices.
1 2 3 4 5

10. What do you think your partner teacher's strengths for teaching English?
11. What do you think your partner teacher's weaknesses for teaching English?
12. What institutional support are you receiving from the school you work for?
13. Why do you think English language education is important in Korea?
14. What methods are you using in teaching English now?
15. What do you think you need urgently in order to improve or change your classroom teaching of English?

APPENDIX III

Guiding Questions for the Interview

1. What is your general perception of the form of team teaching in Korean secondary school?
2. What is your general perception of your partner teacher and his/her teaching methods and styles?
3. What do you think the advantages of having a co-teacher in the classroom are?
4. What do you think the disadvantages of having a co-teacher in the classroom are?
5. Do you think your students are benefitted by this team-teaching scheme?
 - 5-1. If so, how?
 - 5-2. If not, why?
6. Do you think you are benefitted by collaborating with your partner teacher?
 - 6-1. If so, how?
 - 6-2. If not, why?
7. Do you have any difficulties or challenges of working with your partner teacher?
8. How do you prepare for lessons plans?
9. What do you feel are your strengths as a language teacher?
10. What do you feel are your weaknesses as a language teacher?
11. What do you think is most important in teaching and learning English in Korea?
12. What do you think English language education should be like in Korea?
13. What do you think language teacher educators can do to improve current team-teaching practices in a Korean secondary school?