A Comparison of Class Activities Led by Teachers in English Kindergarten: Korean Children's Attitudes

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Abstract

This study explores the issues related to the comparison of native English teachers and Korean English teachers, in the context of children's English education in a private language institute, Smarty English Institute, in Seoul, Korea. Specifically by analyzing class activities led by native and Korean English teachers as well as a full bilingual English teacher, I investigate the strengths and weaknesses of class activities led by English teachers whose first languages are different. I challenge the wide-spread notion in Korea that native English speakers are inherently better English teachers. I offer an holistic portrait of the activities in Kindergarten language classrooms in a private language institute in Korea from the diverse perspective of Korean teachers, parents, legislators, and administrators. I used participant observation of classrooms and interviews with teachers and children as the main tools of data collection. I examined the class activities in terms of the communicative interactions between teachers and children, the relevance of the class activities to the children's interest, and their authenticity. Based on this analysis of class activities, I also present recommendations for improved English education, particularly teacher education programs customized for the teachers' needs and their differing levels of English proficiency as well as more specialized curricula for native English teachers and Korean English teachers.

Résumé

Cette étude explore les questions reliées à la comparaison entre le travail des professeurs d'anglais dont la langue maternelle est l'anglais et celui des professeurs dont la langue maternelle est le coréen, dans le contexte de cours d'anglais donnés par un institut privé des langues, le Smarty English Institute, à Séoul en Corée. Je vais me pencher plus spéficiquement sur l'analyse des activités en classe menées, à la fois, par des enseignants dont la langue première est l'anglais, par ceux dont le coréen est la langue première et aussi par une enseignante parfaitement bilingue. Cette étude examine les point forts et les faiblesses des activités en classe dirigées par des professeurs dont la langue première n'est pas l'anglais. Le but de cette étude est de vérifier la justesse de l'idée répandue en Corée, que les professeurs ayant comme langue maternelle l'anglais sont de meilleurs professeurs. En outre, cette analyse a pour but de dresser un tableau plus large de ce qui se passe dans une classe de langue dans un institut privé d'enseignement des langues en Corée. On y parle notamment du rôle des professeurs coréens, des parents, des législateurs et des administrateurs. En ce qui concerne la collecte de données, l'observation des classes ainsi que des entrevues avec des enseignants constituent les outils principaux. Les activités en classe sont examinées en termes de l'approche communicative entre les professeurs et les enfants, la pertinence des activités pour intéresser les enfants et l'authenticité des activités. Basée sur l'analyse des activités en classe, cette étude présente aussi des recommandations afin d'améliorer les cours d'anglais, plus particulièrement pour offrir des programmes d'éducation en anglais adaptés aux besoins des enseignants et à leur niveau de compétence en anglais aussi bien que pour offrir des programmes d'études spécifiquement conçus pour les professeurs dont la langue première est l'anglais et ceux dont la langue première est le coréen.

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CHAPTER 1

Introduction

Like other Koreans, I started learning English as a subject like history or biology in junior high school from a Korean English teacher. It was not common to have a native English teacher at junior high or high schools in Korea. It still is not very common for Korean students to experience "native speakers" as teachers in the public school system. Under this circumstance, it is not hard to guess that English in Korea was taught "mainly in Korean." That is, many Korean teachers of English would teach and explain things in Korean rather than in the target language. At that time, I never doubted the methodology that my Korean English teachers used in class and I even followed them as an example when I studied English by myself at home. The methodology that my English teachers and I used mainly depended on memorization of grammar, vocabulary, idioms, some sentences and translation usually from English to Korean and vice versa. Being in a foreign language context and following this methodology, I studied English for almost 10 years, from junior high school to university. During this time, I took numerous written English exams, such as mid-terms, final exams and the nationwide entrance exams for high school and university. The last English test that I took in this situation was the TOEFL test, required for a foreign student to study at a university in North America and I passed it with ease. As with the TOEFL test, I did not have problems in written English exams in my country, so I was proud of my English proficiency.

I started my undergraduate studies in Halifax in 1998 when my English status changed from foreign language to second language learner: however, I started to realize that I had problems with my English. Unfortunately, I overlooked the importance of communicating verbally in learning English, even though my communication ability with written symbols was enough for my academic purposes. The first class in a university in Halifax was a big shock to me. No matter how hard I tried to understand a professor, the only things that I could pick up in class were a few words and short sentences. There were times when I listened to the recorded tape of the class repeatedly. However, the sentences and the expressions I could not understand in class still sounded like a long line of murmuring to me. This event gave me a chance to reflect back on the days when I studied English in Korea to pinpoint the causes of the problem I faced. I am sure that most Korean students who study in English-speaking countries have the same experiences and frustrations as me. Largely those experiences made me major in Second Language Education at graduate school and even led me to choose my research topic which focuses on Children's English education in Korea. I will address the reasons for choosing children for my research topic after I provide some relevant background information about English education in Korea.

Background and Context for the Study

The history of English education in South Korea is not very long. The first introduction of English into Korea was by missionaries who established hospitals, schools and churches in the early 20th century. The early education that the missionaries emphasized involved teaching children how to read and write Korean and the other skills,

such as arithmetic, regarded to be necessary for life rather than focusing on English education. Since World War Two and Korea's gain of independence from a 36-year Japanese colonization, Korea had tried to catch up with world trends, especially with respect to economy, politics and education. Putting the top priority on industrialization seemed to be the only way that Korea could escape the severe poverty that resulted from Japanese colonisation and the Korean Civil War. In the name of modernization or industrialization, the education system also reformed itself and took the current form: 6 years in elementary school, 3 years in junior high and high schools respectively, and 2 years in college or 4 years in university.

In terms of foreign language education, for almost 50 years, English was a mandatory subject at junior high and high schools. In addition to English, high school students had choices in learning other foreign languages such as German, French and Japanese. The teaching methodology from the 1950s to the 1990s was basically similar to Classical Latin, which broke down a language into pieces and relied heavily on memorization. People like me who studied English in this situation take it for granted that, to be a good English language learner, one needs to have enough patience to sit down in front of a desk, referring to a heavy English dictionary, grammatically analyzing whatever is written in English and memorizing seemingly overwhelming English grammar. For example, I remember how I would read carefully a thick English grammar book a few times by myself until I could memorize most of the grammar rules in the book. When I came across a question that I could not answer or figure out, I would blame this on my bad grammatical ability and return to the grammar book to find out which part of the grammar rule I did not know. However, people who have studied this way now

face a big dilemma, that is, they cannot communicate functionally with native speakers of English, although they can handle some of the simply written English documents. Unfortunately, I was a very good example of this case.

However, in an age of increasing globalization and information in which the world is getting smaller and being transformed into a global village, Koreans very often become exposed to situations that require them to be very proficient in English, especially spoken English, in order to negotiate and handle the demands of their work places. Considering the present economic system of Korea, which depends very heavily on trading with foreign countries, one can only guess the extent and the frequency with which Koreans face work places and events that require them to have at least a functional proficiency in English. To many Koreans' disappointment, despite years of English study it turned out that most employees in big companies, such as Sam Sung, LG and Hyundai, which always recruit their employees from some top universities in South Korea, do not have sufficient English proficiency to handle their day-to-day workload. Faced with the financial burden of reeducating their employees, these companies blame the educational policy and educational institutions such as schools for their employees' low English proficiency. At the same time, these companies are desperate to recruit prospective employees who are competitive in terms of English proficiency. For example, in recruiting interviews, companies would test the applicants' spoken English by having native English speakers ask them some questions. On the other hand, to improve the employees' English proficiency, the employees are required to take the Test of English for International Communication (TOEIC) regularly. This demand for people who are proficient in English creates a new image of a 'promising and smart people.' Furthermore,

it gives birth to a widespread belief, that English is the key to having a successful career, and also guarantees promotion and job security in Korean society.

This trend, however, does not take place only in Korea. That is because English is the international language for business and communications, largely due to the economic power of the United States and high technology, such as the internet, which displays much valuable information mainly in English. Realizing the importance of English to survive in the world market, many countries in Asia, such as Japan and Korea, believe that they should equip their people with a certain level of English. This concern is illustrated by an address of the ex-President, Kim Dae Jung, to the citizens, specifically mentioning three military academies namely the Army Force Academy, the Air Force Academy and the Naval Force Academy. He stated: "Student at the country's three military academies will be expelled if they cannot speak English" (Bollag, 2000, p.A73). In his address, the President reflected upon the urgency that Korea faces with respect to a shortage of English-proficient workers. From his address, what can be deduced is that the urgent need of people who are proficient in English is not limited to only the business field. In other words, all fields, such as government, schools and business institutes urgently need people who are highly proficient in English.

Before moving on to what is occurring with regard to the learning of English in Korea, to help the reader's develop a contextual understanding, I now explain the educational situations and contexts in Korea in terms of educational policies, teaching methods and educational resources.

Educational Policies

English language education in Korea occurs by mainly in schools, such as junior-high and high schools which are forced to follow the top-down guide from the educational ministry. Seven years ago, English language education in elementary school became mandatory and elementary students above grade three can now benefit from this new policy. Specifically, those students learn English as a subject a few times a week with a uniform text. By the time a current university student starts his or her studies at a university, the student may have already studied English for at least 6 years. Seemingly, this is enough time to achieve a certain level of English proficiency, such as a functional communicative level in language education for the ordinary person. In reality, only a few university students can arrive at that level. Nonetheless, there is little evidence that students' achievement is caused by their regular class or by other factors, such as attending a language institute or their experiences in taking a trip abroad. Unfortunately, many Korean university students end up with English proficiency but then are unable to speak the language in authentic, naturalistic social interactions.

Teaching Methods

Although there have been some recent changes, English language teaching in Korea is still heavily focused on grammar, reading and comprehension and translation. To test for English language abilities reflecting authentic language education for communication, the Educational Ministry introduced the listening comprehension section of exams such as mid-term, final and nationwide entrance tests. However, English language education still relies on traditional teaching methods. Under these circumstances, grammar

competency is still a 'primary stick' used to measure the quality of language education. Like some other Asian countries with a history of obedience to authority, in Korea a teacher is regarded as a presenter of knowledge rather than a facilitator. Therefore, English teaching in Korea is still predominantly teacher-centered (Campbell & Zhao, 1993). In other words, students in English classes are regarded as empty buckets that are supposed to be filled by teachers.

Context & Educational Resources

In Korea limited educational resources, insufficient financial funds and lack of qualified English teachers result in crowded classrooms of more than 40 students with poor audio-visual, or other teaching equipment. These insufficient educational resources also lead to teacher-centered and non-interactive teaching.

Being well-informed about what is going on in English language education in state-run educational institutes, most parents, clamouring for more English and regarding fluent English as their children's passport to better careers, turn to other educational institutions where their children can seemingly receive a good quality of English education, or they decide to educate their children abroad. This competition among Korean parents to obtain better English language education for their children has some negative side-effects as well as some positive consequences. For example, these parents' voices caused the policy makers at least to pretend to take action to fulfill the social demand for language education and to awaken English teachers to the need to reeducate themselves. Depending on the province's budget, the Educational Ministry sends from three percent to five percent of all English teachers to English-speaking countries to

introduce them to more efficient teaching methods; the Ministry talks about letting the current English teachers take the TOEFL test to push them to continue their development. However, there are as many negative side-effects as there are positive consequences. It is not unusual to read a newspaper article about a new type of split home situation because of children's education. For example, a father may work in Korea for financial support, but a mother and their children may be abroad for school. Both educational resources for language education, such as qualified English teachers who have good proficiency in both spoken and written English and an English-language-abundant environment are very limited in Korea. Even though these resources are available, the cost is very high. For example, the English language institute for children in which I observed costs around $750 a month. Parents struggle between this financial burden and the overheated competition to enter good universities. This pressure puts such tremendous stress on both parents and students that parents then to choose immigration or this new type of split home situation as a life style. In other cases, parents who cannot afford to send their children abroad are rushing to private language institutes to ensure that their children become proficient in English.

Without mentioning the marketplace rule of demand and supply, it is easy to guess what happens in the English marketplace within Korea. There are many people who are trying to make capital out of this overheated competition. English language institutes for children now appear to be one of the most lucrative businesses in Korea. The existing language institutes, which already have their franchises across South Korea, try to absorb children as new consumers, by suggesting new teaching strategies for children. Alongside these existing language institutes, well-known language education institutes abroad are

starting to pioneer the English market in Korea. People who cannot afford a large institute start their business with two or three English teachers. Now, in South Korea, the signboard of English language institutes can be seen anywhere, like McDonald hamburger stores in North America. It is common to read Smarty Language Institute Kang Nam Branch like McDonald Kang Nam Branch. As the number of these institutes rises, the quality of English language education and native English teachers in the institutes is called into question. Specifically, those institutes are employing many native English speakers who do not have any experience in teaching English. In other words, native English speakers who have never thought about or conceptualized what ESL or EFL entails find themselves teaching English in Korea. Because knowing a language is one thing and teaching it is another thing, these unqualified teachers are often lost themselves about how to teach English.

Why do Koreans prefer native English teachers without any solid evidence that they are better than Korean teachers of English? It seems to me that this belief came from Korean parents' first language acquisition experience that occurred naturally when they were immersed in that language environment. Therefore, they assume if children are immersed in the target language environment, children can acquire the target language as naturally as their first language. This belief causes Koreans to chase after native English speakers without giving a second thought about how teaching a subject is totally different from just knowing a subject. Teaching a language does not involve transferring some information about language from teachers to students. The language teachers should have the skills to manage the class and to diagnose students' learning processes, to have insight about various teaching materials, their own strategies to handle unexpected

situations in class, and knowledge about education and the language. Considering these requirements for teaching, how can one say that just knowing and speaking a language fluently is enough to be a language teacher? Unfortunately, this unexamined belief about native English teachers produces a low-quality of English education in some institutes because the institutes are hiring anyone who speaks English as their first language. This question and social trend led me to develop my research question about the comparison of native English teachers' and Korean English teachers' classes in Korea, with particular focus on kindergarten children: What kinds of class activities do these types of teachers use in their classrooms.

Another reason why I choose kindergarten children rather than adult learners is that, accepting the unsuccessful result of English education in Korea and blaming mainly the late start time (around 12 years old) for foreign language learning for the unsuccessful results of English proficiency among Koreans, many Koreans believe that "earlier is better" in foreign language education. With this reality in mind, this belief made elementary schools introduce English as a subject for children above grade 3. However, this action by the Educational Ministry was far behind the parents' expectations for their children's foreign language education. These unsatisfied parents with very young children, who are not eligible for foreign language education from state-run institutes, depend on private language institutes, such as English kindergarten, for their children's foreign language education. I believe that before these institutes grow too large, it is worthwhile to examine what is occurring within this educational institute context, in order to ensure better language education for children.

Despite the overheated competition among Korean parents for education of their children, the kindergarten education did not receive enough attention from parents, educators and politicians until as recently as two decades ago. Largely, thanks to the rapid economic achievement of Korea and the growing interest in early education, kindergarten education has been often called into the political and educational arena. Eventually, seventeen years ago the government established public kindergarten in each elementary school. Ever since, Korea has two kinds of kindergartens: public and private kindergartens. The most obvious difference between these kindergartens is the source of financing. While public kindergarten receives financial support from a government, tuition fees are the main finance source for private kindergartens. Therefore, a private kindergarten whose tuition fee is relatively high tries to provide children with a higher quality of education by giving more attention to each child and offering more feedback to attract parents.

Specific Research Question

Who is a better English teacher in Korea, a native English teacher or a Korean English teacher? Most Koreans agree immediately that a native English teacher is the better choice. A native English teacher will lead his/her class only in English because most of those in Korea do not know Korean at all. Therefore, it is easily believed that children can be exposed to a more English-rich environment if they are taught by a native English speaker. However, a Korean English teacher will lead the class in both English and Korean. Thus, it is assumed that Korean English teachers will surround the children with lesser English-abundant environments. Being a cross between a native English

teacher and a Korean English teacher, a bilingual teacher's role in class is expected to be like a bridge, connecting the classes led by a native and a Korean English teacher.

Seeking to give an answer to the question of "who is the better teacher?" based on teachers' first language, I examine class activities led by native English teachers, Korean English teachers and a full bilingual English teacher in an English language institute for kindergarten children in Korea. By analyzing and comparing class activities such as singing a song, repeating what the teacher says and playing a game led by native, non-native and bilingual English teachers, I argue against this unexamined popular belief that a native English teacher's class is superior to that of a Korean teacher of English.

Summary

In this chapter, I described the background for this study, the context for English education in Korea in terms of educational policies and teaching methods and my specific research question. Trying to respond to the social demand for people who have sufficient English proficiency to handle their day-to-day workload in Korea, many parents, educators and language institutes experience trial and error in choosing English education for young children. This experience frustrates many parents, students and educators, and leads them to think about the main reason why their English education ends up as a failure in terms of teacher qualifications, teaching methods and age of language learning. With these questions and issues in mind, I draw on relevant second/foreign language theories as a framework for my inquiry. In the next chapter, I examine these theories and the related studies.

CHAPTER 2

Children's L2 Learning in EFL Classroom-Related Studies

My study focuses on class activities for children's English learning in a foreign language (EFL) context and the children's perceptions of their classes. This chapter presents a conceptual and theoretical approach for children's language development, children's first and second/foreign language learning, and children's views of learning and learning English in an EFL context.

Theoretical Approach to Children's First Language Development and to Second/Foreign Language Learning

The phenomenon of children's first language development, which is sometimes accomplished without formal instruction and in a relatively short time, is an amazing and fascinating process. Most children develop language, regardless of race, class, culture, gender and intelligence. However, children's language learning situations in second/foreign language learning are somewhat different from those of a first language. For example, children who are learning a foreign language already know a language. The environment of foreign language learning may not necessarily be as rich as that of their first language learning. Nonetheless, it is worthwhile to examine how the theoretical approaches in children's first language development can be applied to second/foreign language learning.

There have been three perspectives in explaining children's language development: Behaviorist, Innatist and Interactionist views. Recently Socio-cultural perspectives have

added their voices to language learning. Behaviorists regard language learning as the result of imitation, practice and habit formation with positive and negative reinforcements. This Behaviorist view of language learning through imitation and practice with reinforcement led to a second/foreign language learning method known as Audiolingualism (Lightbown & Spada, 1999). The goal of Audiolingualism, which is still popular in Korea, is to focus on practice and imitation with reinforcement, which leads to a successful foreign language learning.

Innatists, such as Noam Chomsky, argue that children are born with a language acquisition device which includes biologically programmed universals of linguistic structures (Lindfors, 1987). In other words, children have innate endowments, such as Universal Grammar (UG), which has a set of principles that can be applied to all languages. In terms of second language learning, some Innatists contend that UG is still available to second language learners in that language learners eventually acquire features of the target language other than those to which they are exposed (Thomas, 2003).

Unlike an Innatist perspective, an Interactionist views language development within a social environment. Lightbown and Spada (1999) state "Interactionists are inclined to see language acquisition as similar to and influenced by the acquisition of other kinds of skill and knowledge, rather than as something which is largely independent of the child's experience and cognitive development" (p.23). Some Interactionists such as Long (1985) argue that second language learning occurs through conversational interaction. On the one hand, Long agrees with Krashen's input hypothesis, which means that learners can acquire a language through the exposure to the input containing forms and structure just a

little beyond the learners' current level of competence. On the other hand, he suggests that, rather than simplification of linguistic forms, learners need modified interaction, such as clarification request or paraphrase for better understanding.

Claiming that language is a symbolic tool for mediation of mental activity Vygotsky (1978) laid the theoretical foundation for Socio-cultural perspective. Vygotsky argues that learning is accomplished between individuals in the course of talk between supportive adults and children. Adults guide children in learning, constructing knowledge and developing skill through collaborative talk. Eventually children begin to appropriate, and internalize new knowledge of skills into their own individual consciousness. This contextualized microgenetic learning process can be applied in second language learning as well as a first language development (Mitchell & Myles, 1998).

Socio-cultural researchers, who view a language learner as a social being, focus on the socio-cultural and historical nature of the learning setting. That is, language learners accomplish their learning in the activities which are social in nature, through historically developed tools, and use of structures in particular settings. In language classrooms, language is not only at the heart of the activity as a communication medium but also an activity in itself (Kim & Nelson, 2001). This activity is directed toward some goal. In the process of reaching this goal in a language classroom, a learner participates in an activity and use diverse strategies such as guessing meaning from context, using resources such as dictionaries or watching movies. In the course of interaction with the activity, a less skilled individual can appropriate and internalize skills or language knowledge through supportive and collaborative speech among peers and from a fluent language speaker (Donato, 1994; McCafferty, Roebuck & Wayland, 2001). Vygotsky's claim that language

learning occurs through social interaction with significant others also affects the classroom discourse in foreign language teaching, which I address in the section of EFL classroom discourse patterns.

These three approaches are not perfect in explaining children's first language development and second/foreign language learning. Each approach may account for a different aspect of children's language development and learning. For example, children's imitation and practice can explain some aspects of language development/learning, such as vocabulary development. Imitation and practice, as explored by the Behaviorists' view of language learning, however, are not enough to account for the children's development of the complexities of language. An Innatist approach, which assumes children's innate endowment for language learning, also seems to be appropriate to explain the children's learning of complex underlying language structure and grammar. In the case of a second/foreign learning, the fact that language learners know and use more target language's expressions than those to which they are exposed may account for the legitimacy of the Innatists' claim. Interactionists, who see children's language learning as an interaction with the social world, may be more suitable to explain how children relate form and meaning in language, how they interact in conversations and how they learn to use language appropriately. All of theses approaches focus on explaining language development within the individual learner and see the environment as a source of linguistic information. Alternatively, giving more attention to the process of language development itself, and viewing children as an active participant in the process, Halliday (1976; 1977; 2003) adopts a functional approach with overlapping developmental phases. Halliday's seven functions of languages in

developmental phase I, which appear approximately in order, are as follows: the initial functions are Instrumental ('I want'), regulatory ('do as I tell you'), interactional ('me and you') and personal ('here I come'). Heuristic ('tell me why'), imaginative ('let's pretend') and informative functions ('I've got something to tell you') are followed. In the initial functions, children learn to use language for manipulation and behaviour control. In the following functions, such as heuristic, imaginative and informative, children can learn to distinguish themselves from their environment and play with language which gradually turns into 'make-believe' and 'let's-pretend.' At a certain developmental stage, phase II, which may overlap with the previous phase, children group these functions into mathematic and pragmatic functions where children use language for the purpose of learning, satisfying their own needs and interacting with others. In this stage, children also learn a lexicogrammar which is an intermediate system between the content and the expression and thus, they can combine both functions in one utterance. With dialogue in this stage, children obtain a potential for adopting and assigning linguistic roles. About the characteristic of functional system, Halliday (2003) states:

> the children's Phase I functional system, which is a system of the content on a "content, expression" language, evolves along the familiar lines of generalization followed by abstraction into the Phase III (adult) functional system, which is a system of the form in a "content, form, expression" language. (p.55)

By the time children enter the adult functional system, children have linguistic repertories, such as grammar, vocabulary, systematic use of intonation depending on context, and the development of two zones of meaning potential which are ideational related to the

representation of experience and interpersonal concerned with the communication process.

Even though these theoretical approaches are not perfect in explaining the complexities of children's language development, they provide different conceptual frames for understanding children's language development and L2 learning.

Children's Oracy and Literacy

Children's literacy begins within their family setting, which is their first learning environment. Thus, children's literacy environment is very closely related with their everyday life and social world. For example, through TV commercials which repeat the names of foods or commodities and family activities such as writing a shopping list, children understand that signs and writing systems are symbolic resources which indicate or mean something. Meek (1991) emphasized the function of play in young children's literacy development. Children's play is closely associated with their understanding of the rules for language use and social interactions. Children learn by creating rules for a game and acting according to the rules, which even include arguing in their play. Playing also has an important influence on children's writing development. Drawing a picture may be an imitation of adult writing actions. Children can draw not only a picture but also scribble something similar to writing, which is the beginning of real writing. Eventually, children can distinguish what they write from what they see.

By the time children are in kindergarten, they demonstrate many skills in speaking their first language. They also show uniqueness in their language use because of individual personalities and experiences in their homes and communities (Frost, 1971).

Considering the diversity of their first learning environment within their families, obviously there are some differences in the ways children's pre-school literacy is developed (Heath, 2004). In terms of the influence of home literacy practices on children's success or failure in school, Wells, Snow and Ninio (as cited in Gregory & Williams, 2000) find correlations between home story-reading and early proficiency in school reading. Therefore, many early literacy researchers and educators widely encourage for parents to read and share books with their children. Traditionally, parents are considered the main facilitators of children's home literacy development. However, children's initiation in literacy is now viewed as a collaborative group activity in which grandparents, siblings, teachers in Sunday school or institutions such as libraries can also guide them in their literacy development.

Lindfors (1987) sees the commonalities and uniqueness in language use among children who come to kindergarten. They have "a sense of the functions of different words in sentences" (p.150) and they can comprehend and produce various sentences such as question forms, commands and statements. In addition, their phonological development is very close to that of adults. Children are aware that "print is an expression of meaning" (p.151) and "it relates to the context in which it occurs" (p.151). Children's language and literacy knowledge, which they bring into kindergarten, can be enhanced further through sharing experiences, story-telling, conversing-discussing, making reports, making introductions, interviewing, using the telephone and participating in meetings. However, kindergarten children's speaking in a foreign language may be less fluent and limited than their first language: they may mimic and repeat short sentences such as greetings from their teachers or tape recorder. Ji (1999) mentions that one of the hardest

things for some children to do is to "open their mouths in EFL classroom." While some children may be willing to participate, others may not. The reasons why some children may be so reluctant and others willing to speak in an EFL classroom are addressed in the section on the characteristics of the EFL classroom.

According to Vygotsky (1978), written language is defined as a system of symbols and signs that serve the purpose of communicating and constructing meaning and mediating learning. By being familiar with those symbols, children eventually can connect the written language with the real entities without the intermediate link, spoken language. In this process, children become "aware of everything that human genius has created in the realm of the written word" (Vygotsky, 1978, p.116). If so, what does it mean then for children to develop literacy in a foreign language? Since language reflects and is reflected by thoughts, children come to realize that other people think different thoughts differently, but they are logical, coherent and intellectual. Maguire (1999) states: "Previously, I defined biliteracy as all instances of communication and construction of meaning that occur in two or more languages around reading and writing and other symbolic systems" (p.119). From a case study of Heddie, an 8-year-old girl, Maguire reformulates the definition of biliteracy: "biliteracy means access, agency, choice and creation" (p.119). It means that in different contexts and with different interlocutors, a child's conception about developing literacy in a foreign language is influenced by many factors. Graves and Maguire (2001) expend the conception of children's biliteracy as socio-culturally mediated activities and social interactions, from the journal writing of three children, Heddie, Sadda and Emma. In their journals based on their personal experiences and reflections about family, school and friends, the three children show their

stances, their voices and also apparently show different presentational styles and their understanding of what can be negotiated in different social situations. From this study, Graves and Maguire claim that "children's literate actions reflect multiple, interacting spheres of influence that are interwoven with issues of agency, access, choice, identity, power and status in the different contexts in which they find themselves" (p.564).

Conflict Views of Language Learning: Children' Views and Adults' Views in the School Setting

The stereotypical idea that adults know better about what children should know and how they should be taught allows educators to ignore children's views of learning, and thus, also ignore children's ability to make decisions about what they want to do. This stereotypical idea also makes educators underestimate children's abilities. Fortunately, this idea has been challenged by ethnographic and qualitative researchers. Maguire (2004) claims that children have the ability to assess a situation and context and thus, can express what is important to them, as well as their different interests and views of a situation and a context. However, in accepting children's capability in decision-making and ability to participate in research as a person who has his or her own voice, researchers and policy makers may encounter some difficulties. For example, joining in the children's worlds, and discovering appropriate child-centered ways of interpreting their competence and perspectives, raise practical questions. Other issues that need to be considered include power relations between children and adults as well as children's rights to know about research consequences, sequence, potential risks and benefits. A Socio-cultural perspective acts a guide on this issue by viewing children and adults as

"resource of each other" and assuming "varying roles and responsibilities in decision making." To resolve this issue, researchers need to develop appropriate communicative competence, and acknowledge children's right as well as consider their well-being. There is a need to consider adults' view of children's learning, such as the need for simplified texts. However, an oversimplified story in a text deprives authenticity and predictable clues for the next event, and thus, the story does not make any sense from the children's viewpoints and life experiences. Lindfors (1987) points out that "more complex is not necessarily more difficult" (p.226). There are many times when a seemingly more complex text, which keeps wholeness instead of an oversimplified story, maximizes the opportunities for the children to make sense. Jill Bennet, a reading teacher in an infant school illustrates her experience with teaching reading to children. A five-year-old selects a book "Burglar Bill" that is beyond his reading ability, but, by asking a friend to read it, he enjoys browsing through it himself. This is a good example that reflects what 'meaningful reading' can be to children. In other words, children should have the right to choose what is of personal interest to them and the content to be read, rather than have reading "choices" made for them solely from an adult's point of view. In reality, there are many parents and teachers who eliminate the possibility of children choosing a book and instead ask children to sit down and read whatever that is give to children (Lu, 2003; Meek, 1982).

Breaking down a language into bits in the name of "easy-to-difficult sequence" for children's better understanding is another approach that ignores children's views. Adults view the easy-to-difficult sequence in terms of form, or syntax, whereas children view it in terms of meaning. For example, a phonics book which puts together the words such as

mouse, louse and house may not make any sense to a child (Long, 2003). This gap between adults and children's viewpoints pushes the children to produce form-full but meaning-empty written language (Lindfors, 1987).

Many language classes and even researchers (Maguire, 2004) tend to ignore children's views. In children's English classes in a foreign language context, this oversimplification of a text and easy-to-difficult sequence of form may be more prevalent than in children's first language classes. This is largely because of the adults' view of expected burdens that children may encounter. In other words, adults assume that children who are still in the process of the development of their first language do not have enough intellectual capacity to grasp seemingly complex content written in a foreign language. Graves and Maguire (2001), however, show counter-evidence about such adult viewpoints. The study of journal writing of three children, Heddie, Sadda and Emma in an English dual-track elementary school where instruction is delivered in English as L1 and in French as L2, illustrates the children's proficiency in their English language development. Specifically, their journal writing indicates these children's control over grammatical elements such as verb tense, pronoun and subordinate conjunction, as well as their control over sentence and discourse aspects of English. This study leaves a question to people in the EFL field about their assumptions about the easy-to-difficult sequence of form, which is often taken for granted.

Curriculum

The teaching and learning process is not a delivery system that occurs as a transmission from a teacher to a student, but rather an interactive event that occurs in a

particular context. Thus follows the claim that the children's views or perspectives on curriculum, which includes class objectives, and affects even small class activities and choice of teaching materials, should be heard and has legitimacy. The challenge in reality, however, is that by interpreting childhood in purely developmental terms, we tend to limit our approach to what is important to children themselves in relation to their experience (Jeffrey & Woods, 1997). From her study with young bilingual children, Maguire (2004) also conveys that children have the capability to assess a situation and context in which they belong. Therefore, 'children's perspectives and voices' are important indicators of their interests and learning.

Talking about the relevance of creative teaching, Jeffrey and Woods (1997) illustrate a view of young children's experiences of their curriculum in terms of teachers' attitudes about their classes and students. Young children, experiencing creative teaching that corresponds to their emotions and interests, talk enthusiastically about their learning throughout class activities. This evidence illustrates the importance of making emotional connections with students, engaging their interests, preserving their identity and individuality and encouraging teachers' considerations of students' perceptions of their learning.

I believe that the purpose of the inclusion of written language in language learning is to equip children with a new tool for negotiating and mediating with their external social worlds and the internal personal worlds. For example, watching writing taking root within children's social lives, Dyson (1993; 1995) states that children began to use writing to accomplish social work, that is, to maintain and manipulate their relationships with others. From the case study of Dakota children's writing, Franklin (1997) contends

that "writing is a simultaneously cultural and expressive activity in which writers write through the language traditions and genres available to them in their cultures" (p.102). This perspective reflects the importance of children's everyday experience, and views children as agents of their learning in various social groups, such as family, peers and kindergarten. In the process of their interactions with peers, being told stories and receiving help from adults, children develop their awareness about their roles, contexts and situations, as well as develop oral and written literacy.

To be active participants, rather than objects such as an empty basket to be filled in language classroom, children, as language learners, need to be respected with regard to their learning interests and their home experiences, which they bring to language classrooms. In other words, language learning in classrooms must be authentic, meaningful and relevant to children's experiences at home and in their own social groups, such as among peers and in kindergarten. Therefore, the process of learning language, especially written language, should be regarded as the process for children to develop a new form of speech, not solely as the process of mastering mechanical skills.

English as a Foreign Language (EFL) and the Characteristics of an EFL Classroom

English as a foreign language (EFL) refers to English studied in a country where English is not a first language and English does not have an official status. However, this definition based on the traditional model of concentric circle, which divides the status of English into English as a native language (ENL), as a second language (ESL) and as a foreign language (EFL), is not suitable in defining various language learners'

circumstances. Pennycook (2003) sees the weaknesses of this traditional model Penn as follows: "the location of nationally defined identities within the circles, the inability to deal with numerous contexts, and the privileging of ENL over ESL over EFL" (p.518). By giving English a particular status such as ESL or EFL along national lines, this model cannot take into account social factors and differences within the same classification. This classification of English status tends to privilege native speakers over ESL/EFL speakers and ESL speakers over EFL speakers. Despite this weakness, the traditional model of EFL does describe the status of English in Korea in terms of context, population, the goal of learning English, and teachers' concerns. In other words, compared to other countries such as Malaysia where depending on locality, English can be a first or second language or sometimes a foreign language, within Korea, English is always a foreign language without any political or official status.

For homogeneous populations with the same first language and cultural background, the main goal of learning English in Korea is to pass English entrance exams and to pursue a good career in the future, but emphasis is now more on oral ability in a foreign language. Harrison (1973) shows the significantly different concerns of EFL teachers, such as ways to get students to speak English in class, ways to use authentic language teaching materials, having to teach to test, having too little time with students, getting students to take on more responsibility for their learning, and fewer chances for students to apply what they study to communicative situations outside the classroom. Quite often, the only comprehensible English that some EFL students hear and read is in the classroom.

Another characteristic of the EFL classroom is that some students tend to be quiet while others are not. In explaining why some language learners are reluctant to open their mouths, many theorists refer to the learners' affective factors, such as introverted, extroverted, motivated or unmotivated. However, Peirce (1995) claims that these affective factors are socially constructed and sees power relationships between language learners and target language speakers. In the case of the EFL classroom, especially in China and Korea, the target language speakers are teachers. In those countries, simply the title of 'teacher' gives authority to teachers, and thus it results in an explicit power inequality between teachers and students. In addition, the students' relatively less fluency in the target language highlights this power inequality. Thus, despite some students' high motivation, they do not easily speak up in class.

Bourdieu (1977) sees language competence as symbolic capital which indicates a speaker's position in a social structure. He argues that language serves as an instrument of power as well as an instrument of communication. This suggests that the value or power of a speaker largely determines if a speech is worth hearing. Drawing on Bourdieu's conception about language competence, Peirce (1995) explains the power relationship in language use by using the notion of investment which also views a language learner's relationship to the social world. That is, "a language learner's motivation to speak is mediated by investments that may conflict with the desire to speak" (p.20). In other words, through speaking in a target language, language learners continuously establish and re-establish their 'sense of who they are' and their relationship to the social world. In this process, finding themselves in inequitable social circumstances, language learners can show their resistance to the inequality by remaining silent. The

acknowledgement of this power differential is useful when considering the perspective of native EFL teachers who are not familiar with the inequality that may be embedded in a traditional national ideology about power and authority and thus, how they should manage their classrooms.

EFL Classroom Discourse and EFL Class Activities

Since language teachers are normally the primary source of the target language for foreign language learners, especially for kindergarteners, emphasis on classroom discourse is important. Hall (1999) illustrates the typical classroom discourse used in many countries such as Korea. For example, the discourse pattern of I-R-E, which sequences teacher initiation, student response and teacher evaluation, results in learners being passive and uttering short responses (Mehan, 1979). In other words, all class activities are teacher-centered. This type of teacher-centered class is particularly prevalent in Korea because of the traditional values from Confucianism. In the ideology of Confucianism, teachers have tremendous authority and students are supposed to obey and respect their teachers.

Arguing against the I-R-E discourse, Hall introduces the notion of instructional discourse. Instructional discourse is based on Vygotsky's notion of zone of proximal development, which is the level at which language learners can improve with the support of more advanced interlocutors. The goal of instructional conversation is to enhance learners' understanding and communication about concepts and ideas through extended negotiation from those who are more knowledgeable. Hall (1999) states the benefits of instructional conversation in EFL classroom as follows:

> Through the ways in which they weave instruction into their conversation with students, teachers help them make connections and build upon what they already know. Teachers also make their own thinking explicit, modeling for the students the strategies they use to work through an issue, solve a problem, or accomplish a task. Students then are able to develop a shared base of knowledge and skills upon which more complex knowledge can be built. (p.32)

In this type of instructional conversation, which offers a supportive learning environment to learners, the learners' deep engagement in their class activities and interactions with their teacher can occur naturally. In turn, this interaction and engagement can enhance up both what students learn, as well as their positive attitudes about learning a language (Gebhard, 1996).

Hall divides EFL classroom activities into three domains: interpersonal, interpretive and presentational domains. Each domain has its own purpose. For example, the class activities in the interpersonal domain have to do with interaction with others, whereas interpretive class activities are related to developing an understanding of a text. The class activities in the presentational domain relate to describing something or expressing oneself. In Korea, teachers heavily depend on interpretive class activities by focusing on transferring linguistic information through translation from English to Korean or vice versa. This trend is more prevalent when the students attend higher educational institutions.

The interactions between learners and teachers and the classroom activities play an important role in involving learners within the class and shaping their language development in foreign language learning. That is largely because the foreign language learners' main resources for the target language learning are teachers and class activities. Therefore, teachers need to re-examine their pedagogical beliefs and language ideologies

that have to do with the teachers' choice of interactional patterns such as I-R-E or instructional conversations. In addition, the class activities should be planned based on the objective of a class and students' functional needs. For example, if the class objective is to develop learners' abilities in expression, teachers need to use activities in the presentational domain. In the activities, teachers also need to ensure that the activities are authentic and meaningful to children.

The Students' Perception about Effective EFL Teachers

In the previous section on the curriculum, I discussed the desired image of teachers as facilitators and mediators. However, the perceived characteristics of an effective foreign language teacher are a little different from the general classroom teachers, due to the nature of language teaching in a foreign language context. Brosh (1996) conducted a research study about the perceived characteristics of an effective foreign language teacher in terms of teacher-student interaction styles, teaching methods, planning and organization, interest and attention in the class, and personality in the classroom. The situation for Brosh's research in Israel is very similar to that of Korea in that there are many non-native foreign language teachers, and thus the extent to which they master the four language skills vary. From the research, Brosh gives a blueprint of an effective foreign language teacher: Good language proficiency, which means a native-like command of the target language, especially in spoken language, is the most important requirement. With a native-like language proficiency, thorough knowledge of the subject matter ensures that the teachers, rather than worrying about being knowledgeable enough to teach, can devote most of their mental energies to organizing the material in such a

way that the students will not only understand it, but will also be stimulated and motivated and invest in learning to continue studying it. Other characteristics, following the language proficiency in importance are organizing ability in class, fairness, and availability to students.

Games in Children's Language Learning

By viewing learning a second language in terms of an investment, Peirce (1995) argues that second language learners acquire a means through which they can increase the value of their cultural capital (ie, knowledge) in return for their investment. For language learners, this return in investment is one of the most powerful factors that push learners forward. In light of this, how can a teacher maximize children's investment in language learning? Based on common sense, it is inferred that personal involvement is one of the effective mediating and influencing factors that can interest children in learning a foreign language. Children tend to lose themselves easily when they are deeply involved in a task that is fun. Thus, teachers cannot neglect the role of play and pleasurable activities, such as games, in language teaching.

Games can make the classroom environment, fun, relaxed and friendly to the learners who come to the classroom with the psychological burden of limited proficiency of the target language. According to Krashen's monitor theory, affective variables such as self-confidence and anxiety can facilitate or impede the psycholinguistic process through which linguistic data are accumulated in memory. By acting as a filter, anxiety and psychological burden can prevent comprehensible input from being used (Krashen, 1985).

The role of a game in removing this negative variable legitimates the inclusion of games in foreign language learning.

The role of a socio-dramatic play with adults or peers is important in providing environments where verbal exchanges, a crucial context for language development, are rich. Vygotsky (1978) states that in make-believe play, children show behaviour beyond their age and daily behaviour because play activity creates a zone of proximal development. Therefore, "play contains all developmental tendencies in a condensed form and is itself a major source of development" (p.102). According to Ariel (1992) and Berk and Elias (2002), play also helps children to be involved in active appropriation of social role and rules. Engaged in socio-dramatic play children interpret the behaviours of playmates as they try to understand and guess about their friends' purposes and intentions. Play contributes to the development of semiotic mediation, decoding and interpreting signs and relating them to the other systems of meaning, thus cultivating children's understanding of the arbitrary nature of signs.

Garcia-Carbonell, Rising and Watts (2001) point out that games can correct the conventional teacher-centered classroom. By introducing authentic communication, a shift from the authority structure of the traditional classroom can occur, and the learners become more active and involved. In other words, introducing games to a class activity is a way for the language learners to be centered and positive participants. Gestures, handling and touching things, pictures, interesting stories and games help the foreign language classroom avoid mechanical drills and the danger of blind and meaningless parroting (Van Der Linde, 1999).

In young learners' classrooms, well-applied games may maximize the learners' spontaneity and make learning fun, resulting in positive attitudes toward learning a foreign language and learning itself. Thus, the acknowledgement of games can be helpful for target language teachers to manage their classes, as well as to lead the children to become successful learners.

The Use of First Language in Teaching a Foreign Language

In teaching a second/foreign language, the Grammar-Translation Method and the Direct Method are two traditional methods. The Grammar-Translation Method uses the first language as a medium for instruction of grammar rules and translation. Rejecting the use of first language in teaching a second/foreign language, the advocates of the Direct Method claim that a foreign language can be taught without using the first language, if meaning is delivered through demonstration and action (Howatt, 1984).

In the middle position of these two extremes are Audio-lingualism and Communicative Language Teaching, which have been long and widely applied in language teaching classrooms. In spite of the differences in theoretical principles and classroom techniques and procedures, these methods have something in common. That is, they do not depend heavily on, and do not completely exclude, the learner's first language. The use of the first language in teaching a foreign language is encouraged for the learner's benefit as for example, in providing a correct meaning of a word.

Form a Socio-cultural prospective, children's development, which is distributed along overlapping phases, is accomplished with the help of adults, especially during verbal interaction with adults in supportive situations. Adults can link resources with

children's responses and provide the psychological tools for thinking by posing questions, reflecting on actions, and noticing cause and effect (Mattos, 2000; Yang, 2000). Teachers' appropriate use of children's first language, which is their culturally created artefact and their dominant language, can facilitate and support and mediate their learning of target language. An advanced phase of target language learning can be less challenging to children through the teacher's collaborative guidance. Such guidance incorporates children's first language to attract children's attention to a certain linguistic factor and to realize it.

Based on these theories about the use of a first language in teaching foreign language Hajjaj and Kharma (1989) state as follows:

> It should be mentioned that excluding the use of the mother tongue, perhaps as much as the use of the Language Laboratory, has been successful only in private language schools or micro-language teaching-learning situations (the direct method and community language learning are two cases in point). In public schools and state schools and in centralized educational systems, where most, if not all, teachers are non-native speakers of the second language, excluding the mother tongue simply does not work. This also implies failure to take into account practical classroom realities (e.g. class size, lack of sufficient audiovisual aids, limited time assigned to the foreign language, etc.). (p.231)

With this reality that cannot totally exclude first language in EFL classroom, it is necessary to consider language learning in terms of learners' backgrounds, such as the first language and learning experiences that they bring into language classrooms. It is important to consider respect of language learners, and learner's benefits, code switching, the alternative use of two or more languages in discourse within the field of bilingualism or multilingualism. Edelsky's statement (1990), that a whole language approach views code switching as a sociolinguistic strength, gives legitimacy to the use of code switching

in the classroom. It can help enhance "the learning process for them by allowing them to express themselves in a comfortable and precise way" (Huerta-Macias & Quintero, 1992, p.70).

In Korea, where there are many English teachers who depend on Korean as a teaching tool and who have varying degrees of English proficiency, it would be impossible to completely exclude Korean from the foreign language learning process. Under this circumstance, teachers need to be informed about the need and importance of using the first language as a teaching tool and code switching. Teachers also need a guide that shows the appropriate amount of the first language to be used at each stage and indicates situations where the use of the first language is desirable. Being prepared with this knowledge about first language use, EFL teacher can enhance effective instruction and can give language learners a chance to establish confidence in language learning.

Summary

In this chapter I presented relevant theoretical frameworks in a Socio-cultural perspective and studies in children's language development and English learning in an EFL context. Moving from Behaviorist theory to Socio-cultural perspective, I described the major theories and studies of children's language development. I mentioned the important factors that play a very important role for successful language teaching/learning: teachers' attitudes and perceptions about class and curriculum. I also discussed the weaknesses of EFL classes and EFL teachers' concerns. In the next chapter, I present my methodology and data collection methods.

CHAPTER 3

Methodology

Overview

학부모님들의 영어로 진행되는 음악과 미술시간에 대한 만족도가 상당히 높아요. 다른 학원은 아직 원어민이나 교포전공자가 가르키는 이런 시간들이 흔하지 않거든요 이게 우리학원의 강점이지요.
The extent to which parents are satisfied with art and music classes is very high. This is because it is rare to find an art or music class led by a full bilingual or a native teacher who majored in art or music. Having these qualified teachers is one of the strengths of this institute.

(Interview with director, December 2, 2002)

Research into the private language institutes in Korea began around ten years ago. Within a very short time, as private language institutes have mushroomed, there arose an urgent need to call into the question the quality of English education in the institutes. In response to this urgency, there are now more people who study these institutes. However, it is still difficult to draw firm conclusions until further research studies are completed. Despite this limitation, it is possible to speculate about the ideal type of English classes in Korea from observations in classrooms. Before describing the classes in Korea, I present my role as a researcher, the setting for the study and my data collection process and methods, and I describe the participants for this study.

The Role of the Researcher

As I described in chapter one, my motivation for this research resulted from my own experience as a language learner: after more than ten years of English study in Korea and Canada, my experiences at English-speaking universities made me call into question English education in Korea, in terms of teaching methods and English teachers' qualifications. My experience as an EFL and ESL learner and my knowledge about English education equipped me with both an insider's and outsider's perspective on English education in Korea.

The experience of learning and teaching English in Korea benefited my understanding of the prevalent English teaching method, parents' perceptions of English education and the pressures that language institutes and their teachers face. My perspective as an insider was also useful in interpreting children's behaviors in classrooms in relation to their culture. Finally, my experiences as an English teacher in Korea played an import role in creating rapport with Korean teachers. For example, when they talked about their difficulties in finding their positions between parents' demands and the reality that they faced in their classrooms, my own experience of similar difficulties as a teacher in a private sector seemed to lead them to accept me as one of them. Using our native language with the Korean teachers in interviews and informal conversations also seemed to be a useful tool, creating rapport by establishing emotional connections and by exchanging information.

The emotional connections created by sharing a first language were impossible to attain with the native English teachers, of course. However, by viewing English education in Korea from a distance and comparing the education system of Korea to that

of Canada based on my study experience in Canada, I could understand the native teachers' culture shock in the over-competitive educational environment in Korea where very demanding parents and students take it for granted that they will sacrifice outdoor activities for the sake of studying. My appreciation of native English teachers' psychological burden because of this competitive educational environment and because of a vastly different culture appeared to be beneficial in narrowing the distance between the native teachers and me as a researcher.

With these two perspectives on English education in Korea, I described the classroom activities of English classes, as well as those of other subject classrooms at Smarty Language Institute to explore what happens in English-teaching classrooms. To accomplish this, I mainly relied on participant observations and interviewing as tools of inquiry. All participants in my study were aware that I was conducting research and that, as an observer, I would attend to the classroom contexts and communicative interactive behaviors between teachers and children. In gathering and interpreting the data, I also considered social and cultural factors such as the different attitudes toward teachers in Korea compared to attitudes in Canada and the United States.

Setting

The setting, Smarty English Institute (pseudonym), is a private English language institute for kindergarten children in Seoul, the capital of South Korea. It is a franchise for English education at the kindergarten level with branches mainly in Seoul and Keyoung-Ki Province, which surrounds Seoul and a few branches in other provinces. With the slogan of a specialized English language institute for children and with the

educational objective to equip children with competitive English proficiency for the globalization age, this franchise was founded in the mid-1990s. To achieve its goal the franchise set up its own research and development department and developed a syllabus and teaching materials such as flash cards, tapes, resources that teach students to use the telephone and students' workbooks for assignments. The franchise has supplied these materials to each branch. However, the recruiting of English teachers and teacher training are mainly the responsibility of each branch, with weak support from the headquarters in Seoul.

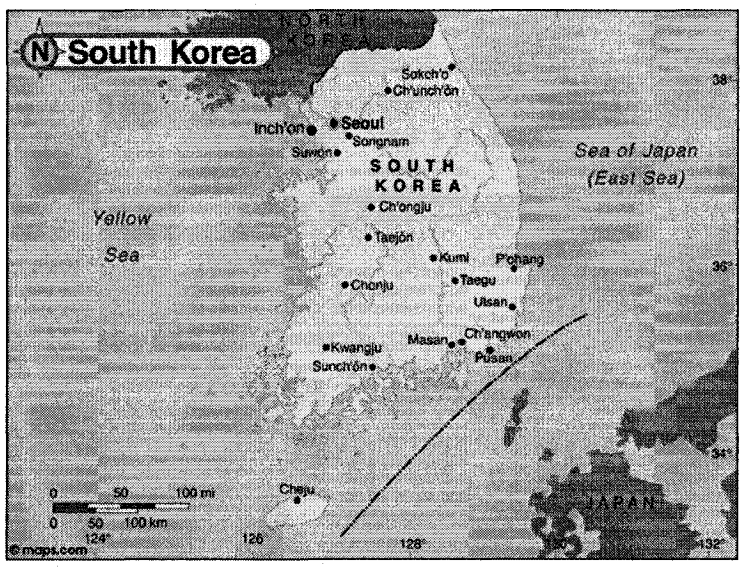

Figure 1: the map of South Korea

Among these braches, I chose one of the biggest in Seoul, which seems to provide relatively good quality of English education. Kang Nam District in Seoul, where the institute is located, was developed when Korea had peaked in its economic expansion in the late 1970s and early 1980s. At that time, people who accumulated their wealth because of the economic boom in Korea moved to this district, establish a reputation as new hub of art, business and education. Among the many buildings in Kang Nam District, it is not hard to find education institutes which are regarded as the best private education

institutes for foreign language and the nation-wide university entrance exam. In terms of foreign language education, most of the parents are professionals, such as doctors, lawyers or professors in this area, and tend to have a good knowledge about the problems of English education in Korea through their own experiences of foreign language learning and the secondhand experience of their middle-class neighborhood. In other words, the parents know why they themselves do not have competitive English proficiency, especially in their communication of spoken English, in spite of more than then years of English study. Blaming this lack on the methodology of English education, on inefficient English teachers who do not have a native-like command of English, and on the later starting age of English education, parents do not want their children to follow in their own footsteps in learning English. Based on their experience, the parents in this area want the institute to develop their children's spoken English ability rather than written English ability, hoping to replicate the experience of first language acquisition. This demand pushed the institute to move out of the traditional teaching method such as Classical Latin, at least by making the institute try to introduce another method such as the communicative language teaching method. This shift from the traditional teaching method to the communicative teaching method allows even the Korean English teachers to give their lessons in English with a few exceptions, like clarifying the meanings of words and sentences for the children's better understanding. For example, after a teacher explains an abstract word such as "irritated" in English, the teacher shows the corresponding Korean word "짜증나" to children.

Within the context of an overheated competitive situation of English education, being afraid of revealing its weaknesses to the parents and rival institutes, the private

English language institute for kindergarten children from which I collected the data did not want to reveal its name to the public. To protect the institute and participants, I do not use the real names of the institute, teachers and students in this study. The names of teachers and students mentioned in this study are pseudonyms.

Accessing to the Site

Even though there are numerous private English language institutes for kindergarten children in Korea, it was hard to obtain access to classes. It seemed to me that, in allowing outsiders to observe their classes, most of the institutes feared becoming the target of criticism. Under these circumstances, I relied on my own personal connections to gain the access to an English institute. Fortunately, my employer who once had run the branch in Dae Gu, my hometown, was willing to help me by introducing me to the institute in Seoul.

학원도 너무많고, 경쟁이 너무 심해서 요즘은 살아남기가 쉽지가 않아요. 물론 우리학원이 다른 학원과는 차별화되게 자체 연구한 실레버스도 있고 하지만, 몇몇선생님들은 실레버스를 거의 이용을 하지를 않아요. 가끔씩 좀 이용하라고 종용하긴 하는데 말을 잘 안듣기도 하구요, 계속 같은 액티비티만 반복하기도 하고, 수업들어가보시면 아시겠지만, 수업에서 문제점들이 있으면, 솔직히 말씀해주세요, 우리도 참고를 할수 있을테니깐요
It's very hard to survive in this competitive environment. As you see, in this area we have too many institutes. Of course, I am sure our institute is better than others because we have the syllabus and teaching materials from headquarter. We don't have to develop all the teaching materials by ourselves like other institutes, even though the syllabus is a little old. Frankly speaking, the syllabus and teaching materials are not fully used in classes because of some teachers who are not diligent in preparing their classes. I know a few teachers do not even take a look at the syllabus, saying that the syllabus is not suitable for their classes and do the same activities over and over again. You will notice in class observation how important the teachers' role is. During observation, please let me know the weaknesses in the classes. In that case I will relay your advice for teacher training and overall planning for the institute.

(Interview with the director, December 2, 2002)

The director's comments about the teachers reveal one of the most serious problems that private language institutes in Korea face now: the qualification of teachers and their commitment to their classes.

The Layout of the Institute and the Arrangement of the Classroom

The institute rents the third and fourth floors in a four-storey building. In addition to the ordinary classrooms, which have a rectangular arrangement of desks, the institute includes an art classroom, a music classroom and a large classroom called the activity room. The activity room has a big screen monitor for movies and internet. Unlike the ordinary classrooms, the art classroom has three big, round tables and chairs, and lots of artwork such as a doll, a mask, a drawing, a kite and a miniature. The music classroom has only an electronic organ, no desks and chairs. Children sit down in a line or a half circle with the teacher in the middle. All of the classes have about seven students, but the art class and music class can sometimes have about 14 students by combining with another class. During my observations, the classrooms and the hallway were decorated with children's drawings, artwork and posters reflecting a biology theme of bugs and big animals.

Data Collection Process and Data Courses

Collecting Data

I collected the data for a week from Monday to Friday and two more Wednesdays in December 2002 in Seoul, Korea. I also visited the institute for two days in November 2005 to remind myself of the situation in which the first data collection occurred. The

original data was collected from three level classes with children from 5 to 7 years old at Smarty English Institute (Note: these statistics are noted in Korean age which is different from that of Canada. For example, as soon as a baby is born, the baby is one year old in Korea. After the first day of January in the lunar calendar, the baby becomes two years old regardless of his/her birth date.)

For the data collection, I stayed in Seoul for more than ten days from December 1 to December 11, 2002 and on December 18, 2002; I usually observed the selected classes at Smarty English Institute from 9:20 AM to 3:00 PM, sometimes until 4:30. On Friday December 6, 2002 I returned to the institute at six in the evening to join the Friday teachers' meeting of the institute in which the teachers demonstrated their class activities. They focused specifically on games, exchanged information about their students and received feedback from the director, who communicated with the parents through the homepage of the institute and by telephone.

The methods for collecting data are as follows: 1) audio recording of three classes; 2) interviews with the director, eight teachers, parents and six students; 3) questionnaires to the teachers and parents; 4) use of field notes for observations in classes.

DATA	TYPE OF DATA	TIME OF DATA COLLECTION
Recording	Observations of the three level classes, including art, music and review classes	From December 2 to December 6, 2002. Two Wednesdays, December 11 and 18, 2002.
Interview	Formal interviews with six children, eight teachers and the director	December 2 to December 6, 2002. December 11 and 18, 2002.
Informal conversation	Director, eight teachers, parents and students	During break, lunch time and after class from December 2 to December 6, 2002. Two Wednesday in December 2002
Questionnaire	Eight teachers with e-mail and paper questionnaires; parents with paper questionnaires at the parents' invitation	From December 2 to December 6, 2002 for the teachers. Friday, December 6, 2002 for the parents.
Field notes	Jotting down whatever I thought was useful and helpful to remind me of the situation of my observations. I also put down things that seemed to be relevant to my study based on informal conversation with teachers, parents, children and the director.	From December 2 to December 6, 2002. Two Wednesdays, December 11 and 18, 2002. Two days at the end of November 2005.

Table 3-1: Inventory of Data Collection

Audio Recording

Audio recording took place in each observed class from December 2 to December 6, 2002, and on two Wednesdays, December 11 and 18, 2002. This institute had the equipment to video record each class with the cameras installed in each classroom. This technology was installed primarily to allay parents' fears about any small accidents such as a quarrel among children. The parents also could watch their children's class via the internet by using a designate pin number that the institute assigned after a child registered, like a university assigns computer accounts to its students.

As soon as children discovered me in their classrooms, they talked to each other and some of them asked me whether I was a teacher or a parent. Others asked me why I was in their classroom. After listening to their teacher, a few children wondered why I needed to observe their studying if I were not a mother who was looking for an institute for her child. Smiling back at them, I tried to sit where I could make myself least noticeable. There I put an audio recorder on a chair next to me. That way I could draw less attention from the children. I collected only an audio record and took field notes in the classroom. At first, being aware of my presence in their classrooms, the teachers seemed to be nervous and the students were distracted. However, a few minutes into the class, the students' attention moved back to the teacher. After each day's observation and two more days after each observation, in a small room where the video recording took place, I wrote down in my field notes the classes' mood and the interactions between a teacher and students from the video recording. The total observed time was around 900 minutes. To increase the credibility for my data, along with audio recording I also took field notes in classrooms. The field notes were taken chronologically with the date and time in which I wrote them. (See appendix A)

The following excerpt illustrates how I used the video and audio recording alongside the field notes to analyze my data.

Chris: Where is Annie?

Jane: Annie not here.

Chris: Where?

Jane: Sick, sick, Annie to hospital, hospital with mom. [It is hard to understand her due to her soft voice, and so I write the conversation in field notes.]

Chris: Annie is sick so she is in hospital?

Jane: [She does not answer or show any behavioral response to the teacher, looking down at the things on her table.]

Chris: Jane, right?

Jane: [No answer, opening her book and not looking at the teacher.]

Chris: Jane, Jane, Jane!!!

Jane: [She does not answer verbally, only nods her head and looks at the book on her table.]

This was an excerpt from the six-year-old class. After observation, with this audio-recording and the field notes at hand, I examined the video recording for accurate data analysis. The video recording showed Jane's behavioral response to the teacher's question: not listening to him and seemingly ignoring her teacher's question by looking at what attracted her interest. In analyzing and interpreting this excerpt, the audio recording was not sufficient because of her soft, unclear voice and because of a long pause in the conversation between Chris and Jane. As follows, I depended heavily on the video recording. Judging from her behavior in the videotape, Jane did not show appropriate respect to her teacher, but why she responded to her teacher in this way was not clear, either because of her personality or because of her perception of Chris. I connected the audio recording, video recording and my field notes in analyzing my data.

Interviews

Formal interviews were conducted with each of the eight teachers, the director and six children from December 2 to December 6, and December 11 and 18, 2002. I used English with native teachers and used Korean with the bilingual teacher, the Korean English teachers and the children. I did not have trouble interviewing the director and

teachers. However, it was difficult to draw out specific answers from the children. The children tended to answer my questions with "yes/no" or "I don't know." It seemed to me that these very young children, who were five years old, were not used to expressing themselves in detail, especially with a stranger. In the case of the seven year old children, the boys tended to be too active and energetic to focus on a seemingly boring thing such as an interview. Contrary to the boys, the girls appeared to be shy. Therefore, I tried to ask specific questions and improvise the questions depending on the student's answers to the previous question. For example, "Why do you like teacher Seo? Is it because she is beautiful or kind?" The general questions for the interview with the children were as follows: which class they liked, which game and song they liked most, whether they liked the institute, whether they felt afraid of teachers, etc. After class, I asked to borrow their textbooks to photocopy. Table 3-2 provides an overview of the participants.

Staff and student name	Grade taught/age	Years of teaching experience	The strongest language
Director			Korean
Matt	5-year-old class' homeroom teacher	One and a half years	English
Chris	6-year-old class' homeroom teacher	Two years	English
Dan	7-year-old class' homeroom teacher	Three years	English
Lauren	Music teacher	One year	English
Ms. Seo	5-year-old class teacher	Around 15 years	Korean
Miss Park	6-year-old class teacher	One and a half years	Korean
Ms. Kim	Review class teacher	Around 11 years	Korean
Janet	Art teacher		English/ Korean
John	7		Korean
Christina	7		Korean
Joseph	6		Korean
Molly	6		Korean
Alex	5		Korean
Anne	5		Korean

Table 3-2: Participants in interview

Informal Conversations

I had an informal conversation with the director almost every day when I dropped by his office to say hello or good-bye. He always asked whether I was getting enough information for my thesis form the observations. With this question, he also talked about his opinions and asked me about my thoughts about the teachers and their activities. The informal conversation with teachers usually took place during lunch time, break and after or before class. After observation, joining in the decoration of the Christmas tree on 4, December 2002, I was able to have long conversations with the teachers about their students, the institute and their opinions on culture and education in Korea. On the day when the parents were invited to the institute, I had the chance to talk and listen to their thoughts about English education and feelings about the institute. For example, many parents asked about the amount of time that their children need to focus on written English and whether their children could catch up with peer groups in elementary school with what they learned in this institute. The most common complaints about the institute among parents were the repetition of the same activities.

Questionnaire

When the parents were invited to the institute on Thursday, December 5, 2002, I had an opportunity to ask the mothers to fill out a questionnaire. (See Appendix B) Talking with the mothers who knew about me from the director's introduction, I received many questions about English education such as questions about textbooks that I would recommend, English camps and studying abroad. After answering their questions, I asked the parents to fill out the questionnaires which I retrieved at the end of the meeting. When

the teachers were asked to fill out the questionnaire during the observation period, some returned the completed questionnaire in person. Others asked me to e-mail the questionnaire and returned it by e-mail. (See Appendix C)

Heavily depending on the audio and video recordings with the help of field notes, I analyzed the class activities, as shown in the section about audio recording. In terms of the analysis of children's perceptions of their teachers and class activities, I compared the interviews with the children and their parents' questionnaires, which asked about the children's response to their classes as expressed at home. From this questionnaire, I obtained answers that I then attempted to retrieve in the interviews with the children. As shown in the section about interviewing, I had difficulties communicating with the children. In addition, the parents' questionnaires and informal conversations with them on the invitation day gave me information about the pressures that the institute and teachers faced, as well as the parents' perceptions of the institute and their children's English education.

Class Schedule

The regular class for the kindergarten students was from 9:30 to 2:55 PM from Monday to Friday. The whole schedule consisted of six 45-minute regular classes, a 20-munute break for a snack and a 40-minute lunchtime. The regular class schedule was very long because of the parents' belief that the more time that their children spend in an English environment, the higher the English proficiency their children can develop. The time table for the regular class is presented in Table 3-3.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:35~10:15	Art	Art	Music	Music	Music
10:15~10:35	SNACK				
10:35~11:15	Review	Review	PE	Art	Art
11:20~12:00	Music	Music	Review	Review	Review
12:00~12:40	LUNCH				
12:40~1:20	English	English	English	English	English
1:25~2:05	PE	Phonics	English	Phonics	PE
2:10~2:50	Phonics	PE	Arithmetic	PE	Arithmetic

PE: Physical Exercise

Table 3-3: The time table of the five-year-old class

Participants

The participants that I observed were four native English teachers, three Korean English teachers, one full bilingual English teacher, and selected kindergarten students from 5-years-old to 7-years-old. Additional participants included the parents who visited the institute on the invitation day who participated through questionnaires and informal conversation.

Korean English teachers

The three Korean teachers in this study, Ms. Seo, Miss Park and Ms. Kim had degrees in English Literature. Korean and bilingual English teachers were required to contact the parents regularly to obtain feedback. By gathering feedback directly from the

parents, Korean English teachers were better informed about the parents' expectations of their classes. The most obvious difference between the Korean and bilingual teachers and the native English teachers was the extent to which they knew about the realities related to English education in Korea, such as the goal of learning English. Their perceptions of their career as EFL teachers were also different. Korean English teachers such as Ms. Seo and Ms. Kim thought of their job as a professional and permanent job. However, most of the native English teachers thought of their career in Korea as temporary and planned eventually to go back to their countries.

Teacher Ms. Seo

A beginner-level teacher, Ms. Seo was in her early 40s. Since graduating form Ke-Myung University with a BA in English literature in Dae Gu, my hometown, she had been teaching Phonics and English in language institutes. When she started her career as an English teacher, she mainly taught elementary school students in grades 5 and 6 who were preparing for their middle school English exams. As the demand for kindergarten English education grew in Korea, however, she moved to the institutes which focused on the English education for kindergarten students. While working as an English teacher for kindergarten students, she trained Korean English teachers in a continuing education program, which a university offers to people who want to earn a certificate for kindergarten English education. The program focused on practical class activities such as chanting, singing songs and playing games and a class plan. As a forerunner in the domain of kindergarten English education in Korea, she seemed to have built her knowledge and skills through trial and error.

In the Smarty English Institute in Seoul, she taught Phonics to five-year-old students who had had less than a year of English study. According to the director, an experienced teacher such as Ms. Seo was suitable for the youngest students who required a lot of patience and good care. For these younger students, their first perceptions about English classes could influence their permanent attitudes to English and to learning itself. However, Ms. Seo said, "I was afraid when I started teaching in Seoul, where there are lots of excellent teachers, because of my spoken English proficiency, and it is still not easy." In the very first class, by introducing me to the children as someone who wanted to know how wonderful and smart the children were, she encouraged the children to be serious in their class.

Teacher Miss Park

The teacher of the 6-year-old class, Miss Park had the least teaching experience in the institute. Miss Park, in her mid 20s, had a little more than one year of experience of teaching English to kindergarten students. After graduating from Kyung-Book University in Korea with the degree of BA in English Literature, teaching English to kindergarten students at this institute was her first full-time job. Even though she had little experience, based on her student's writing, it was clear that she made a good impression on her students: "I like her,...is beautiful!....is our teacher...doing well and kind."

According to her, because she felt less competitive in spoken English in comparison with the other teachers who had more job experience, she was trying to improve her English proficiency in spoken language by teaching the Korean language to a native English teacher in the same institute. Also, she planned to apply for graduate school.

Among the Korean English teachers, she was the most passive in my interview, avoiding a direct eye contact. She seemed to be most nervous and felt burdened by my class observation.

Teacher Ms. Kim

Ms. Kim, the teacher of the Review class, was in her late 30s. Like the other two Korean teachers, she studied English Literature in a university in Korea. As a university student, she tutored middle school students in English. In her tutoring, she prioritized English grammar, translation and vocabulary by using the Classical Latin method. This part-time job extended into a full-time job after graduation, teaching English to kindergarten students in the morning and to elementary school students in the afternoon. Now she mainly focuses on kindergarten students. Like Ms. Seo, she developed her strategies and expertise by herself from her own experiences. According to her, before moving to this institute, she chose teaching material, planned class activities and consulted with parents by herself. In this institute, she was teaching the Review class for the five and six-year-old classes in which students were supposed to demonstrate whatever the teacher asks, based on what they learned in their English and music classes and sometimes in the Review class. The Review class took place in an activity room which had a big screen monitor, for internet and movies, and a big space for dancing and games. In this Review class, there was no top-down syllabus from the institute for the class activity; the teacher orchestrated all of the things the students learned through songs, games and storytelling. She had a very positive attitude to my observation, asking my

feedback about her class. In response to her questions, I was also very frank: "Actually I am learning many things from your classes about class activities for children."

A Bilingual English Teacher

Teacher Janet

At the Korean age of twelve, in grade 5, Janet immigrated to Canada. In her late 20s, she was teaching art to kindergarten students at the Smarty English Institute. In Canada, she majored in Art at a college in Vancouver and had two years of job experience at a Korean company in Canada. She said that working with the Koreans in the company was helpful in improving her Korean. Even though she used Korean at home every day, the vocabulary and expressions that she used with family and with her Korean immigrant friends were limited. When she was asked whether English or Korean was more comfortable, without hesitation, she said that English was a more comfortable language for her.

Satisfied with her job, she believed that her ability to speak Korean helped in her class. For example, when she came across an abstract word that was hard for the students, she was able to make clear the meaning of the word by using a Korean word, after a long explanation in English. During the interview, she was very kind and cooperative. However, when she was asked by the director to give her monthly lesson plan to me, I could read a feeling of discomfort in her face. Later, when I asked about the printed lesson plan in person, she said that she felt intimidated and did not want to give them to an outsider like me. Because she put much effort and time into planning the activities, she

was afraid of someone copying them. Respecting and understanding her feelings, I did not ask her for her monthly lesson plan but I was satisfied with just observing her class.

Native English Teachers

Compared to a Korean English teacher, a native English teacher tended to be less experienced and had less pressure from parents. However, all of the native English teachers had one thing in common: all of them saw Korean parents as extremely demanding. In this institute, native English teachers were in charge of each class as a homeroom teacher. As a homeroom teacher, a native English teacher stayed with his or her students during lunch time, making sure that the students finished their lunches.

Teacher Matt

Teacher Matt met a Korean girl who was an exchange student in his class at Mississippi State University. This encounter gave him a chance to teach English in Korea upon finishing his studies in English Literature. Now engaged to this Korean girl, he has taught English for more than one-and-a-half years. He takes his job seriously because he plans to stay in Korea quite a long time. His first impression of Korean parents and students was that the Korean parents were very demanding of both the teachers and the children, in terms of studying. They were never satisfied with their children's achievement.

As shown in my observation of his class, he tended to stick to the syllabus. According to him, the syllabus saved him time and effort in class planning. He had the nickname of "dae-rang-yi" among children which combines the Korean words, pig and

tiger because of his big body and the beard on his face. When I first heard this, I felt really sorry for him. However, his response was totally beyond my expectation. According to him, he liked the nickname because joking with a nickname was evidence that children liked him and felt comfortable with him. This episode reflected his personality and attitude toward the children.

Teacher Chris

Teacher Chris, an English teacher and homeroom teacher of the six-year-old class, came from England. He earned his BA in English and his MA in Linguistics in England. Before coming to Korea, he taught English to university students in China for two years. In Korea, he has a total of two years of teaching experience: sixteen months at another institute in Kang Nam District and eight months in the institute in which I observed.

Through my conversation with him, I learned that he had a somewhat negative impression of his students. He thought that the children in the institute were spoiled because the parents let them do whatever they wanted. He also claimed that the institute should do something more to make the institute a complete, English-only environment. For example, the institute needed to forbid the agents at the information desk and the helpers who took care of the students during break and in shuttle buses from speaking Korean to the students.

In my interview with him, I had some difficulties understanding him because of his British accent and the speed with which he spoke. However, he seemed to be very energetic and extroverted.

Teacher Dan

Dan majored in history and education at a university in the United States and, before coming to the institute, he had two years of teaching experience as a high school history teacher in the United States. At the Korean institute Dan was an English teacher and homeroom teacher of the seven-year-old class, and, according to the director, Dan was the best native English teacher at the institute. At the time of the study, he had worked at the institute for three years with the same students. Therefore, he had a good understanding of the history of each student's English development and each one's personality. Compared to other native English teachers, he also had better insight into the Korean parents' expectations. According to him, the parents were very concerned about the children's pronunciation. In the interview, however, he revealed the difficulties between the institute and the parents. For example, there was no agreement between the program of the institute and the parents' expectations, resulting in confusion among the teachers. Nevertheless, he seemed to be very satisfied with the job and self-confident as a teacher.

Teacher Lauren

Teacher Lauren, in her late 20s, had been teaching music at the institute for a year. She majored in music education in the United States. After graduation, she taught kindergarten and high school, and she worked with young children in the United States for around three summers. Even though she did not have any other experience working with Korean children before coming to this institute, she said that she was quite well-prepared for music education because of her major and her job experience in the United

States. During the interview, in her class observation and at the Friday teachers' meeting, I noticed that she had a quiet personality, and enjoyed listening to others rather than having a loud voice. The difficulties that she mentioned about her class were in keeping students' attention for a long time, and sometimes struggling to calm down angry children who were yelling at each other in Korean. Her most memorable event in the institute was the preparation for Halloween day. At the Halloween musical, she was proud of her students and received good feedback from the parents and director.

Students

The kindergarten students had a similar English proficiency depending on their age. Their English proficiency in each level was obvious. For example, most students in the seven-year-old class did not have problems expressing themselves in English during class, even though there was still a small difference in proficiency among the individual students. On the other hand, some students in the five-year-old class tended to express themselves in a few English words instead of in a full sentence. The duration of studying English in the institute was as follows: three years, two years and one year for the seven-year-old, six-year-old and five-year-old classes respectively. The male and female ratio of each class from five years old to seven years old was around four boys for every three girls.

When they were asked about why they learned English, most of the children did not seem to know. They just said, "My mom sent me here" or "I have friends here." They seemed to be satisfied with being with their peer groups, playing together during break and after lunch, singing songs and making something together in class. Considering the

reality that most Korean children are in a private or public institute during the daytime and sometimes even in the late afternoon (some children come to this English institute after finishing at another institute), especially in Kang Nam District where most people are of the middle class, a child who does not attend an institute may have difficulties finding friends. Rather than learning English, the motivation to and interest in coming to this institute seemed to be to make friends with other children.

The environment in which students could speak English was limited. Once they were out of the institute, the students did not have opportunities to use their English. Except for the exposure to English video or CDs at home, there was no way for the students to practice the target language.

Parents

The parents who joined a special invitation of the institute participated in this study. The parents worked in upper-middle class positions as professionals such as doctors, lawyers and professors. Well-informed about English education from their own experience in studying English in Korea and sometimes abroad, the parents were very active in giving feedback, such as their children's responses to the teachers' praise and asking about their children's English achievement and attitudes in class. This enthusiasm had pushed many institutes toward providing better English education. However, it also had negative effects: even when the parents' demand was totally out-of-touch with the institute's program, the institute could not ignore them totally. This resulted in some confusion among the teachers in their teaching plans. For example, some parents suddenly asked the institute to change textbooks. Others abruptly asked the teachers to

focus on teaching writing to their children who were not prepared yet to learn writing. It seemed that parents were like an engine which pushed the teachers and director forward and also were the very source of stress and confusion to the teachers and the institute.

Summary

In this chapter, I described the setting for this study, a language institute for young children in Seoul, Korea, and I briefly described the eight teachers, the children and parents who participated in my study. To examine the children's attitude toward and ideas about native and Korean teachers, I use the data from class observations, the interviews and the informal conversations with the children and the parents. I also outlined the methodology for the recording, the interviews, the informal conversations and the questionnaires. In the next chapter, I present the analysis of the class activities in terms of the power relationships between the teacher and the children and the teachers' teaching method.

CHAPTER 4

Classroom Activities

Overview

Hello everybody, how are you? How are you? How are you?

Hello everybody, how are you? Now it's music time.

(An opening song in music class)

Like this song opening, which flows like water in a music classroom, the beginning of a child's experience at Smarty English Institute was filled with the flow of children bouncing around with their friends and lining up in front of their homeroom teachers. This was the very first of their classes every morning. After exchanging greetings in the first class of the day, all children headed for their classrooms to start the rest of their day. Following them, I also started the observation of class activities. In this chapter, with the brief introduction of the participants in the institute, I analyze and discuss the general pattern that emerged in class activities, power relationships between teachers and children, and I also describe the class activities in the English, phonics, art, music and review classes.

Subjects Taught at the Institute

The art and music teachers were free to use their own teaching materials and methods. However, the English subject teachers were expected to follow the institute's

top-down syllabus for their classes. All teachers were required to orient themselves to their present classes of children and to know whether it was the children's first or second year in the language institute. The teachers were responsible for promoting the children's participation in class and for providing stimulating activities and comfortable class environments.

The curriculum of this institute was divided into six subject sections: 1) English and English-related subjects such as phonics; 2) Arithmetic and Science; 3) Music; 4) Art; 5) Physical Exercises; and 6) Review. In attempting to provide the children with an English immersion environment, the classes were supposed to be delivered mainly in English. There was however, an exception in the physical exercise and review classes. Children learned traditional Korean dances such as JanGo-Chum (traditional dance with a small drum) and did physical activities with a Korean teacher who could not speak English. Another exception was the Review class in which a Korean English teacher needed to make sure that children understood what they had learned in other classes through singing a song, storytelling and games. Even though small amount of Korean was permitted in other Korean English teacher's classes, in general, teachers were encouraged to give a lesson mainly in English. The objective of the curriculum was to help the children develop English language proficiency by introducing the children to English in an educational setting.

General Patterns of Classroom Activities

This section illustrates the different greeting patterns that usually took place at the beginning of each class. Also, I briefly explain the evaluation and class control methods and general game patterns at the Smarty English Institute.

Greetings

Entering the classroom, the teachers started their classes with established and predictable routines such as a question about the weather and/or inquiry about a missing student, regardless of the teachers' primary languages and subject, as illustrated in these four excerpts. In each excerpt, I indicate the teacher with "T" and "S" and "Ss" indicate a student and students respectively.

Excerpt 1-greeting in music class (singing a song)

T&Ss: [Teacher and students sing this song together.]
Hello everybody, how are you? How are you?
How are you? Hello everybody, how are you?
Now it's music time.
Hello, hello, hello and how are you? I'm fine.
I'm fine, and I hope that you are too.

Excerpt 2-greeting in English class led by a native English teacher, Chris

T: Where is Lisa? Lisa! Lisa!
Have a seat, please, Lisa.
It's hot outside?
It's cold?

S: Cold and rainy today.

T: Yes, it's cold and rainy.

Excerpt 3-greeting in English class led by a native English teacher, Dan

[After writing down the date in numbers like 12/3 on the board, he turned to the students and greeted them.]

T: How do you spell December?

Ss: D...e...c...e...m...b...e...r [very slowly]

T: How do you spell Tuesday?

S: T...u...s... [very slowly]

T: T...u...s...d...a...y [slowly intentionally for the students]

T &Ss: T...u...s...d...a...y

T: Good job

T: How about the weather?

Ss: It's cloudy, it's cloudy.

S: Yesterday wind and came.
[He seemed to confuse the word cold with came.]

T: Yesterday windy and cold.

S: Windy, windy.

T: How about the temperature? Cold? Cool? Warm? Hot?
Who thinks it's cold? Who thinks it's cool? Warm? Hot?
[To these questions, all the students raised their hands to cold.]

Excerpt 4-greeting in English class led by a Korean English teacher

T: How are you?

Ss: I'm fine, thank you.

T: How's the weather?

Ss: It's sunny.

T: How's the weather?

Ss: It's sunny.

T: How's the weather?

Ss: It's sunny.

T: What day is it today?

Ss: Sunny.
[As the same question is repeated, the students' answers are getting louder.]

T: No, what day is it today? What day is it today?

Ss: It's Tuesday.

T: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

T&Ss: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

The excerpts represent the typical greetings in four classes led by native English teachers and a Korean English teacher. In music class, as in other activities, which mostly consisted of songs, the music teacher and children started their class with a song that all the students had previously memorized. This song, as illustrated in excerpt 1, included the most common greeting expressions such as "Hello, how are you?" and "I'm fine." Three other teachers asked about the weather. Judging from the children's rising intonation and cheerful voices in Ms. Seo's class, it was obvious that her children were prepared for the class through these greetings. Also, teacher Dan succeeded in getting children's attention with a seemingly challenging question in the middle of the greeting. However, teacher Chris used the greeting just as a perfunctory greeting rather than using it as a preparatory strategy to engage the children in spoken interaction.

Despite the obvious linguistic constraint of this speech form, routines such as small talk about the weather allowed children to feel comfortable in the class because they could easily retrieve the greeting from their memory. Wildner-Bassett (1994) sees the benefit of this greeting routine: being relaxed by the feeling of acceptance through the routine of the conversation opening. Therefore, an appropriate use of this routine is

essential if learners are to be proficient in the target language. However, the excerpts illustrate the ways the greeting was routinized differently by their teachers. Specifically, the music teacher and the Korean English teacher heavily depended on repetition and memorization similar to the Audio-lingual approach. The Korean English teacher extended the word used in the routinized greeting. For example, after receiving the answer "Tuesday," she extended the words to the whole week. The native English teachers showed a different pattern in their use of routinized greetings. That is, once the students understood the greeting and gave the right answer, the teachers tended to move on to the next activity.

The impetus for this obvious difference in exchanging greetings seems to have been each teacher's belief about the role of English education in Korean society. In Korea, the function of English is not only as a communication tool but also as a medium through which a Korean can have a good career. In other words, with oral fluency, a Korean needs to be prepared for many English tests such as university entrance exams, Test of English as a Foreign Language (TOEFL) and Test of English for International Communication (TOEIC). This pressure to succeed in tests is because big companies such as SamSung and LG require these test scores as evidence of applicants' English ability. Being very well-informed about this reality, the Korean English teachers tried to prepare children for these tests. However, native English teachers who were relatively less informed about this reality seemed to focus on the flow of communication. Rather than saying which one is right – preparing for a future test or focusing on the flow of communication – I think teachers need to find a balance between the two extremes. Considering the reality that Korean children will have to take important English exams

until they enter university and will need to take English exams such as TOEIC when they apply for a promotion in a company, just focusing on the flow of communication may put another burden on children. For example, children would need to have extra tutoring to prepare for their school exams. Therefore, appropriate incorporation of linguistic elements for the test can lessen the pressure and stress that children feel when studying for the exams.

Evaluating/Class Control

Teachers seemed to use evaluation methods in order to control classes and to show children's achievement both to the children themselves and to their parents. There were largely two types of evaluation methods that the teachers used in this institute. The first one was a report book in which a teacher could write down comments on children's participation in class and attitudes toward the teacher and among peer groups and could include remarks on the child's English development. Sometimes teachers also received feedback from the parents when the report books were returned. The second type of evaluation was the use of stickers, stamps and smile/angry faces. The latter type showed the students an immediate result of their actions. In other words, giving an angry face next to a certain child's name on the blackboard, a teacher could make the whole classroom be quiet. To get more stickers, some children enthusiastically participated in a class activity. As far as power relationships between teachers and children are concerned, children appeared to be in a marginal position. Specifically, children did not have any way in which they could affect their teachers' authority and control. In this situation, children were just subjects to be judged and evaluated by teachers. The culturally-

embedded authority of the teachers made the children subordinate to their teachers as illustrated in Excerpt 5.

Excerpt 5

T: Oh! Jim, I will give you two angry faces because you are still standing.

S: No, no, teacher, I sit down. I sit down.

T: I'll give two stamps to the winning team.

S: Our team, our team will.

The power of stickers and stamps which may seem useless to an adult, can sometimes be effective with children. I asked children who were satisfied with the stickers that they received in the previous class what they thought about the stamps and stickers. The reason they liked the stickers was that "sticker's color was beautiful." Second, they compared with their classmates who had the most stickers and stamps. If they filled a picture with stamps, they would get a gift from the institute. From our conversation, it was obvious that the child who had the most stamps and stickers was considered among the children to be the best child. However, this type of extrinsic and behaviouristic motivation such as receiving a sticker as a reward has some negative effects. Children encouraged by stickers, stamps and other goodies become less interested in exploring ideas and thinking creatively, by focusing on the reward itself. Also, children who only think about a reward tend to choose the easiest possible task, avoiding taking chances in their learning (Kohn, 1993; 1994, Lumsden, 1994). To make matters worse, this competition for acquiring a reward interrupts the cooperative interaction among children themselves. In other words, by focusing on the reward, children may lose an opportunity

for them to exchange and learn language knowledge through communication in the sprit of cooperative and friendly classrooms.

Game Patterns

Every Fridays, teachers met and exchanged their opinions about teaching and their children, and received feedback from the director. Fortunately, in the meeting that I joined, teachers demonstrated class activities to one another. The games, used in class and demonstrated in the teachers' meeting, can be categorized as follows: card games, sticky-ball games, memory games, miming games, and the games using multi-media such as internet.

Card games

This was the most popular game used in classes and also in the regular Friday teachers' meetings at the institute. However, there were many different types of games with different cards. For example, before class, a teacher hid animal cards under a table or in a basket and asked children to discover the hidden cards. The children needed to make sentences with the cards they found. For example, if they found a kangaroo under the table, they could make a sentence like "A kangaroo is under the table." Another card game called Stealing Stars let a team which made a correct sentence for a given card steal a star from another team. I also observed a child was making a sentence with word cards that were jumbled on the table in a given time, within thirty seconds. To teach the alphabet, a teacher jumbled many cards which had an alphabet letter on each card and then asked children to find all the cards with that alphabet letter. Among these card

games, the game Stealing a Star, which has the connotation of ethical pitfall in the title, would lead the games to become very competitive. Rather than teaching the value of cooperation, this game put significant emphasis on competition. By playing this game under the title of "stealing," perhaps the negative connotation of the word "stealing" was diluted for the children. With the ethical problem of "stealing" itself, this dilution of the word "stealing" could make the problem more severe. That is, this dilution of the word might be construed as condoning stealing among children.

Sticky-ball game

After throwing a ball at a board which had an alphabet or a phonics combination such as "ea" or "sh," a child was supposed to say a word that started with the alphabet or included the phonics combination he or she hit. The purpose of this game was to teach children about the connection between a certain English letter or combined letters with a particular pronunciation. If the ball was thrown, the ball would stick to the board. This sticky board seemed to give the game the name of "stick-ball game."

Memory game

In this game, two children took turns making sentences. Before making his or her sentence, the child needed to repeat the sentences previously made. For example, if the first child made a sentence such as "I like pink," the next child was supposed to repeat the sentence "I like pink," and he or she needed to make another sentence. Another memory game demonstrated in the Friday regular meeting was to memorize and make sentences using a flash card or a picture card. In this game a class was divided into two groups.

After two children in each group looked at the picture and made a sentence, they were supposed to whisper the sentence to the last child in each group.

Miming game

With a picture card on his or her head, a child was supposed to discover what card he or she had from the miming of the other child. The other miming game consisted of a child randomly choosing a card and showing it to the teacher. The teacher mimed the word based on the picture on the card a child showed. From the teacher's mime, the child made a sentence such as "I know you are sleeping."

Jigsaw puzzle game

After cutting a given picture, children were supposed to put the pieces together like the original picture on another paper. During the game, a teacher asked about the picture and posed some questions that had phonetic similarity with the word of the picture.

Multi media game

This game usually took place in the activity room which had a big screen for movies and internet for the Review class. The teacher used children's English programs from a website such as http://kr.yahoo.com as well as the multi-media program of the institute, which included items such as CDs. On the website of Yahoo Korea, there is a section for children. In that section, English songs, games and children's stories with pictures and English subtitles were provided. In the activity room, these yahoo programs could be projected on the big screen. With a teacher, children sang songs following the motion of

the song from yahoo programs and watched an English children's story. Another multi-media program was produced by the institute itself. In this program, the screen was like a computer monitor and a special pen served as a mouse. For example, on a screen showing a supermarket with many foods, a child could use a special pen to drag to a basket the food that he or she wanted. As soon as a child dragged something, the word and sound of the item was heard from a speaker in the activity room. When I observed this program, children played supermarket or visited a zoo.

In addition to those materials, the institute also had CDs that were not usually used in the other classrooms such as English and phonics. With the reference to the CDs that were stored and not used, the director complained that the teachers were not responsible in their work enough to make the best use of the teaching materials; instead, they repeated the same activities. However, when I talked with the teachers about the teaching materials, many teachers, especially native teachers, did not mention the CDs. It seemed to me that there was not effective communication between teachers and the institute.

Power Inequality and General Attitude of the Students toward the Teachers

Power inequality in the EFL classroom

The power relationship in the EFL class between language learners and target language speakers indicates inequality largely because of the learners' relatively lesser fluency in the target language. With this power inequality, the Korean children have an extra psychological burden that is connected to the traditional value of Confucianism. Confucianism values most educational achievement, respecting authority, responsibility

for family, and self-control (Feng, 1994). Therefore, Koreans tend to conform to authority figures such as parents, teachers and elders. Under these circumstances, it is natural that Korean children are required to obey and respect their teachers. These situations of power and inequality and traditional teachers' authority can be very obvious when the activity itself is a challenge to the learners. Specifically, when children meet a question that they cannot handle by themselves but could handle with the help of a teacher, some children feel uncomfortable asking for help from teachers. To some degree, this is because some children accept the failure of the given task as their own fault and are afraid of being blamed. Thus, Korean children may feel less comfortable in getting help from teachers than do children in western countries. In this situation, Korean children are in a marginal position in the power relationship with their teachers. Unfortunately, in the English classroom, children's relatively weak English proficiency tends to make this situation worse, as illustrated in Excerpt 6.

Excerpt 6 Power inequality in seven year old Arithmetic classroom led by a native English teacher, Dan
[In this Arithmetic class, the students are supposed to answer questions in their textbook, following the teacher's examples.]

T: Start!

[All the students concentrate on the Arithmetic questions on their textbooks, competing with one another to finish first.]

S1: I'm finished, teacher. I win, I win.

T: Good job.

S2 &3: Finished! Finished!

[Most of the children in the class do not have difficulties solving the Questions, except for one child, John.]

John: No! No! I can't. Teacher!
[He has problem in solving the question 12-8=?]

T: John, let me see. We have 12 chicks here, and I take away 8 chicks. So how many chicks do you have now?

John: ..... five, eum, teacher seven, teacher, I have chicks and left chicks are ...one, two, three...teacher,..

S1: 너 병아리 열두마리에서 여덟마리 빼봐, 몇개남니? 내가 하는것 봐.
Take away eight chicks from twelve chicks, I'll show you an example.

John: 응, 열두개에서 여덟개 빼면,십이 빼기 일 하면, 음...
Eum, if I take away eight from twelve..,

S1: 잘봐,우선 열개에서 먼저 여덟개를 빼면, [손가락으로]
First, take out eight from ten and then, (S1 is using his fingers.)

T: No Korean, no, no, no Korean.

John: Teacher, I have twelve chicks and you have ....my chicks...I have...[He cries.]

Korean children who are not fluent in English may feel threatened even in asking the teacher for help in English. This was especially the case of John, as he struggled with an arithmetic question which seemed to be beyond him. Unconsciously, he tried to get help from his peer group with whom he could communicate in his first language. However, his attempt was disrupted by the interference of his teacher who reminded him of the English-only rule in class. Already having lost an advantageous position because of his weak target language and because of the teacher's obvious authority, John must have felt as if he had nowhere to escape. After this event, I noted how John remained very quiet, refusing to participate in the next activity. If this experience were to be repeated and internalized, John might develop a negative attitude to English and toward learning itself.

Students' General Perceptions of and Attitude toward the Teachers

A positive event that showed the children's different attitudes towards their teachers was a student's excuse to leave the class for water or to go to the bathroom. Interestingly, this event frequently occurred in the Native English teachers' and a Bilingual English teacher's classroom, but much less in Korean English teachers' classrooms. Children seemed to know that the response would differ depending on the teachers. For example, although the native and bilingual teachers were sometimes a little annoyed because this asking interrupted the flow of class, the teachers never blamed or punished the children for asking. Traditionally, however, this asking was not allowed in classes in Korea. The students were supposed to get ready for the next class during break. Therefore, except for a really urgent case, the students who interrupted the class with this kind of request would be considered negligent and would receive a negative response such as a short verbal scolding, in spite of the teacher's permission.

In a conversation with a child from a 7-year-old class, I asked who was more intimidating, an American teacher or a Korean teacher. The child answered almost immediately, "I am afraid of Korean teachers." The other children also agreed with his response. According to them, the Korean teachers scolded them in a loud voice, sometimes in Korean, and punished them. This punishment was always followed by a seemingly long lecture to the children in Korean by the Korean teachers. This kind of lecture was given in Korean because when the children were admonished in Korean regardless of their English proficiency, they better understood not only the problem but also the extent to which the problem could bring them trouble. As a result, the children seemed to have a different perception of the native teacher and the bilingual and Korean

English teachers. That is, they perceived native teachers to be more generous and kinder in accepting the things that were not tolerated by the Korean teachers. This led the students to be more compliant and pliable in the Korean teacher classrooms. The children seemed to be in a weak position in the power relationship with a native English teacher mainly due to lack of English proficiency and with a Korean English teacher largely because of the traditional values reinforced by the Korean teacher's role as disciplinarian.

Individual Classroom Activities

I observed English and phonics classes led by a native English teacher and a Korean English teacher, review classes by a Korean teacher, art classes by a bilingual teacher, and music classes by a native teacher. Among them, the art and music classes did not show a significant difference in class activities depending on the learners' age and their English proficiency. Therefore, I will not divide the art and music classes according to the students' levels. The seven-year-old class did not have any class led by a Korean English teacher.

In order to find out about the nature of class activities and how the activities were developed in classrooms, I transcribed the audio tapes and analysed with the help of the field notes. I also wrote a description of the room where the video tape recording took place. In describing each individual class, with the objectives of the activity and the main class activities in mind, I analysed the teaching method, the types of games, teaching materials, spoken interactions between teachers and the students by checking error correction such as grammar, pronunciation and word choice.

Five-year-old class

The native English teacher was Matt, and the Korean English teachers were Ms. Seo and Ms. Kim. I describe Ms. Kim's class at the end of individual classroom activities.

The native English teacher's classes/Teacher Matt

Matt delivered his class based on the top-down syllabus from the institute. (See appendix D) According to the syllabus, the objective of the class was to learn prepositions. With preposition matching, the main vocabulary and the target conversation went as follows: 1) ten target vocabulary words such as ball, kite, bike, boat, doll, jump rope, racket, skateboard, butterfly and flower; 2) conversation such as "Where's the ball?" "There it is. It's under the bus" "Go get Miss Dolly!"

Unlike the syllabus, the main class activity was divided into three parts: children asked and answered a question and played a game with a big special book and another game with cards. Excerpts 7, 8 and 9 describe the interaction between the teacher and the children.

Activity 1: reading and questioning/teacher Matt
Excerpt 7

T: Open the book, sixteen. Hold up your hands and show me.
[After getting their attention, he starts to read sentences and the children repeat after him.]

T: Where is the ball?

Ss: Where is the ball?

T: The ball is under the table.

Ss: The ball is under the table.

T: Under the table
[The teacher puts clear emphasis on the word "under."]

Ss: Under the table.
[Students repeat after the teacher, mimicking the accent.]

.....

T: Now, on the skateboard. The racket is on the skateboard.
[The teacher still puts the emphasis on the preposition "on."]

Ss: The racket is on the skateboard.
[Students also puts the accent on the word "on".]

[After drawing a bus and a ball on the white board, the teacher questions the children.]

T: Where is the ball?

Ss: In the bus

T: It's..

Ss: It's in the bus.

[After drawing another ball under the bus on the white board,]
T: In the bus?
[By rising at the end, this phrase is delivered as a question form to the students but the teacher does not wait for the answer.]
No.
It is under...

Ss: Under the bus.

T: Where is the ball?

Ss: The ball is under the bus.

A typical Audio-lingual teaching method is found in this excerpt. By repeating the same pattern of question and the answer, such as "Where is the...?" and "Under the bus," the children could memorize the sentences. The teacher's speech had some specific characteristics such as a question in a phrase form. He also accented certain prepositions such as "on" in his speech. There was no distinctive error correction because the children

did not make mistakes by just repeating and answering. Almost all of the teacher's questions were display questions. There was no negotiation between the teacher and children to request clarifications. Another characteristic of Matt's teaching was that he tried to help the children to construct a full sentence from a phrase. For example, when the children said the phrase "in the bus," he led them to the full sentence "It's in the bus," just by adding "it's." After getting an answer, he made the children say a full sentence by asking the same question again. Despite this teacher's effort, because of simplistic structures and unimaginative use of language in a context isolated from a real-life experience, children in this activity seemed to be in a situation where they were treated as creatures being trained to give a programmed response to a certain stimulus. Only the children's ability to speak in English was emphasized. There was no interest in whether this activity was meaningful to the children and no consideration of what children were really doing.

Activity 2: Game with a big book/Teacher Matt

The big book had a big picture and a small piece of transparent celluloid on each page. When a student turned the page, the celluloid – which showed an object such as a ball or a kite –displayed the object in a different location within the book's background picture. After dividing the class into two groups, like the boys' team and the girls' team, Matt made the teams say a sentence with a preposition based on the picture. The game started with Rock, Scissors and Paper. If a team could not say a correct sentence together, the team lost the chance to make a sentence.

Excerpt 8

T: Today's sentences are "Where is it?" and "It is on the table, under table, in the bag and by the table."

Girls' team: The book is on the table.

Boys' team: The kite is on the tree.

Girls' team: The ball is under the tree.

.....

Boys' team: The backpack is on the bicycle.

Activity 3: Game with cards/teacher Matt

There were alphabet cards and picture cards in the shape of a mosaic at one edge on the table. If the letters did not correspond to the picture, the cards did not match each other. Even though the children did not know the alphabet, they could guess it from the picture and could memorize the word through the repetition. Two children at a time chose the matched cards.

Excerpt 9

[The two children find the alphabet cards and bring them to the teacher.]

T: Get two cards, one is a picture card and the other has the word of the picture.

T: You find A. You find B.

T: What is it?

S: Apple.

T: OK, apple.

.....

T: What is it?

S: Ball.

T: Good, it's a ball.

In these games, the role of teacher was to be a helper to make the game run smoothly, rather than to be deeply involved. Therefore, the main utterances of the teacher were

limited to comments of praise such as "Good job, very good" and "Great." Even the utterances among the children were about deciding who would play next, for example, "No, my turn." In the first game, Matt made the children continue the pattern practice drill, focusing on the preposition. However, in the last activity, the teacher tried to help the children memorize the target words through the card game.

This class was led by a native English teacher, Matt. If this class were evaluated in terms of the class objective, namely learning prepositions and some target vocabulary, this class seemed to accomplish the objective very well. However, English expressions and vocabulary were not varied, because the target English expressions and vocabulary for five-year-old children was very limited. In addition, the teacher used simplified expressions that only had the key element for communication. Here, it is necessary to consider whether the teacher's simplified expression, probably used for the sake of the children's better understanding ignored children's views. Considering Lindfor's statement (1987) that "more complex is not necessarily more difficult" (p.226), this teacher's simplified expression seemed likely to contradict the children's view of what is easier to understand: simplified but meaningless sentences or seemingly complicated but meaningful sentences. In addition, because the adult view of the easy-to-difficult sequence neglects content and focused, instead, on form, this activity seemed to take away the children's chance to gain more knowledge of the target language with a supportive guide through content from a more advanced speaker (Appel & Lantolf, 1994).

The Korean English teacher's class/Teacher Ms. Seo/Phonics

The goal of this class was to learn how the letters b and d are sounded in spoken English and to find words that start with the letters b or d. This class consisted of three activities: answering the teacher's questions, completing workbook exercise, and doing exercise on the computer. Excerpt 10 and 11 depict the interaction between Ms. Seo and the children.

Activity 1: answering the teacher's question/Ms. Seo
Excerpt 10

T: Where is Christina? Do you know about her?

S: Have cold, cold.

T: Oh! She has a cold. That's too bad. Be careful!

.....

T: I want to talk about phonics today. I want to draw a picture. You tell me what is it.
[The teacher draws a bus on the whiteboard.]

Ss: Bus, bus.
[Without a question from the teacher, the students shout.]

T: Do you know how to spell it?

Ss: b, u, s

T: Yes, [b], [b], [b] b, bus.

Ss: [b], [b], [b], b, bus.

T: [b], [b], [b], [b], [b], [b] b, bus.

Ss: [b], [b], [b], [b], [b], [b] b, bus.

T: B sounds [b] [b] [b]...[b].
[The teacher draws a boot again on the board.]

.....

Ss: [b] [b] [b] [b] [b], b.
[u] [u] [u] [u] [u], o, o.
[t] [t] [t] [t] [t] [t], t.

boot
[The students shout them automatically; maybe they are used to this exercise.]

T: Good job! [b] [b] [b] [b] b, [u] [u] [u] [u], o, o, [t] [t] [t] [t], t
Boot!

The students draw pictures on the whiteboard, one by one, and do the same exercise with the words that they choose such as box, batman and balloon.

T: Who can try, starting with b?

Ss: Teacher, me, me. [The students are competing.]

.....

[After a student draws a picture on the whiteboard.]

T: What is it?

S: It's Batman.

T: OK, Batman. Six letters in 'Batman'?

Ss: [b] [b] [b] b, [a] [a] [a] a ...

T: [t] [t] [t] [t] t...bat, bat and man, Batman.

Activity 2: Doing the workbook exercises/Ms. Seo

The children did their workbook exercises. In the workbook, after writing the capital and small letters b and d, children were supposed to circle a picture that corresponded to the given letter b or d. In this activity, the teacher walked among the children and helped them with the task.

Excerpt 11

[Ms. Seo finds that one of her student has a wrong answer.]

T: What is this?

S: Bed.

T: Yes, bed, how can you spell it? It starts with d?
[The teacher raises the end, indicating it's a question.]

S: [b] [b] [b] bed, no.

Because activity 2 does not include many verbal interactions with the teacher, I discuss two activities together. In activity 1, based on a child's answer in a sentence fragment, Ms. Seo constructed a full grammatically-correct sentence, "She has a cold." This seemed to be on purpose, to illustrate to the children an appropriate expression that they could bring it into their L2 knowledge, if they repeated it. Ms. Seo seemed to make a word order error in the first activity: "You tell me what is it." Another characteristic of this teacher's utterances was the declarative word order such as "It starts with d?" which appeared in the second activity. It is difficult to tell whether she used the declarative word order as a modified form to help the children better understand or if this was a mistake. Regardless of the reason, one of the weaknesses of this Korean English teacher's classroom was the children's exposure to incorrect English expressions that could become habitual if repeated. Then again, the children who were not given any chance to speak on their own did not make word order mistakes. Therefore, in the first activity, there was no error correction from teacher. Only in the second activity did the teacher correct children by explaining that the word "bed" starts with b, not d. Like a typical form-based teaching classroom, there was no genuine question except for the question at the beginning of the class. There were plenty of display questions. The children also did not need to ask questions for clarification, largely due to the lack of authentic communicative interaction.

Activity 3: Doing exercise on the computer/Ms. Seo

The institute had game CDs through which the children could exercise what they had learned by playing a game together. With letters on the computer screen, the computer

asked like "Can you find b?" If the children clicked the letter b, the computer showed pictures and words that started with the letter b, one by one, and with a sound that the children repeated. The CD's attractive colors, imaginative pictures and sometimes funny sounds were enough to attract children's attention. Taking turns, the children appeared to have fun with the game. Actually, this was the only game in which teachers used CDs. According to the director, the institute had quite a few CDs, but almost all of the CDS remained unused by the teachers. According to teachers, this is partly because some teachers were not very well informed about the CDs and, according to the director, partly because teachers were not motivated enough to include as many teaching materials as they could in their classes. Therefore, touching a computer mouse in a classroom was a new experience for children in school, but most of them must have been familiar with computers at home. The teacher was not involved in this game, but instead watched the children from a corner of the classroom.

The teacher's class activities were consistent in terms of the class objective by showing example of phonics through questions and by making the students exercise what they had learned through the workbook and computer games. She gave children the opportunity of freedom of choice and to illustrate their thoughts by drawing pictures, even if this opportunity was minimal. Considering the purpose of games in language learning, namely to stimulate children's interest and thus maximize the efficiency of learning, opportunities to present their thoughts should not be underestimated in creating a lesson plan. However, in light of whole language learning, Garan (2002) states that children who learn decoding as a primary reading strategy, as in this class, do not transfer their decoding skill to reading comprehension on authentic tests that use longer passages

(as cited in Long, 2003). Children's learning experience of literacy through immersion in their first language was totally ignored in these activities. The textbook and the CD also reflected the adult's view of how language should be taught in a certain sequence. In other words, a seemingly reasonable assumption, that learning can be effective by moving from a decoding skill with words to long sentences neglected the children's interest in a meaningful story and neglected their earlier reading experience of literacy in their first language.

Comparison of two classes by Teachers Matt and Ms. Seo

The range of words and sentences were similar in the teachers' utterances, but the degree of feedback was more obvious in Ms. Seo's class, as she made sure that the children followed spelling instructions and corrected wrong answers in the workbook. Both teachers heavily depended on repetition to accomplish their class objective. However, from my field notes, I noted that the two teachers had distinctive ways of managing the class. Specifically, the native teacher, Matt, tended to be in a hurry, not waiting for students to answer and suddenly moving to the next activity. In contrast, the experienced teacher, Ms. Seo, led her class very smoothly between activities, giving a very short break to allow the children to prepare for the next activity. This suggests that teaching experience is one of the factors that leads a class to be more effective. In both classes, because of heavily teacher-centered or teacher-controlling class activities, there was no room for children to guide one another and provide peer collaboration through communicative interaction.

Six-year-old class

The native English teacher was Chris and the Korean English teachers were Miss Park and for review class, Ms. Kim.

The native English teacher's classes/teacher Chris

Even though Chris received the top-down syllabus from the institute, he used the syllabus just as a guide. According to Chris, the syllabus repeated the same games. Therefore, based on the theme that he was using, he chose the class activities himself. He sometimes shared his ideas about class activities with other teachers during the Friday teachers' meeting and in ordinary conversations with them.

After observing Chris's class and looking at the textbook, I deciphered the objective of his class. This class focused on the zoo. The target vocabulary and sentences seemed to include the names of animals and brief descriptions of the characteristics of the animals. The class activity was divided into four parts: asking and answering a question, playing a card game, pantomiming, and doing work form the textbook. In Excerpt 13 to 15, the interaction between Chris and the children is revealed.

Activity 1: Asking and answering the teacher's question/teacher Chris
Excerpt 12
[Teacher Chris holds up animal picture cards to the students.]

T: Molly, what's this? What's it?

S: Crocodile.

T: It's a crocodile. Everyone, it's a crocodile

Ss: Crocodile, crocodile, crocodile…

T: What is this?

Ss: Penguin

T: Good, it's a penguin. [Mimicking the penguin's walking]

Ss: Ha ha ha penguin.
[Because of the teacher's mimicking, the children are laughing.]

.....

T: What are they? [Pointing to the wing of peacock, the teacher asks his question.]

Ss: Feathers

T: Why is it so big?

S: It's beautiful.

T: Beautiful?

T: Did you see a peacock? Who saw a peacock?

S: Zoo

T: At the zoo, how many?

S: Many

T: You saw many peacocks, good.

.....

T: What is it?

Ss: Elephant

T: Why it has a long nose?

S: It's drink.

T: Do they drink through the nose?

S: Yes.

.....

T: If a kangaroo fights with a gorilla, who wins?

Ss: Gorilla

T: Why?

S: Because….,

T: Because gorillas are stronger. Everyone repeat.

S: Because gorillas are stronger.

Although a child made a grammatical error ("it's drink,"), there was no error correction by the teacher. This activity included the use of genuine questions such as "Why is it so big?" and "Why it has a long nose?" However, in responding to the questions, the children's answers did not make sense. Rather than trying to clarify, the teacher just repeated the child's answer like "beautiful" in the intonation of a question or gave a modified question based on the child's answer such as, "Do they drink through the nose?" Through this modified question, the teacher seemed to try to guess the child's meaning. In other words, the teacher appeared to interpret the child's answer as "an elephant has a long nose to drink water." Asking the modified question and drawing out an answer, both the teacher and the children came to a conclusion that the long nose of an elephant was for drinking water. Another characteristic in the utterances of the children was that they consisted of only one word utterances like penguin, feathers and zoo. If the answers made sense, the teacher was not concerned with the form itself and moved to other questions. There were a few times when children were exposed to full sentences from the teacher. From a Socio-cultural perspective, by negotiating what the children wanted to say with teacher's collaborative talk, he could have expanded children's language knowledge, helped them with the challenge of a task that was slightly beyond them, and thus eventually could guide them to a higher development stage in language learning. However, all of these efforts were ignored in this activity, even though there

were many opportunities for collaborative talk, especially when they talk about the elephant nose.

Activity 2: Playing a card game/teacher Chris

After listening to the teacher speak, the children standing around the table were supposed to find the corresponding cards on the table. This game lasted a short time, around five minutes.

Excerpt 13

T: It's a chameleon.
[After a student finds the chameleon, the teacher asks the following question.]

T: What's it?

S: Chameleon.

T: Good! They are peacocks.
[After a student found the peacocks, the teacher asks the following.]

T: What are they?

S: They are peacocks.

.....

T: It's a crocodile. What is it?

S: Crocodile.

This game continued until all the children had a few chances to answer the teacher's question. The children did not have any problems in providing the animal's name. They seemed to be very familiar with the name of each animal. In this game, the teacher did not show any attempt to encourage the children to expand their answers to full sentences.

Activity 3: Pantomiming/teacher Chris

Excerpt 14

[After mimicking the gesture and sound of a monkey, the teacher asks the following.]

T: What's this?

S: Monkey.

[Now, through pantomime, a child is supposed to give a clue about a given animal, one by one. In making the decision of who will do the pantomime first, there is competition among the children. This also reflects that the children are very excited about pantomiming.]

T: What's this?

S: I know it's hippo.

.....

S: I know it's eagle.

The introduction of pantomime into the class caught the children's interest and engagement, as indicated by their energetic voices and the competition to answer. For the pantomime, children were motivated to interpret and were creative in their interpretations of the characteristic of a given animal (Courtney, 2001). For example, in pantomiming an eagle, trying to mimic an eagle, a child pretended to be a bird with her arms unfolded. The children were deeply involved in observing their peers' pantomimes. Even though this activity was short, the pantomime gave children control to develop their own meaningful experiences. However, the sentences in this activity were very limited to the same form: I know it's…

Activity 4: Doing the textbook exercises/teacher Chris

The textbook showed a series of pictures that described a family who visited a zoo and animals such as elephants, bears, monkeys and so on. The book also had a small transcription such as, "Look at those bears. They're so big!"

Excerpt 15

T: Who are they?
[Pointing to the family at a zoo in the textbook, the teacher asks his question.]

S: Family.

S: Father, mother, son, daughter.

T: Where are they?

S: Family.

T: No, no, where are they?

S: They are at the zoo. They are at the zoo.

.....

T: What animals can they see?

Ss: Birds.

T: Birds and giraffe. Are they happy?

Ss: Yes.

T: What are they saying?

S: Look at that.

T: Look at those bears.

Ss: Look at those bears.

T: They are so tall.

Ss: They are so tall.

.....

T: What's your favourite animal?

S: Penguin.

T: Why?

S: Because they are cute.

S: Eagle.

T: Why do you like the eagle?

S: Because they don't bite me.

The bell rang and the class was abruptly dismissed. In the last activity, repeating the teacher based on the textbook utterances, the children answered the teacher's questions. There were no grammatical errors made by children. This was largely because the children just answered and followed the teacher like parrots. The I-R-E pattern was dominant and the class was very teacher-centered.

The impression I got from the observation was that the children in this class did not learn something new. They already knew all the names of animals and the sentences in the textbook. They seemed to repeat the same things over and over again. In language learning, repetition is not always bad. Being exposed to similar communication situations can be helpful in terms of routnizing similar communication pattern and thus building up confidence in target language ability. With this routinized process, which can lower children's psychological burdens or resistance to a target language, the language teacher should have taken into account the potential for further development by introducing a learning task that was a little more challenging but which could be accomplished with the teacher's help. As I mentioned previously, in his interview, Chris tended to speak very fast. Considering the fact that his class consisted of young language learners, he should have adjusted his speaking speed. The most positive point in his class was his incorporation of pantomime into part of the lesson. That really got children interested and involved the class. In addition, through pantomime, he provided the opportunity for the children to use their imagination and creativity, which are very often neglected aspects in the foreign language classes.

The Korean English teacher's class/Miss Park

According to Miss Park, she felt less pressured in preparing class activities because of the syllabus. The biggest difficulty that she had at first was to draw the children's attention and to keep them focused on the class. Later, she was more confident in controlling the class, compared to her very first day at the institute.

In the class that I observed, the class objective was to learn about the past tense. The class activity was divided into three parts: reviewing through questions, doing the textbook exercises, and playing a jigsaw puzzle game. Unlike the Korean English teacher, Ms. Seo, who led the class only in English, Miss Park and the children sometimes used Korean. In Excerpts 16 to 18, the interaction between Miss Park and the children is illustrated.

Activity 1: Reviewing through questions/Miss Park
Excerpt 16

[A child is supposed to answer the teacher's question and then asks a revised question to another child.]

T: Ask Jin, "What did you do yesterday?"
[Facing Jin, the teacher asks her question. Jin turns to question a child next to her.]

S1 (Jin): Were you at the bakery?

S2: No, I wasn't. Were you at the bookstore?

S3: No, I wasn't. Were you at the hotel?

S4: No, I wasn't. Were you at beach?

S1: No, I wasn't. Were you at the zoo?

S2: No, I wasn't. Were you at home?

This pattern practice drill continued without any difficulty for the children. They did not pause to think about what their answers should be. The children answered and questioned

very fluently without any hesitation just like a song that people usually retrieve from their memory without any difficulty. It seemed that the children were very familiar with this pattern practice drill.

Activity 2: Doing the textbook exercises/Miss Park

Based on the textbook *Smile Book*, the children were supposed to modify answers corresponding to their situation.

Excerpt 17

T: Do you have this book? [Pointing to the textbook.]

Ss: Yes.

T: Page fifty two. Talk about Jim's week. Talk about Jin's week. Talk about Roy's week. Talk about Nicole's week. Talk about Kelly's week.
[Except for Jim, the other children's names are pseudonyms of the students in this class.]
On Monday what did Jim do?

S1: It was sunny. Jim played at the beach all day.
[The textbook shows "I played at the beach all day." However, the student replaces "I" with "Jim."]

T: Talk about Kelly's week.

S2: It rain….In the morning, Kelly walk to the…..
[Here, the student reads this sentence very slowly and has some difficulties in reading some words. Therefore, the teacher tries to read it with the student.]

T: Waked, waked not walk, 지나간 일을 이야기 할 때는 walked 라고 해야지
When you say something that happened in the past, you should say "walked."

S2: Walked, Kelly walked to the

T: Town, town 은 마을이지.
Town is town in Korean.

S2: Town. In the afternoon, Roy watched a movie.

[After all the children answered to the same question, the teacher makes sure that the children understand in Korean.]

T: Jim 이 뭐뭐 했어요 하면, 영어로 어떻게 말하죠?
When Jim has played, how can you say in English?

S: Jim played.

T: 내가 뭐뭐 했어요 하면은?
When I played?

S: I played.

[On the whiteboard, the teacher writes a few sentences that have grammatical errors in verb tense. The sentences are as follows: 1) Yesterday I play basketball; 2) Yesterday I watch the TV; 3) Yesterday I were at the hotel; 4) Now I collected a stamp.
After writing the sentences on the board, the teacher asks the children to correct the sentences one by one.]

S: Play 가 아니고, played, played
The word play is wrong. It should be changed into played.

T: Good job. Yesterday I played basketball.

.....

S: Was, was. Yesterday I was at the hotel.

.....

S: Collected 가 틀렸어요 그냥 collect
The word collected is wrong. Just collect is the right answer.

T: Now I collect a stamp. Good.

T: Let's read them.

T&Ss: Yesterday I played basketball. Yesterday I watched the TV. Yesterday I was at the hotel. Now I collect a stamp.

T: 어떤경우에 were 을 쓰지?
When can we use the word "were"?

S: You were

S: 근데 were 은 과거형이에요?
Is the word "were" past?

T: Yes.

These class activities were typical of the Audio-lingual method, following the I-R-E pattern. As in other audio-lingual classrooms the children did not have many opportunities to make mistakes, since they only repeated the sentences of the same form. Because the class objective was to learn the past tense of verbs, the teacher was very sensitive to the children's grammatical errors. When a child omitted the suffix -ed, she corrected it immediately. With the correction, she also added in Korean why the child should use "walked." All of the questions in the two activities were display questions related to practicing the past tense of verbs. There was no negotiation of meaning between the teacher and the children, mainly because of the lack of authentic questions in the whole activity. The teacher was also at the center of the class activities by making the children follow what she asked. The most distinguishing characteristic was that the teacher depended on Korean to make clear the grammar rule about past tense verbs. Seemingly responding to the teacher's Korean, the children also asked a question about the usage of the verb "were" in Korean.

Except for confirming what the children had learned, the teacher did not use Korean. In other words, trying to lead the class in English, she used Korean only as a supplementary tool. Unlike this activity, the next activity shows teacher's code switching very obviously. I discuss code switching in the section after Activity 3.

Activity 3: Jigsaw game/Miss Park

In this activity, the children were supposed to cut the picture along the lines and then reorganise the pieces on the other paper.

Excerpt 18

T: Cut it first and put the pieces together on the other paper.

S1: 어, 이 조각이 안맞아요. 못찾겠어요
I don't know where this piece should go. This one doesn't match here.

T: Let's try it together. 여기 울퉁불퉁한 부분들이 서로 맞지가 않지요? 그럼 다른 조각으로 해봐야지.
The edges of two pieces are not matched. Let's try other pieces.

S: Hard,...hard. I don't know.

T: Try this piece. 이조각의 여기 모양이 지금 이부분에 끼워 넣으면 딱 맞지요?
If this piece goes here, it's perfect, isn't it?

S: Teacher, like this?

T: Yes, very good.

This game did not relate to the first and second activities that focused on the past tense of verbs. Before starting this game, the children had an opportunity to repeat the English name of the animal in the jigsaw game. During the game, the children concentrated on the game itself, rather than on English. For example, most of the children did not care about the teacher's questions about English vocabulary such as hippo, dinosaurs and jaguar. Even when they had some difficulties putting the pieces together, they asked for help largely in Korean and a little in English such as "Help me" or "I don't know." To these questions, the teacher also answered largely in Korean, except for a few comment such as "Of course," "You can" or "Yes, very good."

In the whole language approach, which respects language learners, code switching is acceptable in enhancing effective teaching and learning, and as a communication strategy in a classroom context (Deuchar & Quay, 1995). The code switching in these two activities seemed to serve a different function, however. For example, in the previous

activity, the teacher's code switching was used for checking the children's knowledge about grammar. In the latter activity, it was hard to distinguish whether the teacher was using code switching for effective instruction or for other reasons. As is known from the interview with Miss Park, she felt that her English proficiency was relatively low compared to other Korean English teachers. In this situation, it was easy to infer that she felt intimidated about saying long sentences in English in front of me as an outsider whom she regarded as a judge. In Korea, in spite of the merits of code switching such as facilitating children's understanding and communicative interaction, people believe that code switching should be avoided, believing that code switching interferes with target language learning by reducing the exposure time to the target language. Regardless of different opinions about code switching, it was obvious that Miss Park's code switching in the first activity was effective as a checking tool.

Comparison of two classes led by native teacher Chris and Korean English teacher Miss Park

The two classes were both teacher-centered and did not provide an authentic, English-rich environment in which children could experience a real communication situation. Also, the range of vocabulary and English expression was narrow. Considering the objective of teacher Chris' class, namely to learn names of animals and to describe animals, the native teacher could have provided many descriptions about each animal, such as the gorilla and the hippo, with collaborative talk in the children's zone of proximal development. Unfortunately, this opportunity was missed. It can be inferred that there is need for a systematic teacher education program for native English teachers, who

have the potential to be wonderful English teachers if they have socio-cultural knowledge about teaching and learning. In Miss Park's class, the class objective of learning past verb tenses and her relatively little fluency in English seemed to be the reasons for the lack of rich communicative interaction. However, her Korean ability was very helpful as a checking tool for ensuring the children's understanding.

In terms of the children's utterances, the same children behaved very different in classes led by a native English teacher and those led by a Korean English teacher. In the native English teacher's class, children did not use Korean at all. This suggests evidence of the children's internalized knowledge about what a foreign language is and that other people use different visual symbols and sound systems for a similar item or event. In other words, the children knew that the native English teacher could not understand Korean, only English. However, compared to Ms. Seo's class in which Korean could be understood by Ms. Seo, the teacher's first language was clearly not the only reason for children's use of Korean. When a teacher uses Korean, children also tend to use Korean. The children appeared to interpret a teacher's use of Korean in class as permission to use Korean.

Seven-year-old class

In the seven-year-old class, there was no class led by a Korean English teacher, at least when I was observing at the institute. All the teachers of this class were native English teachers or bilingual.

The native English teacher's class/teacher Dan

When he was asked about the syllabus, Dan said that he did not use the syllabus. He even pointed out that the syllabus was not very creative in class activities. However, he did try to pick out some activities from the syllabus, regardless of the teaching objective, because, if he chose an activity, the institute had the teaching materials that were related to the activity. After choosing the activity for a certain class, he modified the activity for his class. He also shared his ideas about class activities with other teachers in Friday teachers' meetings and in ordinary conversations.

The objective of his class was to learn pronouns and the ~ing verb form. The class activity was divided into three parts: asking and answering a question, doing a workbook exercise and playing a card game. Excerpts 19 and 20 present the interaction between Dan and the children.

Activity 1: Asking and answering questions about pronoun and the ~ing verb form/teacher Dan

Excerpt 19

T: If I am talking about a boy, what would I say? I would say
[The teacher pauses waiting for an answer.]

Ss: He, he, he.

T: What about Kangaroo?

Ss: It.

T: Why?

S: Because it's animal.

T: Good, so if we are talking about an animal, we would say.

Ss: It, it.

T: When I am talking about a girl, how?

Ss: She.

T: If I am talking about she, how many girls?

Ss: One.

T: If I am talking about they, how many?

Ss: Many.

.....

T: I talk about something happening right now.
[After that, he writes some phrases on the whiteboard such as "is speaking" and "is jumping."]

T: ing means?

Ss: Now

T: Yes, ~ing means now. I am talking now. We are studying now. John is sitting now.
[He puts the accent on ~ing form of the verbs and 'now.']
[With cards in his hand, he asks the children to speak about the card.]

T: What is it doing?

Ss: It is sitting.

T: How do you spell "sitting?"

Ss: s, i, t, t, i, n, g

T: What is he doing?

Ss: He is coloring.

T: How do you spell coloring?

Ss: c,o l,o, r, i, n, g.

There were no obvious errors in the language of the teacher and the children. By focusing on learning the grammar rule of the ~ing form of a verb, there were not many

chances in which genuine questions and the negotiations of meaning could take place, or when grammatical mistakes could appear in the children's utterances. All of the questions were to confirm the children's grammar knowledge, thus resulting in many display questions. The children in this class answered the teacher's question involuntarily as if it were a routinized greeting. Judging from the children's answers, it was possible to guess that the children had learned these grammar rules about pronoun and the ~ing verb form a long time before. Like other class activities, this activity also followed the Audio-lingual method, with the teacher centering the class activity mainly through repetition of the same sentence format. Despite rich examples in explaining the ~ing verb form, the range of vocabulary is limited: the teacher used the pronouns such as he, she, it and they, but he did not mention the pronouns such as I, you and we. The range of verbs was also limited to study, sing, color, stand, fish and sleep. With the ~ing verb form, in his speech the sentence form used in making suppositions such as "if I am talking," was quite often evident.

Activity 2: Doing the workbook exercises/teacher Dan

The teacher and children did the Section One on page 26 in their workbook, *Finding Out3*. The section presented pictures such as a sailor, a wrestler and a boxer.

Excerpt 20

T: What does he do?

Ss: He's a sailor.

[After getting the first answer, the teacher asks the children to write down the sentences on the paper he has given out. After waiting until the children finish, he writes sentences such as "What does he do?" and "He's a sailor" on the whiteboard.]

.....

T: Do number three on your own, and I will mark.

Ss: Oooooo!! [At first, the children shout but they try to work by themselves.]

.....

S1: He is wrestler? Wrestler?
[A child tries to confirm with a boy next to her that her word is right.]

S2: No, no, he is boxing. Not wrestler! He is not wrestling. Teacher, he is boxing, boxing?

T: Yes, he is boxing. So?

S1&2: He is a boxer.

S1: Boxer, b, o, x.

S2: b, o, x, e, r

S: Teacher, head ouch!
T: [laughing] My head hurts.

T: Let's do number three.

S: What does he do? He's a boxer.
[When the children say the sentence, the teacher writes it on the whiteboard.]

In this activity, correction occurred among the children themselves. Without the direct correcting from the teacher, children solved the problems through the information they exchanged about the given question. Peer helping, as I mentioned in the section called Power Inequality, where a child tried to help another child with arithmetic, only tended to happen in the seven-year-old class. In fact, this peer helping was an obvious characteristic in the seven-year-old class. Lightbown & Spada (1990) point out a potential weakness in peer helping. That is, children bounded by their own limited English proficiency may show an inferior model of language use to peers. The same first language could delay English learning by using the first language during peer helping (Fassler, 1998). However, in this excerpt, these potential weaknesses were not problematic. As in the event in the section about power inequality, children who had the

experience of being interrupted by the teacher when using their first language did not use their first language, at least not when under the watch of the teacher, as can be seen with the activity illustrated in Excerpt 20. In particular, girls who may feel more shy than boys seemed to feel less anxious about asking help from the teacher who was in a stronger position than the children because of English proficiency and the title of teacher. Another characteristic in this class was a shift from spoken English to written English. That is, the children were asked to write down sentences that they heard or spoke. Even though three questions were covered, the activity took around 20 minutes because the children were not accustomed to writing. In managing this class, the teacher was generous in giving enough time for all children to finish the writing and to compare with one another, encouraging not verbally but standing behind and watching them with a smile until children's peer helping was finished. His silence and smile appeared to create a supportive environment for peer helping.

Activity 3: Playing a card game/teacher Dan

The rule of this game was very similar to the previously-mentioned card game, except that the cards in this game had pictures of swimming, eating, running, cooking, etc. The edges of the cards had different colors such as blue, red, yellow and black. If the color of the card edge was the same, or if the picture was the same, a child could put down his card on the table, and say a sentence corresponding to the picture. The child who finished all the cards in his hand first would be the winner.

During the card game, the expressions used were "Do you have red/blue/yellow pictures?" "No one has this picture," "my turn," "reverse" and "one card." The sentences

that children composed were formulaic "they are eating," "they are drinking," "they are running," " they are swimming," " they are speaking," " she is singing," "he is fishing," "it is sitting," "she is sleeping," "she is drawing," "she is cleaning" and "he is standing."

Through all the activities, the teacher led the class very consistently toward accomplishing the class objective. As the class activity moved to the next step, the teacher gave more control of the class to the children, giving them the chance to solve the problem on their own by writing sentences in their notes. He also made the children lead the card game by themselves. To my disappointment, however, this class did not move out of the Audio-lingual teaching method either, but mainly focused on learning a grammar rule. Therefore, the teacher's utterances could not be widely varied and emphasized a certain form over and over again. However, the teacher's patience and enthusiasm were obvious. From beginning to end, his voice had various pitches, depending on the situation. He orchestrated the class like a well-experienced conductor. In other words, balancing his high-pitched voice and silence, he succeeded in keeping the children focused on the class, as well as keeping them supportive of each other in their problem solving. Teacher Dan was a good example of the boundaries of the form-focused language classroom; no matter how wonderful the teacher's skill and English proficiency, the range in which a teacher can display his ability to surround children with English-rich environment is very limited.

Art class/bilingual teacher Janet

Without any guidelines for class activities from the institute, Janet had developed art activities by herself. The resources on which she depended for the activities were her

childhood experience of art class in Korea and her art studies at a college in Canada. In the six art classes observed, there were only two activities. The first activity was to make a puppet from a disposable spoon, color papers and artificial eyes. This activity continued for two classes in all of the classrooms, with five-year-old to seven-year-old classes. The other activity was coloring and writing the name of a color on a given picture. Regardless of the children's age and English proficiency, the activity in art class was the same.

First activity in art class: Making a puppet/teacher Janet

Class objective: Making a puppet

Teacher Janet put the disposable spoons, mouths, eyes and glue on the children's table before class.

The utterance between teacher and children are illustrated in Excerpt 21.

Excerpt 21

[Showing an example with the spoon and other materials in her hand, she instructs the children about what they need to do. In this activity, the children's answer to the teacher is not a verbal answer but behaviour such as gluing or cutting.]

T: Put your name on it [spoon].

S: [Without any verbal response, they are doing what the teacher has asked.]

T: [Walking around the classroom the teacher helps the children with the puppet, giving some verbal instruction.]

T: This is too short. Make it a little bit longer.

S1: OK.

T: That's a good length.

S2: Teacher, this is too long.

T: You need to make your arms a little bit longer.

S2: I see yours.

T: I see yours?

S2: Can I see yours?

.....

S3: I want to make it head?

T: Do you want to make the head?

S3: Yes.

.....

T: What color is this?

S2: I don't know.

T: Burgundy. Say burgundy. This is burgundy. This is between red and purple. This is not red but burgundy.
포도주색이에요.
It is the color of wine.

.....

T: What do you need?

S4: Hair.

T: There is more yarn on the table. Get it.

T: What's wrong with your eyes? Hold it down. Did I say glue here here? Give me your finger. Sit down. Make sure.

T: I'll show you what this is for. You can decorate your hair. You can put it on your dress. Decorate it, OK?

.....

T: This is naked. You need to make a T-shirt. Come here. What color is this?

S5: Grey.

T: What color is this?

S5: ....

T: Burgundy. It's burgundy. Say burgundy.

S5: Burgundy.

I observed some errors in the children's speech such as "I see yours," or "I want to make it head." Rather than a direct error correction, the teacher repeated it or made it clear by

asking a well-formed question such as "Do you want to make the head?" The teacher's use of Korean, which was also her first language, was very limited. Just to make sure that the children understood, the teacher used Korean briefly after a long explanation about a color in English. Except for the question 'What color is this?' most of the teacher's utterances appeared to be genuine. The teacher said whatever was needed in a given situation. However, the interaction between the teacher and children took a different form, compared to other classes. That is, children responded to the teacher's utterances with behaviours rather than with verbal answers. Only when the children were asked questions by the teacher directly such as "What color is this?" or "What do you need?" did they tend to answer verbally. Surprisingly, in spite of the lack of mutual verbal interaction between the teacher and the children, the children were exposed to relatively varied English expressions, compared to a class which focused on pattern practice drills. The teacher's utterances were as follows:

T: Please pick up your pampam. You have to glue it back.
Do you want to make a dress? Are you going to cut it?
Nobody puts the glue on plastic because it doesn't work.
After you glue this, don't touch it, OK?
Don't ask me to cut it for you. Cut it yourself. This scissor is not working.
Make sure you glue here. Sit down and hold it for the next twenty seconds, OK?
Why did you make it so little? Make it bigger.
Squeeze it. Squeeze it hard. Can you put more glue on here?
What's wrong with your hair? More glue here. Press it hard.

The teacher's utterances in this activity were not modified. They were not shortened, simplified or spoken slowly on purpose. They were authentic and real utterances. Considering the fact that the utterances take a different form depending on the subject, it is desirable that the children be exposed to as many varied fields as possible to prepare them for various communication situations. This activity is enough to stimulate the

children's interest by providing them with an opportunity to use their imaginations in making a puppet. In choosing the color of the dress, the length of hair and the type of decoration, the children were active participants rather than objects such as empty baskets to be filled by the teacher.

Second activity in art class: Coloring/teacher Janet

Class objective: Coloring and writing the words of the colors

In this activity, the children with a picture of an object such as a bed or a wagon, which had the numbers from one to six, were asked to color the picture and write down the color name under the number. After the explanation from the teacher, the children started coloring and naming.

Excerpt 22

T: Write down the number and the color you want. Put your name on the bottom and put the number on the right corner here. What color do you want for the number one?

S1: Brown

T: How do you spell it?

Ss: [The children try to spell brown but not clearly and correctly.]

T: b, r, o, w, n.

S: [b] [b] [b] b, r, o, w, n

T: Good!

T: Number four is gonna be green?

S2: Yes

T: How do you spell green?

S2: g, r.....

T: Double e, two e

S2: g, r, e, e.....

T: g, r, e, e, n

S: g, r, e, e, n

T&Ss: g, r, e, e, n

.....

T: How do you spell red?

S3: r, d

T: Something's missing between.

S3: l

T: No l, it's vowel, [e], [e], [e]

S2: r, o, d

S3: r, e, d, red

Even though the class activity seemed to be easy, it required a tremendous effort from the children in the five-and six-year-old classes. Helping each child with the spelling, the teacher asked the question to a particular child and sometimes to all of the children in the class. From the field notes, I inferred that when the question about the spelling of the color was directed to a particular child, the child tended to be passive, lowering his or her voice and murmuring the spelling. This was another example of power inequality in the classroom, largely because of the children's lack of English proficiency. The I-R-E was the overall pattern of the utterances between the teacher and the children. In helping them, the teacher rarely gave a direct answer. Rather, by giving a clue such as double e or vowel [e], she tried to draw out answers from the children. Contrary to the first activity, this activity was not as rich in target language input. The most-used expression was "How do you spell it?" and the most frequently used words were the names of colors.

Even though teacher Janet is bilingual, the use of Korean was not evident in the classes that I observed, except for the word "burgundy." In her interview, however, she said that she often relied on Korean for clarifying the meaning of an abstract word or solving a conflict among children. Especially where there was a conflict among children, she used Korean to learn their reasons and thereby make fair decisions. Furthermore, when a child in a very beginner stage asked some expressions in Korean such as "May I go to toilet," by repeating it in English, the teacher could increase the child's English ability.

Like the Korean proverb "a picture is better than a hundred words," it seemed to be easier to understand the teacher's utterance when an action came together with the words. In other words, when children in this class witnessed something being made and heard related English expressions, they could easily make a connection between the English expressions and the action. By understanding English words and expressions in context and listening to them repeatedly, children could learn new words and expressions as part of the art project. In terms of authenticity, making a puppet in a language classroom meant the creation of children's own works using their creativity and imagination (Berho & Defferding, 2005; Gonzales-Jensen, 2006). However, coloring was not as authentic or creative activity as making a puppet. In spite of the weakness in coloring it was believed that children could gain a positive sense of accomplishment through their own works. In both activities, children could learn target vocabulary and expressions orally. However, during the classes, the written form of the target vocabulary was not provided to the children. Considering that seven-year-old children could start elementary school and

written language learning the following year, a written language through visuals such as printed material should have been included: the oral language learned in this class could have been reinforced through those visual materials, and could have been helpful in preparing children for their studying in school.

Music class/native teacher Lauren

Without any guidelines for class activities from the institute, the teacher Lauren had developed the activities by herself, just like the art teacher. Because of her experience working with children and her major in music education, she said that she did not have trouble in organizing the music class. Like the art classes, music classes did not show a significant difference depending on the children's ages and their English proficiency. Therefore I will not describe all the music classes that I observed. The class excerpts from Warming up to Closing were a typical music class for seven-year-old children.

The musical objectives for this class were as follows: 1) matching pitch and using head tone; 2) tapping a steady beat; 3) hearing and accurately reproducing rhythms; 4) responding to musical sounds. The class was developed in the sequence of warming up, action song, new song and game, and closing.

Activity: Warming up

Without a verbal greeting or verbal clues that indicated the start of class, as shown in the general class pattern, the music teacher started singing a song of "Hello everybody, how are you" and playing an electric harp. The teacher repeated this song until all the children sat down and were ready for the class. To get the children's attention, the teacher

moved to a very quiet song, "Who is really listening?" In answer to the teacher's question in the song, the children sang quietly "I am listening" a few times until the sound of the clock could be heard.

Action song

At this stage, the children added physical movement such as clapping their hands, stamping their feet, raising their arms and moving their hips.

Excerpt 23

T: Let's clap the rhythm.

T&Ss: Follow follow me

[The teacher starts the song "Follow follow me,"and the children join the song.]

T: Shaking!

Responding to the teacher's clapping, all of the children started to shake their bodies. With songs such as "Follow follow me," "My body is musical," "Do as I'm doing," and "Hello hello, I'm finding," the teacher continued to give orders about the actions such as "hand on hips," "hand on head," and "hand on eyelid."

New song/game

After rearranging the children in the shape of a semi-circle, the teacher wrote down a song, "I think that nobody knows," on the whiteboard. After the teacher says this sentence, the children repeated the lyrics, one line at a time, and then sang the song together with the teacher a few times until the song was familiar to the children. Using the song, the teacher and children played the game of finding a pebble. In this game, all of the children sat in a circle, singing the song "I think that nobody knows," while one

child walked around the circle and put down the pebble secretly behind another child. The song continued until the game was over.

Closing

The music teacher and the children sang the song "My hat has three corners" together, and then the teacher sang a line of the song and a child to whom the teacher pointed followed the line of the song until all the children had taken turns. In the middle of the song, the teacher asked a question related to the song.

Excerpt 24

T: Oh! Excellent. What is this?

S: Corner.

T: Yes, corner.

Before leaving the classroom, all of the children lined up in front of the door, and then with the teacher's permission, they walked to another classroom for the next class.

Teacher and student interaction

Excerpt 25

[In the activity of an action song,]

T: It's difficult, what else?

S: Clapping

T: Molly wants clapping!
[She is clapping with the children. They are singing "Follow follow me."]

T: What do you want to do, Joseph?

S: I want to do, like this.

T: Joseph wants clapping fast! Slowly and then faster, faster, OK?

T: Someone who has had no turn here? OK Gina.

T: Gina wants clapping faster again, slowly and then faster, faster.

T: Excellent, someone who has not had a turn?

T: Good job. Sitting down. OK.

From the beginning to the end, this class developed with songs. Therefore, it was very hard to find grammatical errors and display questions which are very common in an EFL classroom. In terms of negotiating meaning, the children and the teacher did not seem to have any problem: when the teacher asked for a motion that the children wanted, they could answer with the motion as well as with words. After watching the motion that a child wanted, the teacher usually expressed a statement about the motion verbally, such as "Joseph wants clapping fast." The teacher's questions appeared to be authentic and genuine, asking the children's opinion. Even though there was not as much verbal interaction between the teacher and the children as in other classrooms such as English, the children were exposed to a rich English environment through many English songs.

Table 4-1 illustrates the language features to which the children were exposed in the elements of the music class songs. The lyrics of these songs are presented in appendix E.

Title of the song	Linguistic feature
Hello everybody, how are you?	The expression of greeting
Do as I'm doing.	~ing verb form, questions with auxiliary verb and various verbs such as tap, nod, shrug and crouch
My body is so musical	The usage of the verb, " to go."
I'm standing very tall.	~ing verb form and two adjectives like small and tall
Two little hands.	The usage of the verb, " to go" and verbs that indicate movement.
My hat it has three corners.	A sentence which omits "if" and inverts the auxiliary verb and subject.
Deep and wide.	A sentence in "there is" form
Here comes a bluebird.	A sentence in command form
A pebble travels	Embedded sentences
Button you must wonder.	The usage of auxiliary verbs such as will and must
Are you sleeping, brother John?	A sentence of question form and ~ing verb form

Table 4-1:The grammatical elements in the songs in music class

I observed that the music class made a noticeable difference in the state of the children's emotions and attitudes. Instead of sitting on chairs, they sat on the floor, sometimes standing and doing motions, and sang songs to the accompaniment of the teacher's electronic harp. They did not have to solve arithmetic questions and memorize spelling, which resulted in a warmer and more relaxed atmosphere than that of a regular class such as English and Phonics. This type of atmosphere, in turn, could lead children to be highly motivated, self-confident and less anxious. None of the children had any problem in singing almost all of the songs in class. It was obvious that they had learned them by heart. If they were asked to memorize a passage from a book, it would have been torture for them. However, memorizing lyrics seemed to be fun. Adding rhythm and melody to language passages and repeating them with pleasure may have transferred words into long-term memory. Furthermore, songs helped children understand the vocabulary and some expressions and grammatical points out of context (Fisher, 2001; Lake, 2002). For example, in the song "My body is so musical," through motion, children could learn the expression of 'faster and faster' and its meaning. Through songs, children could learn language as a whole, rather than in fragments, as often happens when focusing on a certain grammatical element.

Beyond the advantages of learning English through a song in this class, visual material was not provided to the children. The only visual material was the new song "I think that nobody knows" on the whiteboard. There were no other visual materials that showed lyrics and music notes in the music classroom. Considering that repeated exposure to visual displays can help children learn, an eye-catching poster and written lyrics on the whiteboard could have been useful in enhancing the children's written English ability.

Review class/Korean teacher Ms. Kim

Unlike the implication of the class name, this class is more like a play time, including singing songs, and listening to stories. Although I focus on the five-year-old class, I also present the songs and the story in the six-year-old class here for comparison purposes.

Activity 1/Ms. Kim

The theme of this activity was to shop in a supermarket. On the big screen, a big supermarket, which has many vegetables, daily products and other food, appeared. The pictures that showed up are as follows: a kitchen, a refrigerator, and a shopping bag.

Excerpt 26

T: What is this?

S: Apple

T: It's an apple. It's an apple.

T&Ss: It's an apple.

The next picture on the screen was a refrigerator which contained many foods. The children were supposed to click a food they wanted with a special electric pencil. As soon as a picture was clicked, a sound and a word came out. All of the children did this, taking turns. Finally, the screen showed a big shopping bag and many foods, vegetables and snacks. The teacher also asked the children to drag a food that they wanted to the shopping bag. After dragging, the children heard the name of the food, and they were supposed to repeat it.

The interaction between the teacher and children

Excerpt 27

T: You can drag the food you want to the basket.

T: What do you want to buy?

S: Milk.

T: No milk.
문장으로 이야기 해요 알았지요? 이렇게 I want to buy milk.
Say it in a full sentence, like "I want to buy milk."

Ss: I want to buy milk.

.....

S: I want to buy candy.

T: No candy, candies. I want to buy candies.

Ss: I want to buy candies.

T: How many candies?

T&Ss: One, two, three, four, five. Five!

T: Oh! You want to buy five candies.

.....

T: What do you want to buy?
S: …
T: Sugar, sugar
한국말로 설탕이에요 설탕.
It's sugar in Korean, sugar.
I want to buy sugar.

Presently, nobody doubts that the first language can be helpful in teaching a foreign language. However, the issue of how and to what extent the first language should be used needs to be considered. In this class, Ms. Kim used Korean to encourage the children to use a full sentence instead of answering in one word or in a word formula, toward which children seemed to be inclined, especially when a certain child was pointed out. By code switching to the children's first language, the teacher seemed to be successfully reminding them that a fragmented sentence was not acceptable in her class. Another example of her code switching was for the purpose of clarification through comparison of two corresponding English and Korean words such as "sugar." In this activity, because of

many pictures on the screen, children could see what a given English word meant, without any verbal explanation. However, in the case of sugar, it was hard to distinguish from salt. That was why she explained it again in Korean. The most obvious distinguishing characteristic of this class was the different type of teaching material. In this class, even though there was an activity for learning vocabulary, children did not have to bring their textbooks or word cards. With a special pencil and many attractive pictures on the big screen, which were enough to attract the children's attention, all of the children eagerly raised their hands to be the next child who could have a chance to use the special pencil.

Activity 2: Singing a song/Ms. Kim

Watching the animation and the lyrics on screen and the teacher's motions, children were supposed to sing the songs and follow the teacher's motion. The songs in the five-year-old class and in the seven-year-old class are presented in the Table 4-2 and Table 4-3 respectively. They lyrics are appended. (See appendix F)

Title of the song	Linguistic feature
Head, shoulder, knees and toes	The nouns about human body such as "head" and "shoulder"
Teddy bear, teddy bear	Formulae related to daily life such as "shine your shoes," "go upstairs and turn off the light"
The finger family	The repetition of some expressions such as "Where are you?" and "How do you do?"

Table 4-2: The grammatical elements in the songs in review class

Title of the song	Linguistic feature
Pat-A-Cake	Sentences in command form and the phrase as~as form
Colors	The names of colors and some formulae such as "there he goes"
Twinkle twinkle little star	Embedded question such as "how I wonder what you are?"

Table 4-3: The grammatical elements in the songs in review class

Activity 3: Listening to a story/Ms. Kim

On the big screen with animation, an English story was narrated by a native English speaker. The source of these stories was Yahoo Korea for children's English education. In this activity, Ms. Kim made sure the class was going smoothly without being directly involved.

In the five-year-old class

The stories for these children were "Teddy's Day" and "What Is in the Sea?" The sentences narrated were quite short. For example, showing a teddy bear with gifts, the sentence "Teddy is happy" emerged in a native speaker's voice. The sentences in this story were as follows: Teddy is angry/sad/thirsty/tired/hungry/sleepy. In the case of "What Is in the Sea?" (See appendix G), by showing sea animals such as an octopus and a shark, the sentences related to the specific animals' characteristics were narrated.

In the six-year-old class

The story for these children was "The Frog Prince." It was really like a story book compared to the story of the five-year-old class. (See appendix H) "The Frog Prince" had content which developed an interesting story about a beautiful princess and an ugly frog which was cursed by a wicked witch. This story described in detail the process of the frog getting out of the spell and falling in love with the princess. The main grammatical features in the story of "The Frog Prince" are as follows:

Example	Grammatical point
Once upon a time,	Word formula which indicates a story is beginning
Why are you crying?; I am crying	~ing verb form which indicates that something is going on
I will give you, I will go down; she could not disobey; you must keep your promise	Auxiliary verb forms
Do not cry; push your golden plate nearer to me	The sentence form of a command
If you do not, I will tell your father. If I must, I promise.	The conditional sentence form
How can this ugly frog help me? What will you give me for finding your golden ball?	Wh- question form
Let the ball fall into the pond; let me sit by you, make him go away	This sentence structure is very hard for Koreans because Korean does not have this sentence structure. Therefore, in a school setting, compared to other sentence forms such as declarative, or question, it comes late.
An ugly frog sitting on a rock by the pond. I will give you whatever you want.	The sentence form is related to relative pronouns which the Korean language does not have. The first example omits the relative pronoun and be verb,namely which is. In the second example, a complicated relative pronoun clause is shown.
I cannot run as fast as you can.	The comparative sentence form of as +adjective +as

Table 4-4: The English language elements in the children's story of the Frog Prince

In both classes, the same stories were repeated in the same class or over a certain period, based on the teacher's judgement. However, there was no atmosphere of boredom among the children. Many children in the five-year-old class memorized the stories of "Teddy's Day" and "What Is in the Sea?" In the six-year-old class, the story "The Frog Prince," which seemed to be difficult for the children, was shown. I wondered whether the children could understand the story or if they just enjoy the colourful pictures and the narrator's voice, which had various pitches, depending on characters, or sometimes made funny sounds.

"The Frog Prince" was one of many children's books translated into Korean. Therefore, children in the six-year-old class already knew about the content from their reading at home or in a previous kindergarten. From the repeated and familiar stories, children could experience some benefits. For example, by hearing a new word repeatedly, it seemed to become part of children's vocabulary. In addition, the repetition helped the children to understand how a story works, develops in a logical sequence, and shifts from beginning to end in a certain format. Feeling secure with a story they already knew, the six-year-old children could improve their listening skills and vocabulary development by transferring knowledge about the story into a target language (Arnold & Colburn, 2005; Kamen & Taylor; 2004). Storytelling helps early literacy development by playing a role in the social background of children and in their interactions with adults through language and observation (Meek, 1991). In a holistic way, children were introduced to grammatical features repeatedly and, thus, became familiar with them.

Despite these advantages, there seemed to be something missing in this storytelling activity. There was no interaction between children and teacher. After watching movies, there was no question from the teacher which could have been a way to involve children in promoting expressive language development and verbal fluency.

Nevertheless, in the Review class led by a Korean English teacher, children were exposed to a more English-rich environment than in the English or Phonics classes by moving out of the Audio-lingual teaching method and introducing a content-based learning activity.

Summary

In this chapter, I described the general patterns, power relationships and class activities from selected classes in a private English language institute in Korea. In the process of analysis and description, I argued the positive and negative aspects of each class activity. In presenting my arguments, I focused on how much of an English-rich environment each teacher provided their children, how often children had opportunities to become positively involved in the activities, and the extent of variation among the activities that each teacher prepared varied. In the next chapter, I discuss the reasons why some class activities provide an English-rich environment while others do not. Also, I challenge the stereotyped ideas about native and Korean English teachers in Korea, based on my analysis of these kindergarten classrooms.

CHAPTER 5

Reflections

Overview

In this chapter, I reflect on my exploration of class activities led by native, non-native and bilingual English teachers in the context of children's English education in Korea. In doing so, I challenge a wide-spread notion which is that a native English teacher is inherently the best English teacher. I also include the implications of this study for class activities in Korean English education.

Challenging of the Traditional Perspective of Native and Non-native English Teachers

In reflecting back on my inquiry, I challenge a wide-spread conception, that native speakers of a target language are inherently better than other teachers who learn a target language as a second/foreign language. I examine Korean teachers' perceptions of English teachers and consider the teachers' first languages.

The weak position of a Korean English teacher in Korea is mainly related to the fact that English is not his or her first language. Therefore, no matter how excellent the Korean English teachers are in their English education expertise and no matter how fluent their English communication skills, the credibility of their professionalism is always challenged, because they learned English as a second/foreign language. In addition, believing blindly that native-like accent, intonation and pronunciation are vital criteria to

evaluate English proficiency, Koreans tend to place Korean English teachers in an inferior position to that of native English speakers.

Considering the reality in Korea, where the exposure to an English environment is very limited, mostly occurring only in a classroom setting, nobody doubts that a native English teacher is an important mediating resource on which children can model the target language. In addition, even though there are some differences in pronunciation and intonation depending on the teachers' original localities, native English teachers can expose children to the pronunciation and intonation of the target language. Children can easily hear common English expressions in daily life. These perceived merits of native English teachers are valid. However, the important thing which is overlooked here is that native-like English accent and pronunciation are not the only factors involved in developing competitive English communication skills. This stereotypical view of native English teachers considers only the teachers' first languages and ignores the teachers' expertise with regards to teaching materials, classroom management and teaching experience. Keeping these things in my mind, I reconsider the extent to which native English teachers influence communicative interaction in class activities. I also challenge the idea that a Korean English teacher who learned English as a foreign/second language cannot be an efficient language teacher and is therefore inferior to native English teachers, as many Koreans believe.

As I mentioned in chapter 3, the institute in which I observed classroom interactions claimed that it introduces a communicative language teaching method that will eventually equip children with a competitive English proficiency. In reality, a real communicative interaction between teachers and children, regardless of native or Korean English

teachers, was not so obvious, at least in English and Phonics classes, which put emphasis on certain rule patterns. The traditional conception of the superiority of a native teacher in classrooms such as English and Phonics seems questionable. There did not tend to be a big difference in the teachers' utterances, especially in terms of lexical items. If the classes are examined carefully, there are reasons why meaningful communicative interaction could not occur even in native English teachers' classes, which are traditionally regarded as being more desirable. The difficulties in adopting communicative teaching methods in Korea stem from the focus on teaching certain grammar rules and the pressure toward successful English preparation for school, in which evaluation takes the form of an exam (Zhang, 1997). This focus and pressure seem to lessen opportunities for English-rich environments in which English proficiency can prosper. To accomplish class objectives, native English teachers and Korean English teachers at the institute could not help but follow the Audio-lingual method, which seemed to be perceived as the optimal teaching method for grammar. Here, even though I cannot generalize about what I found, it was obvious that a teacher's English proficiency alone was not the main key in successful English teaching. The curriculum, which reflected communicative teaching and the institute's awareness of what the communicative teaching method is really like, was also a fundamental in maximizing the teachers' English language abilities in their teaching.

In the case of native English teacher Chris, whose class did not focus on grammatical form, he could not make the best use of his English ability to guide children to the zoo, the theme of his class, through English-rich collaborative talking. Because of the lack of expertise on children's foreign language education, he did not seem to realize that in his

role as a language teacher, he was supposed to facilitate the children's learning rather than lead a class on his own way. This is a counter example to the conception that a native speaker is always a better choice. Without knowledge and strategy of teaching a foreign language, Chris did not seem to know how he could guide children through developmental phase in their language learning. In other words, he did not seem to realise that a teacher' support and collaborative talking can move children forward, enhance their English knowledge, and thus children can progress to a higher developmental phase. This case reflects very well the urgent need for systematic and continuous teacher education programs in Korea. These teacher education programs need to include both language components, such as phonology, morphology, syntax and lexicon, as well as a mechanism through which content can be explored and examined. The understanding of interconnectedness between first and target languages and cultures also should be included (Gonzales, 2000; Tedick & Walker, 1995; Wing, 1984).

Thus far, I have mentioned a circumstance that did not allow native English teachers to maximize their language expertise in the classroom. I have also mentioned an example that indicated why a language teacher's expertise and strategy are important aspects of their language teaching. I now consider Korean English teachers in terms of their perceptions of their English proficiency. In spite of the wide-spread perception that that Korean English teachers are inherently inferior to their counterparts from English-speaking countries, some Korean English teachers refuse to accept this stigma. However, others seem to agree with it, at least in private and sometimes in public. In the interview with Ms. Seo, she said "In front of children, when I ask them to repeat me, still feel uncomfortable because of my imperfect pronunciation. Isn't it true that native English

teachers have many advantages and potentials compared to us?" (November, 2002) Despite her perceived inferiority to native English teachers, in my observation, Ms. Seo, the Phonics teacher, led her class as well as the native English teacher Matt did. She led her class consistently toward the class objective, even though I observed a grammatical mistake in one of her utterances. From the analysis of class activities using the Audio-lingual teaching method, I infer that a teacher's English proficiency is not necessarily as influential on the children's language learning as is often claimed by proponents and users of this method.

If this is the case, then it is necessary to examine the traditional view of native and non-native English teachers and reconsider Korean English teacher Ms. Seo's perception that a native English teacher is inherently a better teacher. It is also important to examine whether this assumption is true in other classes which are content-oriented. Unlike English and Phonics classes, teachers in art, music and review classes built their class activities that are relevant to children's interests. The activities of these classes were content-based and included content-related activities such as making a puppet, singing songs and listening to children's stories. Without any pressure to learn a certain grammatical rule, memorize words or rely on a single textbook, almost all communication during classes seemed to be genuine and meaningful, even if coloring in art class did not require as much children's creativity as making a puppet, but it did require them to speak, spelling out color names. When children are in art, music and review classes, they not only saw something being made and heard the related language, but they also participated in singing songs and storytelling by making a connection between the action or pictures and words or sentences. Therefore, children who watched

and participated in these types of activities may well understand words and sentences more easily in a context that enhances their learning efficiency. In terms of the efficiency of art and music classes in the EFL classroom, Hadley (1993) also states that beyond learning English, art and music activities in EFL classrooms can achieve other purposes such as understanding and learning the culture of the target language. Art can play the role of an additional language for young children who may have difficulties with conventional symbol systems such as oral and written language (Wright, 1997). Art provides children with the means to represent what they know.

In addition to the inherent advantages of art and music classes, all of these classes seemed to provide a target-language-rich environment with more varied vocabulary and syntactic complexity through the teacher's oral instructions directly related to artwork, songs and children's stories from an internet web-site. In the case of Ms. Kim, there was an obvious difference in English proficiency compared to the native and bilingual teachers such as teachers Lauren and Janet. However, by using various teaching materials such as the institute's own multi-media program and internet web-site, the Korean English teacher was able to provide as varied and plentiful lexical items and sentences as the native and bilingual teachers could. In addition, her knowledge of teaching a foreign language, even though it came from trial and error may have been reflected in her organization of class activities. Specifically, Ms. Kim developed her class activities around lexical items, through matching an item and a corresponding word, and by repeating and eventually internalizing a chunk of words through a song or by exposing children to a meaningful story. Considering the seemingly popular notion that a Korean English teacher who is not as fluent as a native teacher cannot surround children with

English-rich environment, even in content-based classes, one can conclude that there is an obvious weakness in a Korean English teacher's class. However, in my study there seemed to be no differences in providing an English-rich environment between a native English teacher and a Korean English teacher in my study. Even though Ms. Kim depends heavily on teaching materials rather than just her own oral instruction, she was a good example of an exceptional non-native English teacher to other Korean English teachers. In other words, with the help of a well-organized program and teaching materials, a relatively less fluent English teacher can lead a class effectively in terms of an English-rich environment.

When I began this inquiry, I tried to look at the issue in a dichotomous way by comparing and contrasting mainly native English teachers and Korean English teachers, using the bilingual teacher's class as another mediator between the other two types of classes. However, the results reveal that the teacher's target language proficiency is not the only factor that determines who is a more competitive and competent English teacher. Rather, based largely on class objectives, which seemed to lead to a certain teaching method, my classroom observations seem to indicate that a teacher's English proficiency either can be utilized or make no difference in providing an English-rich environment. In other words, compared to the Audio-lingual method, content-based teaching provides a more English-rich environment, from lexical items to sentence level structure, regardless of the teachers' English proficiency. Even in the same content-based classes, Ms. Kim's class, which presumably surrounded children with fewer lexical items and less syntactical complexity than art and music classes do, provided more plentiful English expressions,

both written and oral, by taking advantage of diverse teaching materials. This finding indicates that a teacher's experience and knowledge about early childhood education, foreign language education and teaching materials are also factors for an effective English class.

Because of the difficulty in finding a fully bilingual teacher at this institute in Korea, I was limited in being able to observe bilingual teacher's classes. There was only one bilingual teacher even at this institute, which has relatively rich educational resources compared to other areas. With just one bilingual teacher, it is hard to make any comparisons. However, based on the analysis of other classes led in the Audio-lingual method and Communicative method, it is reasonable to infer that, even in bilingual teacher's class, the main reason for children being exposed to meaningful English expression is the content-oriented nature of activity, such as making a puppet. In the coloring activity, which seemed to require children's mechanical skills such as writing word spellings from memory, the bilingual teacher's utterances were also limited, as in classes for the learning of grammar. Compared to native English teachers, a bilingual teacher has an obvious advantage in clarifying a word's meaning in Korean after an English explanation. However, the extent to which this advantage can influence children in class was not as obvious compared to Korean English teachers.

The Implication of the Findings on English Education in Korea

I found that a teacher's first language and fluency in the target language are not the only factors that determine the qualification of an English teacher in Korea. This does not mean, however, that a teacher's fluency in a target language can be underestimated.

Rather, discussing the issue of better language teaching in Korea, the reality that many English language institutes in Korea face should not be ignored by suggesting an ideal but impractical solution. Because of the wide-spread conception that, a native English teacher is best, and because English institutes in Korea are numerous, almost all English language institutes in Korea have problems meeting the demand for native English teachers. Therefore, it is nearly impossible to recruit only an ideal type of English teacher who speaks English as his or her first language and has expertise in teaching a foreign language. Even if an institute can find this ideal type of teacher, there is another problem, namely that most native English teachers want to stay in Korea for only a year or a few years. They primarily think of their jobs as EFL teachers in Korea as temporary so that they can experience a foreign culture, and make money in another country. It is also very common to hear complaints from an institute about a native teacher. By the time novice native English teachers become experienced through trial and error, they go back to their own countries. Thus, the findings about classroom activities led by native, bilingual and Korean English teachers suggest something worthy of consideration in terms of maximizing the potential and the ability of Korean English teachers by putting them in place and helping them make the best use of teaching materials.

An environment that is English-rich in terms of lexical items and various types of sentences occurs not in classes which put priority on grammatical element but in content-based classes such as art, music and review classes. This finding seems to provide different insights into the perception of who are the better English teachers in Korea. For example, the ideal type of English teacher may vary according to class objectives. For the teaching of grammatical elements, which usually means following an Audio-lingual

method in Korea, a Korean English teacher with less fluent English ability seems to show no differences in terms of his or her use of lexical items. In the case of a minor mistake, a Korean English teacher could correct the error through repeated attention to and practice of English conventions. Language teaching through a song can be a really good way to compensate for a teacher's relatively lesser English fluency. By arranging songs in the zone of children's proximal development, a Korean English teacher may also lead an English music class as successfully as a native English music teacher. Another finding from Ms. Kim's class implies that a teacher's experience and knowledge about English education and teaching materials can compensate significantly for weaknesses that are related to English proficiency. By making use of storytelling from an internet web-site, a Korean English teacher can provide a meaningful and authentic story, as well as rich language elements such as lexical items and various types of sentences.

With regards to the quality of a foreign language teacher, there is no doubt that a native speaker has better potential to be a more competitive English teacher. However, this is only if he or she is trained as intensively as is a qualified Korean English teacher. In reality, without giving a second thought to professional teacher education, and by focusing on a teacher's first language, Koreans take it for granted that a native speaker is inherently the best teacher. As a result, it is easy to underestimate a Korean English teacher's potential. As Maum (2002) states, unqualified native speakers are more likely to be regarded as better English teachers than qualified and experienced non native English teachers.

By challenging this stereotypic view and considering the reality of English education, especially the lack of native English teachers in Korea, my study suggests that there are ample opportunities for Korean English teacher to be effective English teachers. Agreeing with Phillipson's (1992) claim about non native language teachers' strengths, I also come to the conclusion that Korean English teachers' experiences of learning English can develop keen insight into the differences between the English and Korean languages. This sensitivity can be a powerful tool to anticipate children's linguistic problems. Furthermore, Korean English teachers' language learning strategies during their own language learning process can be very helpful in developing children's learning strategies. Medgyes's study contends that teachers' language learning experiences may also make them more empathetic to children's linguistic challenges and needs (as cited in Maum, 2002). In an informal conversation, Ms. Kim spoke about an event which shows Korean English teachers can be very helpful in reducing children's psychological resistance. When young children first come to the institute, they start to cry as soon as they are in front of a native English teacher. Their distress may be attributed to the different physical appearances and the fact that many young Korean children do not have opportunities to be with a foreigner until they come to a language institute. In this case, Korean English teachers can play a bridging role in a native English teacher's class for a child who is afraid of being with a native teacher. Also, being relatively well-informed about each child through contact with parents, Korean teachers may have better insight into each child's learning strengths and weaknesses.

As I previously mentioned with regards to teacher Chris's class, a systematic and continuous teacher education program for native English teachers and positive

involvement of government in action such as support in recruiting and educating teachers and enhancing the quality of private language institutes through legislation are necessary. Because English education is subordinate to commerce in Korea, private language institutes open without serious consideration about education or state support for recruiting foreign teachers and running the institutes. At the state level, the only requirement of a native English teacher is a first degree in any subject, ignoring a language teacher's qualifications. Under these circumstances, a response to the actual need for effective teacher education programs for unqualified English language teachers who come to Korea almost every day should not be ignored. In responding to the market-driven nature of English education in a private institute, Horne (2003) suggests short entry-level courses for native speakers. Admitting some flaws of the course, such as a false public image that being a language teacher must be easy, he emphasizes an actual need rather than an image created from external pressures. Against this short entry-level course, Donno and Ferguson (2003) assert that "it threatens to undercut claims to a professional basis for EFL teaching because it is sometimes claimed that one of the defining characteristics of a profession is mastery of a body of distinct, specialized knowledge" (p.29). Ideologically, both of the claims have their own rationality. However, in the English education market in Korea, there is no time to waste, arguing which one — actual need or credibility of a profession — is more important. Instead of wasting time in a long dispute, it seems to be more desirable to be flexible in teacher education programs, which embrace both ideologies depending on the teachers' own needs and their plans for careers as EFL teachers.

Two urgent issues in English education in the private sector in Korea that need to be addressed are as follows: the encouragement of legislation that ensures quality in private sector education and encouragement of researchers and administrators to take practical action in this field. Policy makers need to establish more strict standards such as the qualification of the directors as a person who majors in English language education or in a related field. Also, the government needs to make it a rule that native English teachers in Korea who do not have teaching expertise or a language-teaching certificate must take some teacher education courses before starting their teaching at language institutes, even if the courses are not as intensive or as long as these for professional English teachers. Researchers and administrators need to develop more practical and useful curriculum as well as customized English teacher education programs that consider the teachers' first languages. For this purpose, they need to establish a channel through which they can communicate across programs and to language teachers both in private and public sectors. Researchers and administrators also need to communicate with recruiting agents to ensure their cooperation and to gain keen insight into available human resources as far as native English teachers are concerned. Without this state level and professional support, the cycle of chasing blindly after a native speaker, recruiting anyone who speaks English as first language to teach English, and blaming unqualified English teachers will continue.

Children's Voices and Viewpoints on Their Language Learning

During informal conversations with the director, I noticed that one of his concerns about English education was to allow children to have fun in classes through varied class

activities. It seemed to me, however, that this concern did not come from respecting children's interests but, rather, from his interest in business. Ironically, when thinking about what kind of interests children had in their learning, the director did not seem to ask the children. Instead, he sat at his desk and tried to figure out class activities from an adult's viewpoint. The same thing also happened in classrooms: rather than asking and listening to children, teachers seemed to judge which activity was the most fun for the children based on their responses in classrooms, such as their positive involvement in a certain game. During my observation, there was only one time when teachers asked what the children wanted for their class activities, providing a few choices such as games using wood bars or sponge dices. These examples reflected the stereotypical idea that children are not capable of decision-making or of participating in an opportunity where they can express their own voices and present their ideas. As a result, the children were not allowed to voice their opinions in classrooms.

The only way that the children's voices could be heard at this institute was through their parents. In other words, the child's opinion seemed to be worthy of being heard only when he or she complained at home about a class or a teacher and was reluctant to go to the institute. However, even in this case, rather than considering children's viewpoints in their learning, the institute seemed to pay attention to their voices only to show that the institute was open to and respected the parents' opinions toward better education. I came to this conclusion from conversations among teachers and the director during my observation period.

Based on the children's experiences in this and other educational institutions, the children seemed to have internalized the idea that they were supposed to follow teachers

or someone who had authority. In addition, the traditional notion that making one's own voice heard in a group means that one is spoiled seemed to push the children to be more compliant and passive. Partly because of these experiences in educational institutions, I think that children were reluctant to join in the interviews with me where they were not accustomed. As a result, their answers were often very short ones such as yes/no, and the children appeared to be shy. In other words, children who were not allowed to voice their opinions did not seem to know how to sue the opportunity of expressing their ideas and seemed to feel uncomfortable.

The contradicting views that children and adults had about learning language were prevalent in English and phonics classes, which focused on linguistic forms. Simplified books and sentences, which showed form-full but meaning-empty language were common (for example, "she is reading," "it is sitting," and "he is standing.") Lindfors' claim (1987) that "more complex is not necessarily more difficult" (p. 226) points out the weakness of these class activities: such activities ignore children's pervious literary experiences and their viewpoints of learning a language. Furthermore, children were not allowed to vary reading material according to their interests. Not given the opportunity to make their own reading choices, they were required to sit down, listen to teachers, watch a given storytelling session or sing songs chosen by teachers. There was no right to access and choose learning materials for themselves or by themselves.

Reflecting on how little children's voices and their views of learning were considered, I came to agree with Maguire and Graves' claim (2001), namely that children's literate actions reflect and are related to the issues of choice, access, identity and power within the varied contexts in which they find themselves. I believe that the issues of children's

choices and power of choice should be urgently considered as part of children's English education in Korea. Many Koreans, even teachers, maintain biases about children's capabilities, due to traditional values in which authority is always at the center of decision-making. These biases make prevalent an atmosphere which includes underestimation and neglect of children's ability and rights in the decision-making related to their learning.

The Limitation of this Study

The research site for this study has some unique characteristics compared to other private language institutes. As I mentioned in chapter 3, this area has rich educational resources, such as more qualified teachers, more native English teachers and financially "better-off" parents. Therefore, the language institute in which I observed has more varied subjects and longer class schedules compared to other institutes, especially compared to those outside the capital. If a future study is conducted in a private language institute in an outlying area, the extent to which a Korean English teacher uses Korean, the ratio between Korean English teachers and native English teachers and the subject of which a native English teacher is in charge could be very different from the situation of the institute in which I observed. By choosing an institute that has these advantages, my study does not provide the whole picture that reflects what really happens in an average-level language institute.

During my short observational period, it was impossible to develop a keen insight into all class activities. I could not observe the continuous spectrum of teachers' class activities. This short observation period also made it difficult to observe children's

achievement in their English learning in the long term. As an outsider and a novice researcher, it was hard to be fully accepted by the teachers. Even though most teachers were cooperative in answering my questions and allowing me to observe their classes, some teachers were very sensitive to the questions that I asked which seemed to them like a questioning of their qualifications as English language teachers. For example, when teachers with little teaching experience and no certification for language teachers were asked about their teaching background, their responses seemed to be defensive, rather than providing direct answers to my question. According to the director, after being informed about observation by an outsider, the teachers tended to be more prepared for their classes and were feeling a psychological burden about being judged. Thus, my very presence may have affected class activities to some extent. However, in the case of the children, though they noticed my presence in their classroom on the very first day, they seemed to forget about me very easily as they engaged in class activities. There was even a child who later asked me why I was not in his class any more. The most difficult challenge I faced in my study was to suppress my viewpoint. However, the extent to which I should withhold my opinion in analysing data is still a difficult question because of my short experience as a researcher.

Because I separated my audio and video recordings, even though I examined the video recording after making my observations, there is chance that I might have missed something that could have been meaningful to my study. In particular, because the video camera is fixed on the ceiling in each classroom, the visual field was limited when the children move around for different activities in the classroom. In spite of this limitation in capturing the children's non-verbal behaviours such as gestures and facial expressions

reflecting comprehension, confusion and the degree to which children are involved their classes, however, the video tape was very useful.

Reflecting on Myself as a Teacher

After I began my study, I discovered something worthwhile to remember in my life: the dignity of children and the importance of the teacher's role. Mostly working as a TOEFL teacher for junior high school students, my contact with children was very limited, involving exchanging greetings or, during breaks, playing with them in the hallway of my workplace. Therefore, like other ordinary adults, I tended to judge children by an adult's standards as to what children were supposed to learn by a certain age and by certain developmental phases. When I was asked questions about children's English education by my friends or some parents, I also tried to give advice that did not consider children's viewpoints. Thus, I unconsciously ignored children's opinions, regarding their opinions as complaints. During my literature review and after analyzing my data, I realized I had underestimated the ability of the children and asked myself whether I really treated children well; I wondered if I had respected their dignity. Becoming part of the children's classroom, I sometimes observed a child struggling to solve a seemingly overwhelming question, and I witnessed his frustration. I also sometimes observed a child's pride in his or her achievement in class. In this process, the children seemed to develop their own perspectives and attitudes toward learning English and studying itself. Furthermore, their experiences in their classrooms seemed to affect their self-esteems and their attitudes toward facing a challenging problem. This experience made me think of my role as a language teacher, even though I do not teach children in a kindergarten.

Specifically, I asked myself whether I played a role as a facilitator and supporter of my students who experienced frustration in my classroom. This study gave me an opportunity to renew my enthusiasm and dedication to my students as a language teacher.

Summary

In this chapter, I challenged the traditional perspective of native and non-native English teachers, based on my analysis of the class activities in kindergarten classes in an English institute in Korea. In arguing against the wide-spread belief that native English speakers are inherently better English teachers, I discussed in my study the importance of class objectives that caused teachers to choose different teaching methods such as an Audio-lingual or Communicative teaching method. With the evidence that content-based classes surrounded children with more English-rich environment, regardless of the teachers' first language, I concluded that the content-based class is superior in enhancing a language learner's knowledge. Also, I emphasized the importance of teachers' expertise on children's foreign language learning, as well as their teaching experience, to surround children with an English-rich environment and to manage the class efficiently. Based on the advantages of content-based classes and experienced teachers' class planning and managing skills, I proposed that non-native English teachers in English education in Korea have the potential to be excellent teachers. Considering the reality that many English language institutes face in Korea, the necessity for state-level support and professional support for teachers, such as legislation and the development of appropriate curriculum was, discussed.

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Appendix A: Field Note

Date 12월 4일 . 10:35 — 11:15 . 한지선 선생님 .

class arrangement : ㄷ자 3열. 교재: oxford .

수업전 분위기가 어수선, 학생들은 각자 자리에 서서 장난을 하고 있는.

T: Hello everyone.

S: Hello teacher.

예기된 분위기가 예전에 어수선하면서 몇몇 학생은 아직 자리를

[illegible] 걸어 온다.

S: 우진 has puppy. (우진이 ~~강아지~~ 학교에 인형을 가지고 왔다)

T: Is it yours?

이러면서 본격적인 수업으로 넘어감.

★ [illegible] 매우 [illegible] zoom [illegible] 소리 [illegible].

[illegible]. 다음 [illegible]

⇒ 학생들에게 가서 [illegible] 보임

↓ 수업 본격 시작

T: What's the title?

S: Silly squirrel.

책 제목은 [illegible] 학생들에게 [illegible] [illegible] [illegible]

이끌어가고 있는.

Appendix B: 어린이 영어교육에 관한 설문조사

다음 설문 조사는 사설학원 어린이 영어 교육에 대한 석사 논문을 위한 질문입니다. 무기명으로 이루어지는 조사이고, 논문 이외에는 어떤 경우에도 이 설문 자료는 사용되지 않습니다.
협조해주셔서 감사합니다.

1. 언제부터 자녀를 영어 학원에 보내기 시작했는지 적어 주십시요
2. 현재의 학원을 선택하게 된 이유는 무엇입니까? (예: 이웃의 소개, 홈페이지 등)
3. 한국인 영어 선생님과 외국인 영어 선생님 중에 누가 더 유능한 영어 교사라고 생각하는가?
4. 3번 질문의 답에 대한 이유는 무엇인지 상세하게 설명해주세요
5. 영어 교육은 언제부터 시작하는 것이 좋다고 생각합니까?
6. 하루에 몇 시간 정도가 학생들에게 적절한 영어 공부 시간이라고 생각하십니까?
7. 학원에 보낸 이후로, 어린이의 영어 실력이 향상되었다고 느낄 때는 언제입니까?
8. 가정에서 어린이의 영어 실력 향상을 위해서 주로 사용하는 방법은 무엇입니까?
9. 어린이 영어 교육에 있어서 가장 중요하다고 생각하는 부분은 무엇입니까? (예를 들어서, 발음, 듣기능력, 말하기 능력, 작문 능력 등)
10. 학원에서 돌아온 어린이들의 학원 수업에 대한 반응은 어떻습니까?
11. 학원 프로그램이나 수업 중에서 어린이의 영어교육에 가장 도움이 되는 교육 프로그램은 무엇입니까?
12. 학원측에 건의 하고 싶은 부분이 있으시면 적어 주십시요

Translation of Questionnaire to Parents

This questionnaire is for a master thesis about children's English education at a private language institute in Korea. The information in this questionnaire is used only for the thesis. I appreciate your cooperation.

1. When did your children start to learn English at this language institute?
2. Why did you choose this institute? (Example: friend's introduction, homepage.)?
3. Who do you think is a better English teacher, a native English teacher or a Korea n English teacher?
4. Please describe the reason why you answered as you did to question number three?
5. When do you think is the optimal start time for your children's English learning?
6. How many hours per day is suitable for your children to study English?
7. After starting their English learning at this institute, do you think that your childre n's English has improved?
8. What kind of ways do you use to help your children's English improvement at ho me? (Example: videos, movies, songs, etc.)
9. English learning includes skills such as speaking, listening comprehension, readin g comprehension and writing. Which skill do you think is the most important for your children who are in classes from five-year-old to seven-year-old levels?
10. What kind of responses do your children show after coming back home from the i nstitute? (Example: bored, amused, excited, etc)
11. What is the most attractive merit of the programs in this institute?
12. Please include any other comments that you would like to mention about this insti tute (positive and negative points)

Appendix C: Questionnaire for English teachers

This questionnaire is for a master thesis about children's English education at a private language institute in Korea. The information in this questionnaire is used only for the thesis. I appreciate your cooperation.

1. What was your major at university?
2. Do you have teaching experience in Korea or elsewhere? If so, how long, what level and which subject did you teach?
3. Does the school provide you with any chances to improve your teaching skills?
4. In class planning, do you cooperate with a Korean English teacher? If so, please describe the cooperation in detail.
5. Do you get the overall class plan from the school?
6. Do you get the teaching materials from the school or do you develop them by yourself? If you develop the teaching materials by yourself, please describe in detail how to create the material.
7. If you have teaching materials from the institute, please describe your opinion about them (weaknesses and advantages).
8. What kind of class activities are you using in your class, especially for the level of kindergarten children?
9. What are the students' responses to the class activities that you mentioned above?
10. What kind of difficulties do you have in teaching Korean students at the kindergarten level, from ages five to seven?
11. What do you think about the students' attitude to your class and to you, compared to their attitudes toward Korean teachers/Foreign teachers?
12. To control your class, do you have your own strategy? If so, please describe it in detail.
13. (For native English teachers) If there are other things that you want to mention about Korean teachers, Korean students, cultures or anything else (good or bad things), please describe them in detail.
14. (For Korean English teachers) If there are other things that you want to mention about your institute, a native English teacher, the students, the parents or anything else (good or bad things), please describe them.

Appendix D: Syllabus for five-year-old class

1-BL10-09	Tiny Talk 2B – Unit 4 (Where's The Ball?)	
targets	① vocabulary & structure 1 (31-36) : Where is the ...?	
	The ball is under the tree.	The butterfly is on the flower.
	The kite is in the tree.	The doll is under the table
	The racket is on the skateboard.	The book is on the table
	The flower is under the tree.	The backpack is on the bike.
	② vocabulary (16-25) : ball, kite, bike, boat, doll, jump rope, racket, skateboard, butterfly, flower	
	③ structure 2 : Go get the (ball).	
	④ conversation (unit 4) : TB p.65	
	Benny : Uh-oh. Where's the ball? Mike : There it is. It's under the bus.	
	Sue : Go get Miss Dolly!	
Tiny Talk Workbook 2B	p.7	Handout

	procedure / targets	Time	Activity	Materials	
1	vocabulary (31-36) & structure 1	15	Preposition Match	SK6-10i1	2 boards
				SK6-10i2	6 sets of film
				SK6-10i3	model cards
					a number die
2	conversation (unit 4)	5	Conversation		cassette, Tiny Talk 2B
3	vocabulary (16-25) & structure 2	15	Go Get Spinner	SK6-10j	go get spinner
				SK6-10a	big flash cards
4	workbook 2B, p.7	5	Count and Match		colored pencils

- Preposition Match
  a. Divide the class into two teams and give each team a board (SK6-10i1).
  b. Each teams chooses 7 model cards, except for 'The book is on the table.' card.
  c. Spread the 6 sets of film on the table. Each set is marked with a number from one to six.
  d. Teams take turns throwing a number die. Then they take the film with the same number shown on the die.
  e. They insert the film in the slots of the board and see if any of their model cards match the pictures (the board and the inserted film make six different pictures.).
  f. The matching model cards can be put down or put away. As children put away the cards, get them to ask and answer:
     Team A/B: Where's the (ball)?
     Team B/A: The (ball) is (under the tree).
  g. Then they take off the film and put it back on the table.
  h. Repeat steps from <d> to <g>.
  i. The team that puts all the model cards down first is the winner.

- Go Get Spinner
  a. Spread out the flash cards (SK6-10a) on the table in the front of the classroom.
  b. Draw a line in the middle (or back) of the classroom and place the spinner on the table in front of the line. Put a ball next to the spinner.
  c. Divide the class into two teams. Let each group of children line up behind the line.
  d. One child from each team comes out and one of them spins the spinner. They are supposed to say about the picture where the spinner stops, such as I can see (a book).
  e. Anybody who says the sentence first can catch the ball and says Go get the (ball). to his/her team.
  f. The first child from this team runs to the front, picks up the corresponding card and comes back. Then she/he wins a point for her/his team.
  g. Put the big flash card back on the table.
  h. The two children who were at the spinner go to the back of the line.
  i. Repeat steps from <d> to <h> with the rest of the children in turn.
  j. The team with more points wins the game.

- Count and Match
  a. Let children count people and things in the picture and match the picture with the right number.

Appendix E: Songs in music classes

Title	Lyrics
Hello how are you?	Hello everybody how are you? How are you? How are you? Hello everybody how are you? Now it's music time.
Do as I'm doing.	Do as I'm doing, follow, follow me. Can you follow high and low? Can you follow fast and slow? Do as I'm doing, follow, follow me. Clap as I'm clapping…Tap… Nod…
My body is so musical.	My body, my body, my body is so musical. My hands go (clap, clap, clap) My feet go (tap, tap, tap) My tongue goes "La, la, la."
I'm standing very tall	I'm standing very tall. And now I'm very small. Now tall. Now small. Now I'm a little ball.
Two litter hands	Tow litter hands go clap, clap, clap. Tow little feet go tap, tap, atp. Two litter hands go thump, thump, thump. One little body turns around.
My hat	My hat, it has three corners. Three corners has my hat. And had it not three corners. It would not be my hat.
Deep and wide	Deep and wide, deep and wide. There's a river flowing deep and wide. Deep and wide, deep and wide. There's a river flowing deep and wide.
Here comes a bluebird	Here comes a bluebird in through my window. Hey diddle um a day, day, day. Find another bluebird. Tap him on the shoulder. Hey diddle um a day, day, day.
A pebble travels	A pebble travels 'round the circle 'round the circle. Where it goes, oh nobody knows. I think that nobody knows where the pebble goes. But maybe somebody knows where the pebble goes.
Button	Button you must wander, wander, wander. Button you must wander everywhere. Bright eyes will find you. Sharpe eyes will find you.
Johnny works	Johnny works with one/two/three hammer, one/two/three hammer, one/two/three hammer. Jonny works with five hammers, then goes to sleep.
Are you sleeping?	Are you sleeping? Are you sleeping? Brother John? Brother John? Morning bells are ringing. Morning bells are ringing. Ding dang dong. Ding dang, dong.

Appendix F: songs in review class

Head, shoulder, knee and toe
Head, shoulders, knees and toes, knees and toes (x2)
Eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

Teddy bear, teddy bear
Teddy bear, Teddy bear, turn around.
Teddy bear, Teddy bear, touch the ground
Teddy bear, Teddy bear, shine your shoes
Teddy bear, Teddy bear, that will do.
Teddy bear, Teddy bear, go upstairs.
Teddy bear, Teddy bear, say your prayers
Teddy bear, Teddy bear, turn off the light
Teddy bear, Teddy bear, say good-night.

The finger family
Daddy finger daddy finger where are you?
Here I am Here I am how do you do?
Mammy finger mammy finger where are you?
Here I am here I am how do you do?
Brother finger brother finger where are you?
Here I am here I am how do you do?
Sister finger sister finger where are you?
Here I am here I am how do you do?
Baby finger baby finger where are you?
Here I am here I am how do you do?

Pat-A-Cake
Pat a cake, pat a cake, baker's man
Bake us a cake just as fast as you can
Pat it and prick it, mark it with B
Put it in the oven for baby and me
For baby and me for baby and me put it in the oven for baby and me

Colors

Baby bye, there's a fly.
We will watch him, you and I.
There he goes, on his toes.
Right up to your nose, nose, nose.

Baby bye, there's a fly.
We will watch him, you and I.

There he goes, on his toes.
Right up to your mouth, mouth, mouth

Twinkle twinkle little star

Twinkle twinkle little star how I wonder what you are.
Up above the world so high like a diamond in the sky
Twinkle twinkle little star how I wonder what you are.

Appendix G: Story telling in review class for five year old children

What is in the Sea?

This is an octopus.
The octopus sprays ink.

This is a shark.
The shark has sharp teeth.

This is a whale.
The whale shoots water into the air.

This is a sea turtle.
The sea turtle has a hard shell.

This is a starfish.
The starfish has five legs.

This is an angelfish.
The angelfish has beautiful colors.

This is a lobster.
The lobster has strong claws.

This a jellyfish.
The jellyfish has a soft body.

They are different.
But all of them live in the sea.

Appendix H: Storytelling in review class

The Frog Prince

Once upon a time, there lived a king. He had a beautiful daughter. She liked to play with her golden ball by the pond near the forest. One day, the princess accidentally let the ball fall into the pond by mistake. "Oops! Oh, no!" "Splash!" She tried to find her ball in the pond, but the water was too deep. The princess began to cry very loudly.

An ugly frog sitting on a rock by the pond heard her. "Boo-hoo-hoo! Now what will I do? I have lost my golden ball forever!" "What is the matter, Princess? Why are you crying?" "I am crying because my golden ball fell into the pond." "Do not cry. I can help you!" 'How can this ugly frog help me?' "Hmm. What will you give me for finding your golden ball?" "I will give you whatever you want, dear frog. I will give you my jewels. I will even give you the golden crown I am wearing." "I do not want your jewels or your crown. But me this: Let me sit by you. And eat with you. And then, you must kiss me too. Promise me! Then, I will go down into the pond and get your ball." "Oh, if I must, yes! I promise you all that you wish. Now please hurry!" "Oh, my golden ball! Thank you, Frog!" The princess was very happy. She picked up the ball and hurried away. "Wait, wait! Take me with you! I cannot run as fast as you can." But the princess pretended not to hear him. She ran back to her castle and close the door. "The frog is talking nonsense. The forest is the right place for a frog. Life in the castle is not for him."

The next day, the frog hopped up to the castle door. The frog knocked on the door. "Oh, Princess! Princess! Open the door for me." "Oh, no! It is the ugly frog! Make him go away!" the servant went to the door and told the frog to leave immediately. She slammed the door in the poor frog's face. "Princess, Princess! Open the door for me. Keep the promise you made to me. If you don't open the door, I will cry here day and night until you do! Open the door!" the king noticed that his daughter was frightened by something. "My child, what are you afraid of? Is there something scary outside?" "No, it is noting. It is only a disgusting frog!" She then told her father how the frog had helped her. "Dear child, you must keep your promise to the frog. A promise is a promise. Go and let him in!" "Lift me up beside you, Princess" "What? No! I don't want to." "Dear, a promise is a promise. You should not make a promise if you don not intend to keep it." The princess did not want to go near the frog, but she could not disobey her father. "Now push your golden plate nearer to me. I am hungry and I want to eat together with you." The frog enjoyed all of the food, but the princess could hardly eat because she did not want toe be near the ugly frog. "Dear Princess, it is time for you to kiss me! If you do not, I will tell you father!" the princess grabbed the frog and threw him against the wall. "Now you will be quiet, you ugly frog!" "Oh!" The frog was very still. "Oh, is he dead? Oh! What have I done!" The princess was frightened. She picked up the ugly frog very carefully, but the frog still did not move. The princess felt very sorry for him. "He just wanted to be my friend. What have I done to this poor frog?" suddenly, with a bright flash of light, the ugly frog turned into a handsome prince. "Wow! You broke the spell!" a long time ago, a wicked witch turned me into an ugly frog just because I did not like her. Only the kiss of a beautiful princess could save me. Thank you, dear Princess!" The princess was overjoyed at the change. In no time at all, the prince and the princess fell in love and were married. And they lived happily ever after.