English Language & Literature Teaching, Vol. 21, No. 3 Fall 2015

Native English-Speaking Instructors' Beliefs about Successful College English Teaching

Bryan Aguiar[*]
(Eulji University)
Eun-Hee Nam[**]
(Hankyong National University)
Myeong-Hee Seong[***]
(Eulji University)

Aguiar, Bryan, Nam, Eun-Hee & Seong, Myeong-Hee (2015). Native English-speaking instructors' beliefs about successful college English teaching. *English Language & Literature Teaching, 21*(3), 1-26.

The present study investigated native speaker instructors' beliefs about teaching English in the Korean university setting, especially to discover if the previous educational and experiential teaching background impacted teaching philosophy and methods. In addition, it also examined what makes an engaging and successful class, and explored what some implications of these findings for native English-speaking instructors in the Korean EFL classroom are. For the purpose of this study, data was collected through the lecturing journals and semi-structured interviews of nine native English speakers for one semester. They were analyzed according to their educational and other experiential backgrounds. For the results, a qualitative case study methodology was used to find them. The results showed that instructors' educational background had more of an impact on teaching philosophy while work experience had more of an impact on teaching methods. Additionally, this study revealed that they believed that students' active participation and facilitator as the instructor's role were the key to successful English learning following the Communicative Language Teaching approach; however, CLT was interpreted in different ways by different instructors. Based on these findings, some implications and suggestions for the EFL classroom are provided.

[Teaching methods/native English instructor perception]

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[*] The first author
[**] The second author
[***] The corresponding author

I. INTRODUCTION

The whole educational process is deeply influenced by instructors' beliefs. The role sets for both instructors and learners may affect the process of learning and teaching, and influence the expectations of an individual in regards to their role, either as learner or instructor (Candlin & Widdowson, 1997). Instructor beliefs have been studied in general educational research (Buehl & Fives, 2009; Pajares, 1992; Peacock, 1999; Richards & Lockhart, 1994; Samimy & Lee, 1997). Previous studies on instructor beliefs have shown that they have a significant impact on teaching practices, and provide rationale for what instructors do in the classroom. In other words, instructors' beliefs function as a core reference point during the course of teaching, and provide a basis for actions and behaviors in the classroom. Further, studies have shown that instructors' beliefs play a vital role in instructors' decision making and class practices (Johnson & Golombeck, 2002, Peacock, 2001), since instructors tend to have their students do the same things they believe to be effective. In the Korean EFL context, it is important to find Native English-Speaking Instructor (NESI)'s beliefs about English teaching for effective English teaching and learning.

There are a great number of native speakers of English who teach EFL in Korea nowadays. Accordingly, it is becoming more common for Korean EFL students to be exposed to NESI's instruction in university classes. Korean instructors of English have their own background when it comes to teaching English, which includes a focus on grammar, pattern and vocabulary memorization and recitation. Native speakers of English usually have their own idiosyncratic methods and focuses in teaching English. Since NESIs are from foreign nations and thus have different cultural experiences, the beliefs and the underlying framework of their teaching styles are affected. That said, some are trained or have backgrounds in TESOL, while some learn from experience, thus there are those NESIs who have the practical experience, those who have the academic background, and those who have both. Some teach English for only a few years, while some make a career of it. Likewise, some receive a Masters in TESOL (Teaching English to Speakers of Other Languages) before or after coming to Korea, while some take TESOL courses or even just engage in continuing education type classes.

An increasing amount of research regarding students' perception of NESI's classes has been performed recently (Dirks & Kim, 2014; Klemsen & Seong, 2012; Park, 2014; Yang, 2011). However, little research on how NESIs perceive their English class has been performed. Considering the fact that the majority of communication-focused English classes at universities are taught by NESI, it is important to investigate what the NESI believe about teaching English, and how they change or modify their beliefs and practices for the context in which they teach (Kim, 2011). Thus, the present study

recognizes the need for an in-depth investigation to explore NESI beliefs on teaching with the reference of their backgrounds and suggests implications for college English conversation courses through a qualitative approach.

More specifically, the current study attempted to investigate the NESIs' beliefs on learning and teaching with reference to their educational and other experiential backgrounds and the role of instructor in terms of teaching methods and the research questions were posed as follows:

1. What are the sources of the NESIs' beliefs?
2. How does the previous teaching and learning experience of instructors affect their present teaching? How do they adapt their perception of teaching to each individual class in terms of teaching method?
3. According to the instructor's perception, what makes an engaging and successful class? What are some implications of these finding for NESIs in Korean EFL classroom?

II. LITERATURE REVIEW

The two main constructs which supported the study are: the sources of the NESIs' beliefs and instructor's role.

1. Sources of the NESIs' Beliefs

Teaching is a complex, personal and social activity in that it involves the whole person of the instructor (Cocharn-Smith, 2005). In order to understand language teaching and learning we need to understand instructors: the professional, cultural, political, and individual identities which they claim or which are assigned to them (Varghese et al. 2005). According to Farrell (2011), over their careers instructors construct and reconstruct a conceptual sense of *who* they are (their self-image) and this is manifested through *what* they do (their professional role identity).

Regarding native instructors of English, it is necessary to define who native English speakers are. Bloomfield (1933) stated that to be the native speaker of a language means to speak it from your mother's knee as your mother tongue or your first language. Similarly, Davies (1999) defined a native language as the first learned language, in which one achieves a high degree of competence and linguistic intuitions, and defined NESI as a speaker of Standard English; this definition has long served as the norm for language teaching and testing. On the other hand, Bailey (2006) insisted that the issue of nativeness is far more complex than folkloric beliefs make it seem. Even though there have been different issues related to NESIs of English, it can't be denied that their

beliefs about English teaching affect teaching and learning English in the English classroom.

With regard to instructors' beliefs, Richards and Lockhart (1999) insisted that instructors' belief systems which greatly influence their decision making processes and behavior come from a variety of sources. Richards and Lockhart (1994) indicated that what instructors do is a reflection of what they know and believe, and that instructor knowledge and instructor thinking provide the underlying framework or schema which guides the instructors' classroom actions. Instructor's beliefs and values based on previous experiences in learning and teaching constitute an important part of instructor knowledge and serve as a basis for teaching in a given context. Along with instructors' prior experiences in learning and teaching, institutional expectation (Almarza, 1996), and formal teaching experience (Polat, 2010) were also found to have an impact on instructors' beliefs.

Thus we can see that cognition or the teaching philosophy, followed by knowledge and experience, has an effect on who the instructors are. The teaching methods that instructors followed can be seen to represent what they do. These categories will be explored a little later.

In general, regardless of what kind of class it is, instructors are expected to deal with multiple tasks in the classroom such as selecting learning activities, checking students' understanding, and asking questions, etc. In order to understand how language instructors cope with those dimensions of teaching, it is crucial to investigate the beliefs and thought processes which lead to instructors' classroom performances (Richards & Lockhart, 1999). The results reaffirm the claim that instructors' personal experience in learning can be a dominating force in instructors' practices in the classrooms.

2. NESIs' Beliefs on Instructor Role and its Realization on Teaching Methods

Research on second language instructor identity represents an emerging field that places identity at the heart of language teaching and learning. Role identities are central to the beliefs, assumptions, values, and practices that guide instructor actions both inside and outside the classroom (Farrell, 2011). The NESIs' beliefs about instructor role were expressed with different images by different scholars. Farrell (2011) stated that there are three main identities of English language instructors: Manager (control the classroom), Acculturator (adapting students to life outside class) and Professional (taking their job as instructor seriously). What this translates to is that English language instructors tend to take the role of caregiver to their students, offering them more guidance than their instructors in major subjects may offer. According to Chin (2002), the nine participants believed a good language instructor is someone who could (1) facilitate students' learning, (2) assess the students' level and adjust accordingly, (3) gain students' interests,

(4) entertain students, (5) be creative and interested in teaching, and (6) be open minded and understanding of the students. The instructors believed that an important part of their role as instructor is to assist learners to stand on their own by helping learners struggle with learning while encouraging students to enjoy the learning process. Hong Kong instructors of English defined their primary role in the classroom as follows: (1) provide effective learning experiences, (2) demonstrate accurate language use, (3) respond to students' questions, and (4) correct learners' errors (Richards, Tung, & Ng, 1991). Some examples of the common roles that have been suggested anecdotally for EFL instructors, but not identified through any research, include instructor as entertainer, cross-cultural expert, oral interviewer, language expert, language model, disciplinarian counselor, curriculum planner, curriculum evaluator, story teller, team builder, materials developer, friend, surrogate parent, interaction manager, needs assessor, and joke teller to name but a few.

Other, alternative roles of EFL instructors not identified through any research but informally through conversations, conferences and interviews include: instructor as entertainer, cross-cultural expert, oral interviewer, language expert, language model, disciplinarian, counselor, curriculum planner, curriculum evaluator, story teller, team builder, materials developer, friend, surrogate parent, interaction manager, needs assessor, and joke teller to name but a few.

Different approaches of language teaching influence the focus of a method. Method typically depends critically on instructor roles and their realization. Some methods focus primarily on oral skills and say that reading and writing skills are secondary and derive from the transfer of oral skills. Some methods set out to teach general communication skills and give greater priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation. Others place a greater emphasis on accurate grammar and pronunciation from the very beginning. Some methods set out to teach the basic grammar and vocabulary of a language. According to Richards and Rodgers (1986), instructor roles in methods are related to the following issues: (a) the types of functions instructors are expected to fulfill, whether that of practice director, counselor, or model, for example; (b) the degree of control the instructor has over how learning takes place (c) the degree to which the instructor is responsible for determining the content of what is taught; and (d) the interaction patterns that develop between instructors and learners.

The role of instructors is realized by two representative teaching methods, that of the Audio-lingual Method and that of the Communicative Approach. According to Richards and Rodgers (1986), the following Table 1 displays the differences between the Audio-lingual and CLT teaching methods.

TABLE 1

Differences between the Audio-lingual and CLT teaching methods (p.67)

	Audio-lingual	Communicative Language Teaching
1	Attends to structure and form more than meaning	Meaning is paramount
2	Demands memorization of structure-based dialog	Not normally memorized
3	Not necessarily contextualized	Contextualization is a basic premise
4	Language learning is learning structures, sounds, or words	Language learning is learning to Communicate
5	Drilling is a central technique	Drilling may occur, but peripherally
6	Communicative activities only come after a long process of rigid drills and exercises	Attempts to communicate may be encouraged from the very beginning
7	The instructor controls the Learners	Instructors help learners in any way that motivates them to work with the language
8	Language is habit	Language is created
9	Students are expected to interact with the language system.	Students are expected to interact with other people through pair and group work

The present study focuses on five different aspects among the nine differences between the Audio-lingual and CLT teaching method in regards to what NESIs do in their classes: 1. meaning, 2. memorization, 5. drilling, 7. motivation, and 8. creativity.

III. METHOD

1. Participants

This study used a case study approach to investigate the perceptions of language teaching an EFL class in Korea by native English speaking instructors. During the fall semester of 2014, the researcher selected nine native English speakers who were on the teaching staff at a university located in Gyeonggi province as the participants of this study. Overall, the six male and three female participants ranged from 29-55 years in age: their experience in teaching EFL varied from three to ten years, with an average time of instruction in Korea of 5.8 years. Participants represent a wide variety of nationalities, experience and educational backgrounds. They were from America, England, Canada, New Zealand, and Ireland. Only two have Master's degrees in TESOL, one has a Master's in Education and the others have Master's in various but mostly related fields.

The first instructor (A) was a New Zealand-Korean who had a Master's degree in linguistics and fourteen years of experience. She taught previously at two private universities and had no English camp experience, which provides intensive short-term

English language programs. The second instructor (B) was from Ireland, and received a Bachelor's degree in Economics and Sociology and a Master's degree in TESOL (Teaching English to Speakers of Other Languages) and was a state qualified teacher back home. He had nine years experience in Korea, including previous experience in secondary schools, academies and camps. The third instructor (C) was an American who received both a Bachelor's degree and Master's degree in TESOL. She had five years experience in Korea, experience prior to her current university employer at a public primary school, and a TEFL (Teaching English as a Foreign Language) certificate and camp experience. The fourth instructor (D) was a Korean-American with a chiropractor PhD and six years of previous experience, including camps. The fifth instructor (E) was an American with a Bachelor's degree in Psychology and an MBA, five years of experience, with previous experience at a private academy, camp experience, and a TEFL certificate. The sixth instructor (F) also was a Korean-American who had a Master's degree in screenwriting, a year and a half of previous experience, and neither camp experience nor a TEFL certificate. The seventh instructor (G) was a Canadian with a Bachelor's degree in French education and a Master's in international education. She had eight and a half years of previous experience, including secondary school in Halifax, Nova Scotia. The eighth instructor (H) was from Britain and had a Bachelor's degree in cultural studies and a Master's degree in screenwriting. He had seven years of previous experience, including in Japan and London, a CELTA (Certificate in Teaching English to Speakers of Other Languages) and camp experience. The final instructor (I) had a Bachelor's degree in English literature and a Master of Fine Arts in creative writing, five years of experience, with previous experience at a private academy and a private university, a TEFL certificate and camp experience. The researcher knew them all as coworkers and had them contribute interviews. Accordingly, their nationalities, gender, major, amount of time teaching, and educational and work experience were categorized as follows in Table 2.

TABLE 2

Demography of Participants

	Name	Nation-ality	Gender	Major: Bachelor/ Master	Teaching Experience	Subjects Taught	English Camp Experience
A	JD	New Zealand	F	English Education	14 years	Travel English Listening (CNN news)	No
B	AH	Ireland	M	TESOL Economics, Sociology	9 years	Conversation	Yes
C	JR	America	F	ESL	5 years	Drama English	Yes
D	SK	America	M	Medical	6.5 years	Conversation	Yes
E	LL	America	M	Psychology MBA	4.5 years	Business English	Yes

F	LK	America	M	Writing	1.5 years	Writing	No
G	DL	Canada	F	French Education	8 years	Interview English	Yes
H	DS	England	M	Cultural Studies: Drama Writing	7 years	Screen English	Yes
I	BA	America	M	English Literature: Creative Writing	5 years	Diary Writing	Yes

All instructors teach in the General Education Program, which includes Conversation and College English classes. General Education classes were mainly based on the textbook.

2. Data Sources

The purpose of qualitative case studies is to arrive at a comprehensive understanding of the groups under study and to develop general theoretical statements about regularities in social structure and process (Becker, 1968). This study is qualitative case research, where the data had been collected by a journal of lecturing and interviews were conducted to support the journal. The journals of lecturing was to gather basic information about participants' beliefs about teaching Korean EFL students, data such as their favorite activities, etc. and semi-structured interviews were conducted to support the journals. Journals of lecturing were used as a process similar to a diary, based on the claim that diary studies can be beneficial despite their shortcomings; they can provide insights into the processes of SLA (Second Language Acquisition) itself (Fry, 1988). The nine participants were asked to fill out the journal every week right after the class during the fall semester of 2014. The journal consisted of four parts. The first part was a self report form. The first section was about the teaching philosophy, the second part was about the course objectives, and the third detailed learner analysis. The fourth part was a week by week diary, which included the content of what was taught, the teaching method, analysis of the students' participation and reaction, whether or not the class's goals were achieved, and impressions and self evaluation of the lecture. These last five sections in the weekly diary repeat for each week, and are open-ended in order to investigate the participant's beliefs and experiences. The classes written about in the self-assessment journal of lecturing were the Conversation I classes, which freshman of all majors must take as a graduation requirement.

In addition to the self-assessment journal of lecturing written by each instructor about their respective Conversation I class, individual interviews were conducted with each instructor at the end of semester. The semi-structured interview allowed the instructors to elicit more of their beliefs in relation to the three research questions. The interview focused around questions that weren't really dealt with in the journal of lecturing, and

yet each instructor was allowed to express himself/herself freely. Thus the interview was not confined only to the questions, but freedom was given to digress and elaborate. Interview questions covered such topics as prior learning experience, teaching experience, the importance of the teacher's role and teaching methodology. The participants were interviewed at the end of the semester.

3. Data Analysis

The data, including journals of lecturing and interviews, was analyzed using a grounded theory procedure to discover emerging patterns amongst the points of commonality and variety. As mentioned in Kim (2011), grounded theory is a special kind of data analysis in qualitative research, which focuses heavily on generating a theory to explain a phenomenon. The data analysis technique for the study dealt not with numerical data, but linguistic units in written or oral form. Important concepts in the journals of lecturing and the transcripts were boldfaced and the verbatim terminology was used to avoid confusion with other technical or abstract terms or concepts. The themes and coding categories were not created beforehand and applied to the data but emerged while examining the data sources that had been gathered throughout the entire research study: journal of lecturing and semi-structured interview.

In order to initiate data analysis, the researcher repeatedly read through the collected data. While reading, reflective memos, comments, and questions were written in the transcriptions' margins. The memos and comments were turned into an outline into which data was compiled. The outline began as an attempt to plot the emerging regularities. With regard to data analysis, Holsti's (1969) guidelines were taken into account for the sake of efficacy: (1) the categories corresponded to the research questions; (2) the categories were thorough, so all relevant items of the collected data could be sorted into the research questions. Notes were taken of a key word or phrase in order to be brought up later to probe for further information. While transcribing, the researcher wrote reflective notes regarding themes and distinctive features as they emerged. Transcripts of the interviews were later double-checked by the researchers for verification.

IV. RESULTS AND DISCUSSION

1. Journals of Lecturing

The journals of lecturing were designed to gather basic information about participants' beliefs about teaching Korean EFL students. For the purpose of the research, the first

research question was made to investigate what the sources of the NESIs' beliefs are. The results of the analysis of the journals of lecturing showed that an instructor's experiential background had more of an impact on their idea of role or the methods they used than did their educational history. This can be seen in looking at the interaction between role, teaching philosophy, educational background and previous work experience.

Concerning the first research question, each participant's beliefs as a native English instructor are revealed as follows. (A) saw herself as a facilitator and endeavored to meet students one-on-one as much as possible each semester and gave them anonymous questionnaires in order for them to have a chance at offering her feedback. She taught a travel English and also a listening class that used CNN News, and thus used materials from both of these elective classes in her conversation classes. She believed that languages can be learned more effectively when students understand the proper context, and though she focused also on teaching through the memorization of grammar patterns, she realized that students need constant interest and ongoing instruction from the instructor. She said that she was able to teach the students well because she had knowledge of the cultures of Korea and the West, and knew both English and Korean. This belief seems to originate from her background as a New Zealand-Korean and her previous experience at two private universities.

Next, (B) received a Bachelor's degree in Economics and Sociology. He wrote in his journal that he firmly believes that the role of the teacher is that of a facilitator. Accordingly, he believed that the top down approach of lecturing to students was outdated and has since been replaced with a model that involves students' interaction. He also believed that reflecting was an essential tool that instructors should possess: To be able to look back on a class with a critical eye and be able to highlight what worked or didn't work will most certainly enable any teacher to become a better facilitator in the classroom. Thus the instructor is responsible for the failure or success of various techniques: If the teacher shows a lack of interest or belief in what he/she is trying to do, then the students will pick up on that and it will definitely affect the success of the activity. From this perspective, it can be inferred that his beliefs were influenced by his experiential experiences and not his educational background: a state qualified teacher who had nine years experience in Korea.

Also, (C) saw herself as a facilitator, feeling that students are pushed to communicate fluently and accurately when they negotiate the meaning of words and phrases through the target language by constructing a student-centered classroom through group activities and pair work. These beliefs seem to come from her educational and experimental background: a Bachelor's and Master's degree in TESOL, five years experience with a university employer in Korea, a TEFL certificate and camp experience. While she did use some Audio-lingual methods, she believed that no translation should be allowed,

which helped the students' communicative competence, as they're using sentences in the target language to communicate. One of the electives she taught was Drama English, and in this class, as well as her conversation classes, she used outside materials because she thought that using the outside materials makes the class more effective. She felt a book that would meet their level would be more beneficial and cohesive.

(D) was a Korean-American with a chiropractor PhD. His focus in class was to keep the class light and enjoyable while also endeavoring to explain difficult topics clearly by mediating the discussion and stimulating deeper thought. This allowed the class to not only be student-centered, but also got the students actively participating and using the target language to discuss subjects that interest them as they apply to their everyday lives. He believed in the Communicative Language Teaching methodology, which tends to bring more energy to a classroom. He felt like his job was to be a paragon or a model of discussion and he focused to make sure everyone understood all the details of the class. In this way, he was able to ensure that all students participated, even if they didn't completely understand or were not at first interested. By modeling discussion without giving them predetermined answers or by telling them that they were wrong, he was able to help them improve their confidence. His educational background was far removed from teaching or linguistics. Thus, it can be possible that his beliefs were influenced by experimental experiences and six years of previous experience, including camps.

The fifth instructor (E) believed that instructors should be leaders in the classroom. He argued that education is best accomplished by leading students to answers on their own, using the Socratic Method, and NOT by telling them facts that they then have to memorize, arguing that memorization is not the same as learning. One of the electives he taught was Story Reading and Discussion, in which he was able to inspire students to increase their creativity and critical thinking. He believed that the instructor who challenged him to do his best was the one who inspired him to be a better student, and that is what he tried to do with all of his students, by breaking them into groups, delegating responsibility for discussion to group leaders and getting them to think and discuss on their own. He observed that students will not talk in class without a reason, thus the responsibility for discussion lies with the instructor. He stated that instructors should be able to create lessons that match their students with a background in psychology and the focus on helping the students to be creative. Thus his role self-image as a kind of counselor was influenced by his educational background.

On the other hand, (F) held a Master's degree in screenwriting and a year and a half of previous experience. He saw himself as an artist, and his background in creative writing allowing him to focus on helping the students improve their creativity. He focused not only on having the students write, but offering feedback in a judgment and anxiety-free environment, thus allowing the students to learn how to improve on their own. He believed that it was quite important to ensure that students are able to have an

opportunity to express themselves with discipline and confidence. He liked to have thorough and in-depth conversations with the students, and used the idea of depth to teach them to avoid using vague language. Even though this class focused on allowing students to write, speak and offer each other feedback, he remarked that students in general were tentative when offering their feedback, and more training needs to be done for students to be able to offer their feedback effectively. This likely means that students need more experience with and exposure to such techniques in order to increase their confidence and competence in them, after which classes can run fluidly and the students will be enthusiastic. He had neither camp experience nor a TEFL certificate.

Another, (G) saw herself as a facilitator, explaining that regular, active participation with partners and groups is a key part of the learning style in her classrooms, while the teacher plays a supporting role to guide the students toward increased skills acquisition and greater oral ability. By shifting the model from memorization to one that allows students to actively participate, students willingly shared their feelings with the class. Her focus as a facilitator gave the students that boost in confidence that they needed, making her argue that developing greater self-confidence is the foundation of skills acquisition, particularly in a second-language learning environment. She incorporated the ideas of Alfie Kohn and Daniel Pink, while also using concepts from neuro-linguistic programming (NLP) in the classroom. “Sometimes teachers need to shake things up, change things around, and experiment to see if there is a better way for the students to use their brains and engage more fully in the lesson.” By challenging the students through the incorporation of these various methods, she was able to help students see that shyness is no longer an excuse not to engage in speaking. Her overall goal is to encourage, mold and sustain positive student behaviors that are most conducive to an effective learning environment.

(H) had taught in Japan and London before, had earned a CELTA (Certificate in Teaching English to Speakers of Other Languages) and had camp experience. These previous experiences helped him to focus on cutting down on Teacher Talking Time. He saw himself as a director and wished to encourage students to realize that actions have consequences in life and this certainly applies as much to their studies as it does to daily living. Accordingly, one of his class objectives was to foster an earnest desire in students to learn as well as develop an inquisitive mind. He offers them opportunities to grow and comments that students are surprised by their own ability if they are stretched far enough. This shows that the students underrate their own ability and can adapt, given enough time and effort. He noted that participation among the students is improving all the time but it often needs a jump-start from the instructor to get them on track. He does this by providing jokes and humor to cross the cultural divide and bring the students and the instructor closer together.

The final instructor (I) had a Bachelor’s degree in English literature and a Master of

Fine Arts in creative writing, five years of teaching experience, a TEFL certificate and camp experience. He believed that Korean students are undervalued as thinkers, and, given their experience to limited models of instruction, do not at first thrive in an environment that requires creative and critical thinking, but will adapt and flourish if given enough time and attention. With his background in creative writing, he saw himself as an artist helping the students with their own self expression in English. His own experience with self-studying various languages made him aware that students need constant reinforcement and the occasional rekindling of interest or desire in the target language; otherwise they may get bored or give up. He argued that this is especially true when one thinks about how language learning has a kind of plateauing effect, where there is a sudden improvement and then no improvement for a while. For him, the instructors who had the greatest impact were those who encouraged critical debate while fostered students' genuine interest and endeavored to be that type of instructor, inspiring his students' increased critical thinking.

Furthermore, the study aimed to find how the previous teaching and learning experience of the instructors affects their present teaching, and how they adapt their perception of teaching to each individual class in terms of teaching method. By looking at the following Table 3, it can be seen that the background of the instructors is varied, but the role that corresponds to their teaching philosophy is not as varied as one might initially think.

TABLE 3

Self-Identity of Instructors/ Who They Are

	Role	Educational Background	Teaching Experience : Total Time & Previous Jobs
A	Facilitator	MA Linguistics	14 years—2 universities
B	Facilitator	MA TESOL	9 years—3 academies, secondary School
C	Facilitator	MA TESOL	5 years—primary school
D	Model	PhD chiropractor	5 years
E	Counselor	MBA	5 years—academy
F	Artist	MA Drama writing	2 years—secondary school
G	Facilitator	MA Education	8 years—secondary school
H	Director	MA Screenwriting	7 years—academy
I	Artist	MFA Creative writing	5 years—academy, university

While instructors did not use the terminology of counselor, model, artist, or director, facilitator being the only exact terminology used in interviews or journals of lecturing, the words above were alluded to either in description or in imagery. To have a more reliable account of the self-identity of role for instructors, follow-up questions or even a

questionnaire dealing exclusively with instructor role should be implemented.

First, the knowledge column corresponds to the respective major and highest awarded degree of each individual instructor. It was found that those who had educational experience in TESOL or education professed to have a facilitator teaching philosophy, which is represented in the cognition column. Those who studied drama or creative writing saw themselves as artists, the instructor who studied screenwriting professed to have a directing style, the instructor with a chiropractor PhD professed to have a model philosophy, and, finally, the instructor with an MBA professed to have a counselor teaching philosophy. The instructors' beliefs about learning seemed to be closely associated with their personal and professional past experiences. In the present study, the instructors' previous learning experiences, influential instructors or mentors, and theoretical orientations were mentioned in interviews as having a strong impact on their beliefs.

In terms of these educational experiences, individual instruction reflected each instructor's individual educational and instructional experience. For example, the writing majors (F, I) believed that feedback and a creative environment were conducive to an improvement in the students' foreign language performance. For example, one instructor had students read, discuss and write about a story, applying the story about the meaning of names to their own names (F).

Second, referring back to Table 2, the demography of participants, it was seen that six of the nine instructors were certificate holders, and, that those instructors who were TEFL or TESOL certificate holders had more structured classes and used drills and grammar modeling more frequently than those instructors who did not hold such certificates. For example, one instructor learned the renowned Callan Method where instructors have students repeat new vocabulary when it is introduced, thus the instructor shouts the word as a prompt for all students to repeat that word in unison (H). Likewise, as seven of the nine instructors had English camp experience, their classes featured more variety in terms of activities and were a bit more active than those two instructors who did not have camp experience. These instructors believed that a variety of activities (jazz chants, songs, dictation, crossword and language games, team building, dialogue and role-playing, brainstorming) were essential and effective for inducing interaction.

Third, comparing the amount of experience, it can be seen that instructors fall into two camps: those with more than five years of teaching experience, and those with less than five years. Many of the instructors were just on the cusp of five years of experience, and thus it is difficult to see if there are definitive differences between those with more than five years and those with less than five years of experience. However, that being said, those with the most experience also had the most time for reflection, and thus, in their journals of lecturing and interviews, not only seemed to possess more knowledge about themselves and their classes, but were also much more self-assured. Thus it seems that

those on the cusp of five years are still finding their own way, though they have certainly had enough successful teaching experience to know in which direction they are traveling.

While previous jobs may not have had an enormous impact on how they teach, it was found that experiential perspectives reflected the courses that each instructor taught. The following are some examples. (A), who taught Travel English, used travel English in conversation classes as well. (A), who taught Easy Listening through CNN News, also used CNN News to help students improve their listening skills in the conversation class. (C), who taught Drama English, used drama methods to foster student confidence and decrease their shyness when it came to speaking in English with and in front of groups of their peers. This instructor stated that "students will learn English in the context of acting to enhance students' language skills in impromptu settings" (C).

(E), who taught Story Reading and Discussion, used group discussion and brainstorming to foster critical thinking and debate skills, believing that by using the Socratic Method and not telling them facts, could they learn. (H), who taught Screen English, used movie clips to help the students overcome their English anxiety. (I), who taught a Jungian self-awareness diary writing class, used diary writing and reflective and Socratic questioning to foster students' free, critical and creative thinking. (F), who taught writing courses, used essay and journal writing to help students improve their writing and confidence, believing that the feedback sessions were helpful for students in terms of their improving the organization and structuring of the content.

Fourth, considering the type of schools that each instructor taught at previously, it is also difficult to determine if this had any effect on their teaching styles. For example, most had previous experience at secondary or primary schools, while almost half had experience at private academies, and only two had experience at other universities. That said, while this previous experience definitely affected their self-concept of themselves as an English instructor, it is difficult to conceptualize just how it affected how they teach.

Finally, the third research question is what makes an engaging and successful class. In addition to this, the study investigated what some implications of these finding for NESI in the Korean EFL classroom is. From the analysis of the lecturing journals, it was seen that all of the instructors had similar ideas about what a successful class requires, and various ideas about what Communicative Language Teaching means. Every instructor felt that language should be taught through interaction, and that both creative and critical thinking and foreign language confidence can be increased in a comfortable and judgment free classroom.

This style of teaching and learning varies from the style which the majority of Korean university students experienced in their elementary, middle and high school careers. Thus some of the focus of every NESI was adapting their students to this new style by a variety of methods. While every instructor believed their main role of instructor was that

of facilitator, and each taught CLT through games, dialogue, role-playing and problem solving, each instructor had a different style of teaching. This was due to the fact that aspects of their education and experience varied.

These differences can be seen in the following table 4, which focuses on the five aspects of meaning, memorization, drilling, motivation and creativity.

TABLE 4

Focuses/Differences between AL and CLT/What They Do

	A	B	C	D	E	F	G	H	I
Meaning	2	1	1	4	1	3	1	4	4
Memorization	2	1	1	3	1	3	1	4	1
Drilling	2	4	4	4	1	1	1	4	4
Motivation	1	1	4	2	1	3	1	4	4
Creativity	2	1	1	3	1	3	1	4	4

1 means that the instructor used only CLT methods.
2 means that the instructor used only AL methods.
3 means that the instructor used mostly AL but also CLT methods.
4 means that the instructor used mostly CLT but also AL methods.

As for meaning, as displayed in the above table, four instructors used only CLT methods (B, C, E & G), one instructor only AL methods (A), one instructor used mostly AL but also CLT methods and three instructors used mostly CLT but also AL methods (D, H & I). In regards to memorization, five instructors used only CLT methods (B, C, E, G & I), one instructor used only AL methods (A), two instructors used mostly AL but also CLT methods (D & F), and, finally, one instructor used mostly CLT but also AL methods (H). In terms of drilling, three instructors used only CLT methods (E, F & G), one instructor used only AL methods (A), no instructors used mostly AL but also CLT methods, and five instructors used mostly CLT but also AL methods (B, C, D, H and I). On the other hand, considering motivation, four instructors used only CLT methods (A, B, E & G), one instructor used only AL methods, one instructor used mostly AL but also CLT methods (F), and three instructors used mostly CLT but also AL methods (C, H & I). Regarding creativity, four instructors used only CLT methods (B, C, E & G), one instructor used only AL methods (A), two instructors used mostly AL but also CLT methods (D & F), and two instructors used mostly CLT but also AL methods (H & I).

These results show that while most of the instructors used mostly CLT techniques, the Korean-American and New Zealand-Korean utilized AL mixed with CLT techniques, while some of the Westerners occasionally used CLT mixed with AL. This shows that even though each instructor professes to be an advocate of CLT, this was not expressly true. This was due to the fact that those instructors who had experience with language certificate programs or English camps used more audio-lingual methods, as they saw the

success of drilling, grammar models and structure-based lessons to help the students absorb but not yet actualize language. While audio-lingual methods may not be as interactive as CLT methods, they allow the instructor to be the center and focal point of the classroom, which is the role most students are used to the instructor playing.

2. Interviews

Interview questions were designed to find more of the participants' information. To support research questions, analysis of the interviews focused on prior learning experience, teaching experience, the importance of the teacher's role and teaching methodologies. First, with regard to their beliefs about college English teaching, instructors were asked about the importance of the instructor's role. Then, concerning successful college English teaching, the interview focused on their teaching methodologies.

As for instructor role, almost half of the instructors (five among nine) commented that they were facilitators. Based on this result, it is regarded that instructor's role as teachers have been changing. Facilitators may not be experts like a traditional teacher. According to the Cambridge International Dictionary of English (1995), 'teaching' means 'to give (someone) knowledge or instruct or train (someone)'. Traditionally, instructors are the ones with knowledge and expertise in a particular field. However, they are no longer the source of knowledge under a learner-centered teaching approach. According to Harmer (2001), in recent years, great emphasis has been placed on 'learner-centered' teaching, that is teaching which makes the learners' needs and experience central to the educational process. In these situations the teacher is no longer the giver of knowledge, the controller, and the authority, but a facilitator and a resource for the students to draw on. The analysis of the interviews reflected Harmer's view. Look at (B), (C), and (G)'s comments.

> (B) I see the role of the modern teacher to be one more as a facilitator. The days of the teacher lecturing from the front of the classroom are over. A facilitator moves away from the role of the deliverer of knowledge in a passive environment, to one where all learners are actively engaged in the construction of their knowledge.

> (C) As I stated above, I feel the role of the professor is to facilitate learning. I see myself adapting to that role and learning along the way. I feel the role of the student is to want to seek out challenges however, there is a different style of learning here in Korea and many students can't or don't want to be proactive they want to just sit and receive knowledge not earn it.

> (G) As I incorporate the CLT approach, I believe that the instructor is a facilitator for learning, and that the students direct their learning more than they realize (though it may appear as if I am doing the directing!). Students need to have autonomy in their learning; they need to develop their self-confidence and the awareness that they have and need to make choices.

On the other hand, (E) thought that instructors should be leaders and that the education they offer should be flexible, adaptive, and interesting…these students require patience, clear directions, constant feedback and a smooth transition into university expectations. (H) said that the role of the instructor was to teach the students to discern right from wrong in an effort to encourage students to realize that actions have consequences in life.

Accordingly, the analysis of the instructors' interviews made it clear that instructor's beliefs were closely associated with their prior learning experiences as expressed in Kim (2011). Regardless of theoretical backgrounds, when it comes to teaching actual classes, instructors have a variety of approaches, which mean that they consider a student-centered environment important, while struggling to make such an approach a reality when the vast majority of students know only an instructor-centered learning environment. Overall, the participants pointed out that they expect their students (1) to actively participate in the classroom activities, (2) to feel free to speak up whenever they have difficulty, (3) not to be afraid of making mistakes, (4) to assist each other, and (5) to argue with their instructor if he/she is wrong. This was accomplished according to some common perceptions of effective teaching for an English conversation class, which are as follows: (1) anxiety-free and comfortable atmosphere, (2) confidence is the foundation of skills acquisition, (3) group and pair work, (4) implementation of favorite activities (they didn't want the class to be entirely focused on the textbook so they used their favorite games), (5) cultural understanding and, finally, (6) student-centered instruction. Some instructors made the following comments:

> (A) My learning experience led me to understand and teach my students better regarding the affective factors, error analysis, and the learning procedures.

> (F) My goal has always been to create an environment that is conducive to exploring and learning English. By implementing speaking exercises, as well as writing and feedback sessions, students will be able to enhance their confidence in a more comfortable and fluid way. My professors in college and also my English teachers in high school have certainly had a great positive impact on my teaching.

> (G) My learning experiences have shaped me into the dynamic teacher I am today, mainly because I emphasize a highly-participatory approach to learning in all of my

classes. My teaching philosophy is all about being an active learner and how this increases self-confidence, and in turn, skills acquisition. I can honestly say that the courses in which I learned the most, were the ones that challenged me the most. I believe students need to be challenged, in order to grow their skills.

(H) The root of a lot of my teaching methods stems from my time in Japan when I was working for the NOVA Language School. While I was there, we were taught the importance that the warm-up section has on a class…In addition to this, a couple of instructors on the CELTA course had also influenced, who stressed that the teacher takes a back seat and acts as a guide and prompter while students freely do most of the talking and activity.

On the other hand, a breakdown of which instructor performed which teaching method and what role they thus fulfilled is as follows in Table 5.

TABLE 5

Relationship between Role and Teaching Methods /What They Do

Role	Teaching Method	A	B	C	D	E	F	G	H	I
Director	Warm up	X		X		X		X	X	X
Counselor	One on one (Interaction)	X	X	X		X		X	X	X
Model	Practice	X	X	X	X	X	X	X	X	X
Facilitator	Speaking/Listening	X	X	X	X	X	X	X	X	X
Parent	Retention & Review		X	X		X		X	X	X
Judge	Mastery			X		X				X
Facilitator	Application	X	X	X	X	X	X	X	X	X
Artist	Creativity			X		X	X	X		X

By looking at table 5, the relationship between role and teaching methods can be inferred. (A), (C), (E), (G), (H), and (I), by performing warm up activities, were seen to play the role of director. Such activities included group brainstorm, free talking, and song analysis.

In terms of teaching approaches, most instructors believed the communicative approach made effective courses. However, they used different teaching methods to their classes according to their backgrounds; when put into practice, different approaches and methods were applied by each instructor. Some instructors commented on their teaching methods with the ideal ones for a successful class as follows:

(C) I always try to incorporate new methods; however one should stick to the methods that highlight the individuality of a professor. No two professors can be alike even within

> the same methodology or class. I feel sometimes people become preoccupied with using this style or that style and not focusing on owning a style or method and making it in their own image. That is where the magic of teaching happens, when professors and students both take ownership of their learning and their exchange.
>
> (D) I am always willing to try out new methods as long as they do not go against my core values as an educator. A successful method is one that gets results. This does not necessarily mean high test results, but rather, one that creates an environment where learning is natural and not forced.
>
> (G) I am open to trying new methods, provided they are results oriented, and that they foster student motivation and are relatively uncomplicated and efficient to implement in the classroom.

This represents the process of mastering theory through application and shows that each instructor must make each method their own. The classroom is a trial and error box in which instructors can try out different roles. Further, it is also interesting to note that while teaching classes, the participating instructors check on students' interest level in different ways. Some simply observe, while others move around from group to group, and others ask the students directly for participatory feedback. Regarding their implementation of the issue of participation, participants gave the following responses:

> (E) Education should approach material from different angles because all students learn differently. Important points should be repeated throughout a course to make sure students comprehend and retain important information. I spend a lot of time repeating information in new way and questioning students about their level of understanding.
>
> (E) I wish Korean education would focus less on memorizing information. Memorizing information, in order to take a test, is a very poor way to learn anything. As a result, I spend a great deal of time and energy teaching my students how to think.
>
> (I) Even though we teach conversation classes, some students have trouble communicating to fellow students or teachers in English. That's why I make the notebook a class and grading component. I have them write dialogue journals, and this helps me see their current level and improvement, as well as giving the shy students who are afraid or reluctant to approach me a voice and perhaps greater confidence. Likewise, assigning dialogue journals ensures that the students take more notes and has led to an overall increase in participation.

(H) …Although there is a healthy disparity between confident students and shy ones, certainly more so in recent freshman intakes where the level of English seems to be higher than in the last decade. I would like to encourage more students to come to the front of the class and talk to the class for five minutes at a time on a given topic. Some of them may feel shy and awkward and I can understand this. However, a good number of the confident students are willing to talk naturally while sitting, as well as being willing to engage in activities that involve being seated or moving around the classroom.

The quotes above show that every instructor judges participation according to different viewpoints: some may want a loud class with everyone talking and interacting, while others may want a class that is quieter and more focused. The instructor's preference depends on their role and what activities they use. While Communicative Language Teaching (CLT) requires the interaction of instructors and students with their peers, a supportive learning environment could foster students toward awareness and independent learning. (G), (B), (C), and (D) stated their beliefs as follows:

(G) I think CLT is student-centered & focused. Regular, active participation with partners and groups is a key part of the learning style in my classroom, while the instructor plays a supporting role to guide the students towards increased skills acquisition and greater oral ability.

(B) I believe that interaction is the best way to provide students with the vocabulary and grammatical structures needed for both school performance and everyday living. For comprehension vocabulary checks, students should write their own sentences using the new vocabulary.

(C) I have students read a short dialogue during which they were taught the meaning of key words within the context. They then practiced the dialogue and then practice again using the information. Finally, students practiced the vocabulary and language learned using a gap activity, in which they were given questions and had to find the answers by asking their classmates.

(D) Knowledge and society change all the time. So should a classroom. However, some skills, like problem solving, are valuable at all times. A method is successful if the students are able to understand that information and use the method to teach themselves. Yes, I wish Korean education would focus less on memorizing information. Memorizing information, in order to take a test, is a very poor way to learn anything. As a result, I spend a great deal of time and energy teaching my students how to think.

These interview responses show that instructors bring a typically Western mindset to their classroom, both through the roles they play and the methods they use. Therefore, while Koreans typically learn in a top-down fashion from their instructor, using rote memorization to prepare for tests and learn the materials, Western native English-speaking instructors in Korea seem to teach as they learned. While they are aware of the teaching style typically used by Koreans in Korea, they seem to be most comfortable with the style they experienced. In other words, the way they were taught is the way they teach. This means that they put a greater emphasis than the typical Korean instructor of English on creativity, self-reliability and strive to learn on their own. This is learner autonomy.

That said, autonomous learning is also synonymous with Western values. This is especially true of the university system in Korea, for which students have little to no experience coming up with answers on their own, let alone ideas. (G) said that “Students will learn about cultural differences in communication styles between Korean and Western cultures through the use of English”. Therefore, it is the instructor who is responsible in guiding the students toward greater responsibility and autonomy, thus, offering open-ended questions and materials, as well as directly referencing and teaching autonomous learning methods.

V. CONCLUSION AND IMPLICATIONS

The primary goal of this study was to investigate native English-speaking instructors’ beliefs and philosophies of EFL instruction, and their implementation of said philosophies in teaching Korean college EFL students. In addition, this study examined what makes an engaging and successful class, and explored what some implications of these finding for NESIs in the Korean EFL classroom are. Such issues are especially important for NESIs in the EFL context since they incorporate classroom practices and beliefs based on their prior learning and teaching experiences.

From the results of this research, it is revealed that while beliefs of language teaching effectiveness may vary according to any given context, instructors’ educational background had more of an impact on their teaching philosophy while previous work experience had more of an impact on their teaching methods. The findings of this study show that the participants believed communicative language teaching to be the most effective method. Instructors reported that (1) communication is the ultimate goal in language learning and (2) even through language learning involves a lot of memorization and recall of vocabulary and grammatical rules, language learning is seen as a skill that is improved through the process of making, identifying and correcting mistakes, not as a process of being so afraid because they are focusing on being perfect that they don’t try

at all. In employing various teaching strategies, the participants revealed that they try to take the English out of the textbook and relate it to reality and to have students create their own language rather than simply repeat a textbook conversation.

Based on the results of this study, it seems possible to make the following preliminary recommendations: (1) The role of the instructor should be in guiding, planning, and supplying resources for the students. (2) At least in the classroom, the interaction between students and instructors and among the students themselves should be emphasized more for language learning and human communication. (3) Classes should be flexible, creative, and free, within certain guidelines, of course.

The present study, however, has methodological limitations which should be addressed in future research investigations. The weakness of the study lies in its data collection process. Grounded theory recommends that a researcher be constantly engaged in data collection and data analysis procedures to reach a saturation point (Strauss & Corbin, 1990). The study was limited to only nine instructors and thus with such a limited pool, findings were quite specific and particular, perhaps peculiar. Though generalizability was not the purpose of this qualitative study, a larger number of similar or different participants over a longer period of study could ensure more transferability (Lincoln & Guba, 1985). While some studies investigated the differences between instructors' stated beliefs and observed practices (Chin 2002; Feryok, 2008; Kim 2011; Polat, 2010), this study did not include observed practices through classroom observation. Thus, the question of whether the instructors' stated beliefs reflect their actual teaching practices needs to be investigated further. However, considering the scarcity of qualitative research on instructor beliefs and limited variety of qualitative methods in instructor education in general (Block, 2007; Kim, 2011; Norton, 2000), the current study may contribute to gaining a deeper understanding of instructors' cognition and their practices through a qualitative lens.

Learning about instructors' beliefs in regards to language learning and teaching is essential to a better understanding of both the classroom culture created after compromises made while negotiating the differences between the native English speakers' culture and the culture in which they teach, and what kind of classroom culture may be most conducive toward efficient EFL learning. Likewise, once instructors are aware of their own beliefs, they can better determine if their practices match reality and not some warped perception of reality. Thus they can reevaluate the why and what of what they see and believe both about their students and about themselves, thus using the classroom environment to alchemize students' expectations and experience.

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Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary

Bryan Aguiar
Faculty of Liberal Arts
Eulji University
553 Seongnam-si, Gyeonggi-do, 461-713, Korea
E-mail: seong@eulji.ac.kr

Eun-Hee Nam
Department of Liberal Arts
Hankyong National University
327 Chungang-ro, Anseong-si, Gyeonggi-do 456-749, Korea
E-mail: hieuni@hanmail.net

Myeong-Hee Seong
Faculty of Liberal Arts
Eulji University
553 Seongnam-si, Gyeonggi-do, 461-713, Korea
Tel: 031-740-7255
E-mail: seong@eulji.ac.kr

Received in July 15th, 2015
Reviewed in August 26th, 2015
Revised version received in September 5th, 2015