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College Students' Expectations of Native-Speaking Instructors Teaching English Conversation Classes*

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The purpose of this study was to investigate what Korean university students expect from English conversation classes taught by native speakers (NSs). This was a preliminary study related to NSs. The participants in this study were 127 freshman female (52) and male (75) students from various majors. The data were collected through multiple choice questionnaires and open-ended questions administered during the spring semester of 2013. The results indicate that students expect the NS to help them improve their English communication skills through real-time interaction while also being non-confrontational. 37% of students expect to learn enough English to travel to another country. 52% of students indicated they expect the class to be fun, 41% wanted to speak English naturally and 31% of students valued appropriate teaching methods. 67% of students did not think textbooks were necessary. One important finding indicated that the one-on-one relationship between the NS instructor and students is vital. Students do not want the NS to humiliate them when asking questions in front of the class. However, the majority of them indicated they want the NS to wait for them to speak. Korean students' divergent expectations of NS instructors teaching English Conversation classes are discussed.

[students' expectations of native speakers/communication skills/English conversation]

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I. INTRODUCTION

The focus of English education in Korea has changed from the receptive skills (listening and reading) to the productive skills (speaking and writing). As the researchers of this study have observed from their own experience, students are being exposed to more opportunities to learn English from native speakers (NSs) before they attend university through English Camp. In some cases, students are being exposed to NSs through formal education where NSs co-teach with Korean teachers. In essence, to those who want to learn English, "students need to be exposed to situations where authentic language is used as much as possible. University-level English education is no exception" (Kim, 2011, p. 120).

In the teaching of communicative English, Hong and Jung (2012) and Lee (2001) have reported that there is a predominant belief in Korea that native English-speaking teachers are superior to non-native instructors. However, the NS researcher conducting this study has observed that with university students still lacking the confidence to successfully participate in English Conversation (EC) classes, students are hesitant to communicate with the NS instructor. A number of students who participated in this study indicated in class that EC 1 was their first experience of being taught solely by a NS. However, with the number of NSs being brought to Korea to teach university classes as well as in the public school system, not to mention English academies, this claim is simply untrue (Ramirez, 2013).

Meanwhile, in this era of globalization, an emphasis on World Englishes (WE) is maximizing the role of non-native speaking (NNS) instructors while also minimizing the role of NS instructors (Kachru, 1986). The result of this is that English is coming to be seen as a common language for people with different mother tongues to communicate with. Furthermore, NNS instructors are playing more and more of a key role in determining the fundamentals of what is to be taught in the future. As some have stated, English has become a Lingua Franca, something which Kachru (1992, 1997) advocates and is expounded on by Mauranen (2012).

There is much in literature that speaks to the positives and negatives of NSs teaching EC. Kim (2008) investigates this issue not in the context of a conversation class but regarding a test preparation course. Although that particular study was done in a different type of English class, the findings of the study are especially applicable to this study because it speaks to the fact that NSs, Korean administrators, instructors and students do not have the same expectations. Kim (2008) argues that if they did have the same expectations, NSs could maximize their potential role. This is equally true of conversational English classes taught by NSs. For that reason, this study seeks to investigate firsthand what students are looking for in required freshman EC classes.

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II. LITERATURE REVIEW

1. "Native Speaker" Defined

The question of 'What is a native speaker?' has become a complicated issue in the mobile and globalized world we live in. Medgyes (2001) underscores the fact that linguistics and education play a key role in defining 'a native speaker'. Cha (2013) asserts that native English-speaking teachers are "those who are born, raised and educated at the higher educational institutions in the Inner Circle countries and who thus can command and teach English as a second/foreign language" (p. 167). This definition is primarily based on Kachru's Inner Circle Model (1985) and Medgyes' definition (2001) including birth and education in the environment of an English-speaking country.

When it comes to NSs, Luk and Lin (2010) succinctly pinpoint the polar opposites of defining a NS ranging from neocolonialism to "the pragmatic value of learning a language from its native speakers" (Luk & Lin, 2010, p. 21). This comes from their discussion of classes with NSs in Hong Kong which is also relevant to the current situation in Korea. The more traditional view holds that only a NS has the right to teach natural EC because of what country s/he was born in without considering one's teaching ability. But the reality is that such a candidate's strength is that s/he can be more helpful in terms of exposing students to more natural appropriation of the language (Luk & Lin, 2010).

However, although defining a NS as someone who was born in an English-speaking country has been the predominant view, there are numerous ways to define a NS. One way of redeeming the language of NSs while also being inclusive of those instructors coming from non-English speaking countries who have mastered the English language is to refer to NSs in accordance with their English fluency (Luk & Lin, 2010).

According to Kim (2011), many people in Korea seem to have an obsession with NSs of the English language. The most common way of identifying non-Koreans as instructors in the past has been as NSs or "foreign teachers/professors". However, "foreign" and "foreigner" have negative connotations. Therefore, "international teacher/professor (IP)" (Kim & Dirks, 2011) seems more appropriate in that it is inclusive of people of all nationalities teaching English. Such a term, along with "WE", implores the inclusion of such non-Korean teachers and professors to participate in the life of the school, city, community and province.

Therefore, to proceed further in this study it is important to provide an integrated definition of NSs as appropriate for the context of EC courses at the university level in Korea. For that reason we offer the following definition of NSs: anybody who has lived in an English-speaking country for an extended amount of time or has mastered the language in terms of fluency, emotional connection with the language, grammar and structure and is

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able to fully articulate oneself and fully comprehend what others say in English, regardless of what nationality the person is.

Although the typical name for the required freshman course taught by a NS is called EC it could just as plausibly be called, "...speaking, discussion, or oral communication" (Folse, 2006, p. 5). A title that would speak more explicitly of the not-so-obvious difficulties of teaching EC is "Cross-cultural Communication" (Luk & Lin, 2010) because there is literally chemistry between the students and NS which could be positive or negative.

2. Issues over Korean Students' Performance in EC Classes

In an EFL setting like Korea, native English speakers being involved in English education have been greatly helpful in terms of improving students' communication skills so they can communicate in a more effective manner (Cheon & Ma, 2013).

According to Lim's study (2012), native-speaking instructors have been teaching university students in Korea since 1966 (Lim, 2012). However, there are still some challenges to getting students to speak freely in English classes taught by NSs. According to Kim and Edwards (2005), research on students' Willingness to Communicate (WTC) pinpoints the problem with students' motivation more clearly. Students are the most apprehensive about speaking in class, especially in front of their peers.

Kim and Edwards (2005) state the matter plainly when they say that the "hesitancy [of Koreans to communicate in English] despite strong motivation toward learning English and a highly successful education system, presents a puzzle... " (p. 12). Jung (2010) echoes this claim in the same way that Kim and Edwards' study (2005) indicated that students' WTC and their self-perceived confidence in their ability to communicate was low. These studies explicate the fact that motivation is not the issue. Rather, it is students' actual performance, or more simply put, their lack of effort to speak in English. Kim and Edwards (2005) argue that there is a connection between Korean students' low levels of WTC in English and being unsuccessful at mastering the English language.

Survey results analyzed by Choi (1998) indicate that although most students have no problem with native speakers teaching English they don't anticipate improving their English-communication skills. Choi argues that this indicates one hour a week is not enough for improving students' conversation skills. However, although students indicated some deficiencies regarding the teaching methods/materials used to teach or the amount of time NS teachers prepared for class, students indicated that they still wanted a NS to teach EC classes. Lim's study (2012) argues that the purpose of the EC class is to improve students' EC ability. All of this research begs the question of how these findings can be adapted to meet the needs of students.

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Although the apparent problem could be said to be a lack of motivation, Nam (2011) has shown that there is no direct correlation between students' motivation to learn English and their anxiety about speaking with a NS in English. That is to say, just because students are anxious about speaking in English to the point that they appear disinterested, the contrary may actually be true.

Another vital issue is what types of activities attract students to communicate in English. Given this NS instructor's various experiences of teaching English conversation he wanted to find out what methods appeal to Korean students. So the rationale followed that if a NS instructor could adapt the class to just what students are looking for, it would be more effective in helping students improve their conversation skills. To put it more succinctly, do students expect NSs to use different activities than NNS?

Although much has already been discussed on this topic by other sources this study has more findings to disclose. This study was conducted by a NS administering questionnaires and paper interviews translated into the students' native language, Korean. That gives this study the potential of further closing the gap between the NS instructor and Korean university students. This study seeks to complement Lim's study (2012). However, it is not simply a replication because it seeks to examine the expectations of freshmen students during their first EC class at a Korean university, in contrast to Lim's study which focuses on upperclassmen. It is also different in that it was conducted by a NS instructor. This study seeks to answer the following questions:

1. For what reason do students expect a NS to improve their English?
2. What methods do students expect NSs to utilize?
3. What course materials do students expect native speakers to utilize?

III. METHOD

1. Participants

The NS researcher who conducted this study has taught EC classes at the university where this study was conducted for over two years and he has taught EC classes at three different Korean universities at different times for over six years. At the time of this study, he relied mainly on the required textbook to guide him in teaching students how to have more natural EC. His style at the time of this study focused on a question-answer format where he asked students questions and then assigned students the task of talking to their partners followed by reporting their answers to the class.

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The 127 freshmen, 52 women and 75 men, who participated in this study were enrolled in “English Conversation 1”. Sophomores, juniors and seniors also participated in the same course. But since the purpose of this study was to investigate what freshmen students’ expectations were of a NS it seemed more appropriate to only pool the responses of freshman students. These students were required to take two EC courses in order to graduate. Students were mostly math and science majors, including art/fashion design, movie-making and food and nutrition. Students who participated in this study ranged in their English-communication abilities. Although several sections of the same course were taught at the time this study was conducted, each student only enrolled in one course.

The level of students’ proficiency ranged from false beginners, people who have English ability but lack the confidence and know-how of how to use it to intermediate/advanced. Some students had traveled abroad prior to this course and some students had barely acquired “survival English” proficiency. Regardless of their level, most students were reticent to answer questions asked by the instructor in front of the whole class. Before students received the survey, they had ample opportunity to get a feel for the way the native-speaking instructor operated the class.

2. Materials

1) Questionnaire

The questionnaire was based on Lim’s (2012) questionnaire and was developed through a process of giving students surveys at the end of each semester from the time the NS researcher finished his teaching assignment at one university and transitioned to the university where this study was conducted.

The questionnaire was originally written in English. Upon finalization of the questions, the corresponding author of this study revised the first author’s Korean translation. Then when the questionnaire was finalized, the same Korean professor edited the survey along with a Korean professor and two assistants who worked at the university where this study was conducted. The questionnaire was administered to students who were taking EC 1 from the NS researcher in order to gain a more accurate understanding of students’ perspectives regarding their expectations of EC 1 and the NS teaching their class. The questionnaire (Appendix) consisted of multiple-choice questions to gain insight into the students’ backgrounds including their year, gender and major, followed by four multiple choice questions where students were told to select at least one answer according to their perceived relevance. Following the multiple choice questions, there were ten 4-level items (1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree). This 4-point Likert-type item was utilized in order to compel students to commit to agreeing or disagreeing with the

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statement, rather than giving students the option of selecting a neutral response. The survey concluded with five open-ended questions so that students could express their thoughts more openly.

Finally, they were administered to students during an in-class speaking-test to ensure students had ample time to complete the survey. If students were absent that day, the instructor tried to give the survey to them during the next class to get their feedback. In order to protect their anonymity the instructor mixed their surveys in with the other surveys as students returned them.

2) Short-Answer Questions

Short-Answer questions were open-ended questions related to EC classes. The purpose of these questions was asked to triangulate the data of the literature review discussed above with the responses given in the fixed aspects of the questionnaires, discussed below. They were a series of 5 indirect interview-type questions completing the survey which sought to gain feedback on EC classes. They required more thought and explanation on the part of students responding to questions related to classroom activities. The survey questions were originally written in English and then translated into Korean.

3. Procedures

Students were informed at the beginning of the semester that the NS researcher would be conducting research on the subject of students' expectations of the NS teaching EC classes. At the end of the first regular class, the second actual class, students received a reflection form to be completed by the end of class or as homework. The questions were in English but students were invited to write their answers in Korean in order to be able to fully articulate themselves. The purpose of this was to see if the instructor's methods lined up with what students expected or wanted. Since the questions were written only in English, some students had a difficult time understanding what they were asking. The responses were not analyzed but were used instead as background and experimentation. The original idea was to have students do this type of reflection at the end of each class but time didn't allow for this.

The main elements of this research were the multiple choice questionnaires and short-answer questions. Pilot surveys were given the previous semester and then during the winter session between semesters. The instructor conducting this survey then modified those questions and submitted drafts to four Koreans to ensure students would be able to fully understand what the survey questions were asking. Once those respondents replied, the survey was piloted with a student the instructor was free-talking with on a weekly basis

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who was also in the same EC class as the other students. That student's feedback was applied when the survey was finalized. The survey was then given to students to fill in their responses during a speaking test where they were all required to be present for the entire class. All students in each class, regardless of what year they were, received a survey. Subsequent to the survey, students who made comments in class were asked to submit feedback about what would make them more interested during class time.

4. Data Collection and Analysis

The data for this research were collected from the 127 freshmen who responded to the survey, in addition to other students, regardless of their year, who gave feedback during or outside of class. Students responded to the reflection questions distributed in the second class. Questionnaires were administered to students in the middle of the semester. The results of the survey were then tallied in an Excel file and then the totals were added up. The responses to the survey questions were translated from Korean to English and then those responses were reduced to the most relevant responses. The data from the questionnaires was analyzed in a quantitative manner. The purpose of this paper was to get a sense of students' expectations of the NS teaching EC classes.

IV. RESULTS AND DISCUSSION

1. Students' Expectations of Native-Speaking Instructors

The purpose of this study was to investigate what Korean students expect from an EC class taught by a NS. The research questions, and their answers interpreted based on the questionnaires administered to students, are discussed below.

Q1: For what reason do students expect a NS to improve their English?

TABLE 1

Expectations of Improving One's English-communication Ability	**N (%)**	
	Yes	No
Do you expect to improve your ability to communicate in English through this EC class?	105(82.67)	22(17.32)

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Students were first asked, "Do you have any expectations of improving your English through the class, "EC 1"? Students had the option of choosing "yes" or "no". Students who had no expectations of the class were then directed to proceed to question number three. As Table 1 below shows, 83% of students had some type of expectation that EC classes would improve their ability to communicate in English.

As Table 2 indicates below, students' expectations of how the EC class taught by a NS can be the most beneficial vary significantly. The answers are in reference to the question: What are your expectations of improving your English through the class, "EC 1"?

TABLE 2

Specific Expectations of Improving One's English through EC N (%)

a.	b.	c.	d.	e.	a,b	a,c	b,c	c,d	b, c, d	a, b, c, d
8(6.3)	27(21.3)	39(30.7)	8(6.3)	34(26.8)	1(0.8)	3(2.4)	3(2.4)	1(0.8)	2(1.6)	1(0.8)

"What are your expectations of improving your English through the class, EC 1?"
a = I want to learn the differences between Korean and English-speaking cultures.
b = I want to get a job and I need to improve my English-speaking ability.
c = I want to learn the language I need to be able to communicate when I go overseas.
d = I want to get a good grade and receive a scholarship.
e= I have no expectations.

The results of this study differ from Lim's study (2012). That study found that students expect classes taught by NSs to help them improve their English skills for the purpose of getting a job. However, in this study the majority of students indicated that they wanted to improve their ability to communicate with people they meet when they travel overseas (31%). This indicates that there is in fact intrinsic motivation for students to learn English when they study with a NS.

However, next to traveling overseas, students' expectations were connected to getting a job (21%). The third most common category representing students' expectations consisted of the remaining items, 1) differences between Korean and western culture, 2) getting a good grade and/or 3) receiving a scholarship.

While the reader may wonder what the connection is between the above items in Table 3 and students' expectations of NS instructors, the above items written by individual students suggest that students want to engage in genuine English conversation with their instructor. While students could potentially do the same with NNS instructors, students' responses indicate they see this as a more plausible reality with NS instructors who are not native Korean speakers.

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TABLE 3

"Other" Expectations of English Conversation with a Native Speaker	**N (%)**
1. I want to speak English well but eradicate my fears.	2(1.90)
2. I want to improve/enhance my English conversation abilities.	2(1.90)
3. I want English to be in me to the point that I don't forget it.	1(0.95)
4. I want to have confidence speaking with a native speaker.	1(0.95)
5. I want to practice having conversation in English.	1(0.95)
6. I want to use English naturally through speaking opportunities.	1(0.95)

Students expect an EC class to help them 1) overcome their fears of speaking in English, 2) improve their ability to articulate themselves in English, 3) enhance their familiarity with the English language, 4) overcome their forgetfulness of key fixed expressions, 5) gain confidence in speaking to people from other countries on the street, 6) practice speaking English in settings they can actually use in the real world and 7) to be given equal opportunity to speak in their second language. Students need to be given the opportunity to engage in English on positive terms in ways that will help them remember when and how to use English accurately.

Q2: What methods do students expect native English speakers to utilize?

During the semester in which the NS researcher taught students at the time this study was conducted, he based his lessons on the textbook. The NS researcher tried to get the students to talk as much as possible. There were times when the instructor asked students questions from the front of the classroom as a way to elicit students to speak in front of the whole class and times when the instructor tried to have conversation with students one-on-one or in small groups.

The basic method of the class was to give students a task like talking to their partner about the content in the textbook and then having students share the content of their conversations with the class. While students were practicing English with their partners the instructor tried to engage with students, especially those students who were hesitant to have conversation in English with another person at their table.

The following question on the survey examines students' expectations of how many students they want in the class. The significance of this question is that it inquires into how students expect NSs to manage the class in contrast to NNS instructors. Table 4 shows that only a few students indicated an interest in extremely small classes. The greatest response indicates that nearly half of the students who responded to the survey prefer a class to have around twenty students (48%).

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TABLE 4

Appropriate Number of Students in One EC Class N (%)

Survey Question	Less than 10	Around 10	Around 20	Around 30	Around 40	No Response
What do you consider to be the appropriate number of students in one "English Conversation" class?	6(4.72)	34(26.77)	61(48.03)	8(6.29)	0(0)	18(14.17)

The purpose of this question was to really see how comfortable students were with speaking in front of a large number of their peers. There were approximately 18 surveys returned with no response to this question. The majority of students who did respond indicated that they would like to have a class of between ten and twenty students. To maximize the educational effect, the ideal class size for the sake of improving the quality of education depends on the type of establishment, the location and time of the class, and interaction patterns between the NS and students as well as between students themselves.

The next question on the questionnaire alludes to research question number 2 further by specifically investigating what types of methods or activities students prefer in an EC class. Table 5 below shows the responses to this question. Methods here are meant to be distinguished from teaching materials.

Table 5 below shows the responses of all students, 57 of which only checked one category and 71 of which checked multiple categories. The most important thing to students was a fun class (52%). The second most significant response (41%) would *seem* to indicate that students want the NS to speak naturally. However, in light of Table 6 below, it seems that students interpreted this to say they want to learn to *speak* more naturally. Ironically this is a paradoxical response in light of the fact that countries like Korea have historically put emphasis on the necessity of students remaining silent in class, regardless of the subject, and instead, listening to their teacher or professor (Folse, 2006).

TABLE 5

Activities/Characteristics That are Important to Students N (%)

Activity/Characteristic	Students
a. Accurate pronunciation	29(22.83)
b. Speaking naturally	52(40.94)
c. Proper teaching methods	40(31.49)
d. Leading a fun class	66(51.96)
e. Speaking slowly for students	27(21.25)
f. Understanding towards Korean students	24(18.89)
g. Sincerity/integrity	9(7.08)
h. A close relationship with students	45(35.43)

* The numbers here total to more than 100% because some students checked multiple responses.

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Although some of the items in Table 5 above could be deemed as simply activities (i.e. Item A) in contrast to items that relate directly to the NS instructor (i.e. Items G and H) these are all to be understood in the context of being administered by NS instructors. The question being asked here is whether students have different expectations of NS instructors than they have of NNS instructors. The third most preferred category shows that students desire a close relationship with the NS instructor (35%).

The next most significant option among students was that of accurate pronunciation (23%). The next item which received nearly as many responses as item "a" was speaking slowly for students. This item can be used to interpret the ambiguity of "speaks naturally" to mean students want the instructor to teach *them* to speak more naturally**.**

Responses to the short-answer questions at the end of the survey relate to EC class activities. These results in Table 6 below show the significance of students' expectations regarding the NS instructor's role and effective methods and activities. Questions one and four speak to the former and questions two, three and five speak to the latter.

TABLE 6
Students' Responses to Open-Ended Questions

Items	Students' Predominant Responses (N/%)
1. What do you think the professor should do when he asks students questions in front of the whole class and nobody responds?	Give hints (76/59.84). Nominate students (17/13.39). Allow more time (10/7.87). Repeat the question (6/4.72). No response (5/3.94). Next activity (4/3.15). Confirm understanding (2/1.57). Other (7/5.51).
2. What are some more effective activities that you think would be appropriate for helping you improve your ability to communicate in English?	A variety of class materials (26/20.47). Movies (24/18.89), Dramas (15/11.81). Songs (13/10.23). No response (13/10.23). Videos (8/6.29). Reduce the textbook (7/5.51). Speaking opportunities (7/5.51). Acting (2/1.57). Reading (2/1.57). Just like now (2/1.57). Other (8/6.29).
3. How do you think students can more easily participate in class activities?	Explanation (47/37.00). Materials (45/35.43). Demonstration (9/7.08). Speak Slowly (6/4.72). No response (6/4.72). A variety of methods (4/3.14). Repetition (2/1.57). Other (8/6.29).
4. What does the professor need to do in order to understand students better?	Develop a close relationship with students (37/29.13). Speak slowly (32/25.19). Joke with students, give and take/develop a close relationship with students (32/25.19). Speak Korean (8/6.29). No response (7/5.51). Show videos (2/1.57). Increase activities with the professor (2/1.57). Other (7/5.51).
5. Please write down a problem you encountered in class, a difficulty you experienced or something you'd like to see done in this class.	No response (73/57.48). No major concerns (19/14.96). Level too high (14/11.02). Lack of multimedia (3/2.36). Unique classes (3/2.36). Develop close relationships (2/1.57). Lack of visual aids (2/1.57). Lack of specific and various examples of expressions (2/1.57). Other (9/7.08).

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The majority of students who responded to this question, 60%, indicated that they do not want to be burdened with speaking opportunities but that they want the NS instructor to support them by giving hints.

The purpose of the second question was to find out from students what they would consider to be ideal activities, materials and methods to utilize during EC classes. Table 6 shows a variety of responses. But taking them as a whole, they indicate that students want to use a variety of materials. Students want to encounter real English in real time. In other words, students want to have a cultural encounter.

The third item addressed the issue of how to increase the level of participation in EC classes. The two greatest responses received were in regard to explanation (37%) and materials (35%). Students indicated a variety of issues ranging from speaking slowly, using videos and other visual aids to even the NS instructor trying to speak some Korean.

Whereas the third item asked about what students can do, the fourth question asked students what the NS instructor is responsible for. The three most common responses were similar in number. 1) That students want the NS instructor to develop a close relationship with students (29%), 2) that they want the NS instructor to speak slowly (25%) and 3) that they want to develop a close relationship with the instructor by her/him making jokes with them as well as the NS instructor taking jokes from her/his students. This shows an interesting contrast between students' expectations of NNS instructors and NS instructors.

The fifth question was even more open-ended in order to give students the opportunity to speak to any complicated issue that they encountered during the class up to that point. The second most common response, no major concerns (15%), was reassuring while the third most common response, level too high (11%), was disconcerting. Students indicated that participation in this EC class was difficult because of a lack of comprehension. Even submitting homework was a challenge because they could not understand the instructor's directions.

Q3: What course materials do students expect native speakers to utilize?

Looking at the items listed in Table 7, Item 1, "A textbook is necessary" asks students whether they think a textbook is necessary in a conversation class taught by a NS. 67% of students do not agree with the statement, "Even though EC is taught by a NS a textbook is still necessary". However, given the fact that 32% agree with the statement suggests there are still some students who would like to use a textbook in the EC class.

As Table 7 indicates, 82% of students indicated that they agreed the class materials were appropriate. These materials included YouTube videos, textbook activities, worksheets and free-speaking activities. Even though the majority of students claimed they didn't think a textbook was necessary, the fact that they were not opposed to the learning materials listed

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above would seem to indicate students simply have varying views on how the textbook is to be utilized in class.

TABLE 7

Students' Responses Regarding Various Aspects of Class N (%)

Item	1	2	3	4	No Response
1. A textbook is necessary.	21(16.53)	64(50.39)	40(31.49)	1(0.78)	1(0.78)
2. Speaking with a partner is helpful.	1(0.78)	17(13.38)	102(80.31)	6(4.72)	1(0.78)
3. Teaching materials are helpful.	2(1.57)	19(14.96)	96(75.59)	8(6.29)	1(0.78)
4. Evaluation methods are reasonable.	3(2.36)	34(26.77)	82(64.56)	6(4.72)	2(1.57)
5. Close instructor/ student relationships	1(0.78)	14(11.02)	83(65.35)	27(21.25)	1(0.78)
6. Appropriate speaking speed	2(1.57)	18(14.17)	81(63.77)	25(19.68)	1(0.78)
7. No questioning in front of the class	9(7.08)	40(31.49)	53(41.73)	24(18.89)	1(0.78)
8. Wait for students to answer.	2(1.57)	6(4.72)	77(60.62)	41(32.28)	1(0.78)
9. Designate a student to speak.	12(9.44)	67(52.75)	38(29.92)	8(6.29)	2(1.57)
10. Tests with a partner are helpful.	3(2.36)	23(18.11)	92(72.44)	8(6.29)	1(0.78)

Regarding students' satisfaction of their relationship with the native-speaking instructor, 87% of those who responded indicated they were satisfied with the relationship they had developed with the native-speaking instructor throughout the semester. That means that nearly 12% of students were displeased with their relationship with the native-speaking instructor.

There also appears to have been some correlation between students' satisfaction of their relationships with the NS and their satisfaction of his rate of speed when he spoke in class. 87% of students indicated they were satisfied with the way the instructor developed relationships with students by speaking with them individually. Similarly 84% of students indicated they were satisfied with the instructor's speaking speed.

Regarding item seven, which inquires as to whether students deem asking students questions in front of the whole class as appropriate, 61% of students indicated their preference for the NS instructor *not* to ask questions in front of the whole class. However, 39% of students indicated the opposite.

Students' responses to item nine speak further to the issue of asking other students questions in front of the whole class. 62% of students indicated that they do not want to have a student designated as the person to speak in front of the whole class. This number is higher than the number of students who indicated they would prefer the instructor not ask questions in front of the class.

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2. Discussion

The results of the questionnaires have significant implications for pedagogical consideration, especially applicable to Korean administrators and instructors supporting NSs as well as NSs themselves. The survey results indicate that a significant number of students *do* have expectations of EC classes taught by NSs. 83% of students indicated they have expectations of NSs helping them improve their conversational English skills. More specifically, the number one option selected by 37% of students indicated that they want to improve their ability to communicate with people in English when they travel overseas.

Regarding the question of classroom administration, 27% of students indicated that they considered a class of 10 students to be appropriate whereas 48% of students indicated that they considered a class of around 20 students to be appropriate. Combining those statistics together, overall, students have indicated that they consider a class of between 10-20 students to be appropriate in order to help them improve their conversational English skills.

Regarding the way NSs manage their EC classes, 52% of students indicated that they expected the class to be fun. 41% expressed an interest in speaking naturally. While not at the top of the list, 32% of students also indicated that the methods the NS utilized were helpful. 67% of students indicated that they don't think a textbook is necessary when the class is taught by a NS.

On the contrary, the majority of students indicated they are satisfied with the course materials which were based on the textbook students were required to buy. The fact that nearly one-third of students indicated an interest in using a textbook suggests that students still need to have some very structured activities but that students want to experience English in real time. This is consistent with Kim's prior study (2011) which investigates the effectiveness of structured activities compared to unstructured ones.

Over 85% of students indicated they were satisfied with the relationship they had developed with the NS. Similarly, nearly 85% of students indicated they were satisfied with the rate of speed the NS utilized to communicate with them. Nearly 60% of students expressed favor in the instructor not asking students questions in front of the whole class while over 90% of students expressed that they wished the NS had given them time to respond. Over 60% of students indicated they were not in favor of having the NS designate a student to speak when s/he asked questions in front of the class. This indicates that the most important element of EC is the relationship between students and the instructor**.**

Students indicated in their responses to the open-ended questions that they do have expectations of the NS instructor and that they want her/him to take a more proactive role in leading the class to help them overcome their fear or resistance of speaking in English.

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V. CONCLUSION

The purpose of this paper was to investigate what Korean students at one specific Korean university expected from EC classes taught by a NS. The objectives of this research were to find out: (1) For what reason do students expect a native-speaker to improve their English? (2) What methods do students expect native English speakers to utilize? (3) What course materials do students expect native speakers to utilize?

In response to Q1, the greatest number of students wanted to improve their EC skills in order to communicate with people when they travel to other countries. As for Q2, students indicated that they were more interested in natural conversation being utilized as the primary learning method of NSs. Students also indicated they want to engage in meaningful conversation with the NS giving students sufficient time to respond in a non-threatening manner. Students showed that their primary interest is having a personal relationship with the NS instructor and that no matter what activities or materials are utilized, they want to have direct interaction with the instructor in a very balanced way. Although speaking tests are one way to do this, students have indicated they want more natural interaction with the NS instructor, including regular classroom activities. In response to Q3, students expressed an interest in developing a close, personal relationship with the native-speaking instructor interacting with students on a more individual basis or at least at each table rather than in front of the whole class.

The limitations of this paper are that these results depend on the individual NS researcher's teaching style, philosophy, experience, and methodology. These results can be generalized neither across all classes taught by NSs nor among all Korean students.

This research is just the beginning of capturing the potential of required EC classes. This study has served as a preliminary study. It adds to previous studies and re-examines findings from other scholars in South Korea, explicitly (Lim, 2012), and previous scholars from South Korea and around the world, implicitly. This study is unique in that it took place in Korea but was written from the perspective of a NS and the questionnaire/paper interviews were written in Korean for students' convenience and for a more plausible interpretation of students' responses. Further studies that focus on the details of conversation classes, such as testing methods, assigning and evaluating homework and eliciting students in front of the whole class and/or in smaller groups are still needed. More is to be gained by comparing students' and NS instructors' expectations of EC classes at the same university, both in required and elective courses. More research is needed in terms of how to meet students' needs of improving their EC skills whether they remain in Korea or go on to study in English-speaking countries around the world or at least need to communicate with others who speak English as a second or foreign language.

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APPENDIX

English Conversation 1 Survey

The purpose of this survey is to investigate what students expect of current native-speaking professors teaching "English Conversation" classes. Your answers to the questions on this survey will have no correlation to the grade you receive in this class. Please read the questions carefully and mark the answer that best describes your viewpoint or, where writing is required, please answer the questions fully and honestly. Thank you for your participation in this survey.

Part 1: Questions Related to "English Conversation 1"

Please select the most accurate answer to the following questions.

1. Do you have any expectations of "English Conversation 1"?
   a. Yes (Continue to Question 2) b. No (Proceed to question 3)

2. What do you expect to gain as a result of taking this class?
   _____ I want to learn the differences between Korean and western culture.
   _____ I anticipate improving my ability to communicate in English as necessary to get a full-time job.
   _____ I want to learn the basic conversation skills necessary for traveling overseas.
   _____ I'm taking this class to get a good grade so I can receive a scholarship.
   _____Other: _____

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3. What number of students do you consider to be appropriate for this "English Conversation" class?

____ Less than 10
____ Around 10 students
____ Around 20 students
____ Around 30 students
____ Around 40 students

4. In "English Conversation" classes taught by native-speaking professors, which of the following do you consider to be the most important?

____ Pronunciation
____ Speaking Naturally
____ Teaching Methods
____ Leading a Fun Class
____ Speaking Slowly
____ Understanding Korean students
____ Sincerity
____ Close relationships with students
____ Other

5. Circle the appropriate number.

1 = Strongly disagree (SD), 2 = disagree (D), 3 = agree (A), 4 = Strongly agree (SA)

Item	SD	D	A	SA
1) Even though a native-speaking instructor teaches this class a textbook is still necessary.	1	2	3	4
2) Talking with my partner in English has been helpful in improving my English ability.	1	2	3	4
3) Course materials/class activities have been helpful in improving my English ability.	1	2	3	4
4) The professor's evaluation methods took students' English levels into consideration.	1	2	3	4
5) The professor developed close relationships with students while talking with them one-on-one.	1	2	3	4
6) The professor's rate of speed matched students' levels of comprehension.	1	2	3	4
7) I would prefer the professor not ask students questions in front of the whole class.	1	2	3	4
8) I would have liked the professor to wait for students when they were unable to respond quickly.	1	2	3	4
9) I would prefer the professor nominate one student to answer questions he asks in front of the class	1	2	3	4
10) Preparing for speaking tests and practicing with a partner was beneficial for me to improve my English ability	1	2	3	4

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Part 2: Short Answer Questions Related to "English Conversation 1"

Please respond to the following questions by writing your answers in Korean.

6. What do you think the professor should do when he asks students questions in front of the whole class and nobody responds (i.e. Give students more time to respond, give students hints, move on to the next activity etc.)?

_____

7. What are some more effective activities that you think would be appropriate for helping you improve your ability to communicate in English (i.e. songs, movies, dramas, increase or decrease in textbook-based activities etc.)?

_____

8. How do you think students can more easily participate in class activities (i.e. demonstrating with a student who understands what the professor is saying, slowly explaining what to do, using a wider variety of activities to get students involved in class etc.)?

_____

9. What does the professor need to do in order to understand students better (i.e. speak slowly, try to speak in Korean, use videos related to Korea, build close relationships with students by joking with them and taking their jokes in good humor etc.)?

_____

10. Please write down a problem you encountered in class, a difficulty you experienced or something you'd like to see done in this class (i.e. points of difficulty, recommend a more enjoyable method of learning English, issues you had with the way the professor evaluated your speaking ability etc.)

_____

Background questions

Circle the correct answer to the following questions.

1. What year are you?
   a. Freshman b. Sophomore c. Junior d. Senior

2. What's your gender?
   a. Male b. Female

3. What's your major?
   _____

=== Thank you for completing this survey. ===

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Applicable Languages: English
Applicable Levels: Tertiary

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