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Attitudes of Learners, NESTs, & Korean NNESTs toward Teaching English in English (TEE) in Korea

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This paper analyzes the attitudes of primary school and secondary school Korean non-native English-speaking teachers (K-NNESTs), native English-speaking teachers (NESTs), and Korean learners of English toward the Korean government's Teaching English in English (TEE) policy. Specifically, this paper seeks to find which type of instruction is most preferred among all respondents. In addition, this paper seeks to ascertain what obstacles impede the use of English as the language of instruction in English classrooms in Korea and to make recommendations as to how to overcome these obstacles. A total of 139 teachers and 705 learners responded to a paper-based questionnaire concerning their attitudes toward TEE and any difficulties they encountered in its use. Team teaching between K-NNESTs and NESTs was reported by all three groups of respondents to be the most preferred method of English instruction in Korea. From the teachers' perspective, the language barrier was reported to be the biggest obstacle, however nearly 80% of learners self-reported that they understood at least 50% and up to 100% of English lessons given in English. This finding prompted the conclusion that language alone cannot be the largest obstacle toward TEE in Korea; therefore, training both K-NNESTs and NESTs in effective team-teaching techniques is required. In addition, the students themselves must be trained or at least briefed on what is expected of them in team-taught classrooms.

[TEE/team teaching/language barrier/communicative language teaching]

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I. INTRODUCTION

In recent years, English curricula in Korea have focused on the cultivation of learners' communicative competence and their integrative ability to use English in everyday communicative contexts. To this end, the Korean government has embarked on two large-scale projects. First, having Korean teachers of English (K-NNESTs) conduct English classes in English and second, inviting native English speaking teachers (NESTs) to co-teach English with K-NNESTs in the English classroom via the English Program in Korea (EPIK). The ultimate goal of these two projects is to have English classes in Korea taught in English. However, despite these efforts, some K-NNESTs still conduct their classes in Korean and some schools are still without NESTs.

Consequently, four main types of English classroom environments have emerged in Korea: 1) those taught exclusively by K-NNESTs in English; 2) those taught exclusively by K-NNESTs in Korean; 3) those taught cooperatively by K-NNESTs and NESTs in English; and 4) those taught exclusively by NESTs in English. The purpose of this study is to examine the attitudes of K-NNESTs, NESTs, and learners themselves toward the various methods of English instruction in Korea; to identify the obstacles impeding the use of English in classrooms in Korea; and to recommend ways to overcome these obstacles.

II. THEORETICAL BACKGROUND

1. Teaching English in English (TEE) Policy in Korea

The introduction of the Teaching English in English (TEE) policy in Korea is supported by at least three theoretical bases. First, TEE is partly based on the input-promotion theory in which success in language acquisition is only possible when learners are exposed to rich input of the target language (Ellis, 1997; Lee, 2003). Ellis (1998), for example, explained that successful language learners are those who have a rich experience with various types of target language utterances. Examining the role of instructional time for English L2 learners, Lee (2003, p. 107) also concluded that the learning period is "one of the most primary factors to determine students' language proficiency in an instructed language learning situation." Therefore, the complex process of L2 learning requires a long period of time, especially in the EFL environment of Korean schools. Ellis (1994) and Gass (1997) offer a similar argument in their discussions of how language acquisition cannot be explained without examining the role of input.

The second theoretical basis for Korea's TEE policy is that language is acquired when interaction is promoted. Long (1983), arguing that the input itself is an insufficient factor

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for language acquisition, proposed the Interaction Hypothesis which facilitates the negotiation of meaning for more effective communication between interlocutors. He thought that meaning negotiation triggers learners' their cognitive processing which would also help them to improve communication abilities. In addition, Krashen (1982), in his Monitor Theory, argued that language would be acquired not by the repeated practice of grammar rules or structures, but by meaningful activities promoting interaction in target-oriented language situations. His idea of "comprehensible input" as a principal factor for better language learning is closely related to the promotion of interaction and meaning negotiation.

Finally, TEE is supported by a psycholinguistic inquiry called connectionism (Rumelhart & McClelland, 1986) in which "learners gradually build up their knowledge of language through exposure to thousands of instances of the linguistic features they eventually learn" (Lightbown & Spada, 2002, p. 42). In this sense, learners' abundant experiences with the target language lead to the activation of neurons in the brain, which results in the strengthening of certain connections. The continuation of this process makes it possible for learners to possess confidence in learning and using the target language.

2. TEE in the Korean EFL Environment

Since the implementation of Korea's communication-oriented 7th English curriculum in 2000, school English education in Korea has emphasized the use of English during the class hour (MOE, 1997). As a result, English classes have become more activity-based and students are asked to practice English in naturalized situations. At the same time, teachers are encouraged to deliver their lessons exclusively in the target language. To support these changes, the government introduced several support programs including the development of activity-based communicative English textbooks for students and an intensive English training program for teachers. In addition, the government expanded EPIK and helped schools establish multimedia facilities for the purpose of teaching communicative lessons.

A number of studies show that TEE is currently perceived by teachers as a trend in English education in Korea (Choi, 2007; Kim, 1998; Kim, 2008; Maeng, 2005; Park, 2008). For example, in a study by Maeng (2005), more than 90% of the participants indicated the necessity of TEE. At the same time, in the same study, participants viewed TEE as being beneficial in the improvement of their confidence as an English teacher as well as of their English ability. However, other studies (Lee, 2005; Shin, 2002; Yang, 2004) have found that teachers feel burdened to conduct their English classes in English. These teachers reported needing improved language skills to conduct lessons entirely in English. Another study, (Lee, 2007) asked for a phase-in of the TEE policy, implementing it first at the classroom English level and then expanding to the whole lesson.

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III. RESEARCH METHOD

In the current study, three individual questionnaires, one for K-NNESTs, one for NESTs, and one for Korean learners of English, were distributed via email as Rich Text Format (.rtf) and Portable Document Format (.pdf) attachments. Of teacher respondents, K-NNESTs showed the highest response rate, with 79 questionnaires returned (38 primary school and 41 secondary school) out of 206 distributed. The NEST response rate was 60 questionnaires returned (15 primary school and 45 secondary school) out of 204 distributed. Finally, a total of 705 questionnaires (350 primary school and 355 secondary school) were collected from Korean learners of English. The precise number of learner surveys distributed is difficult to quantify as one learner questionnaire was sent to each of the 206 K-NNESTs contacted for the survey along with the instruction to administer it to as many students as possible.

Among the secondary school K-NNEST respondents, 39% had 1-5 years of teaching experience; 27% had 6-10 years of teaching experience; 10% had 11-15 years of teaching experience; 7% had 16-20 years of teaching experience; and 20% had 20 or more years of teaching experience. In addition, 70% of these respondents reported teaching in a large city, 22% in a medium-sized city, and 8% in a rural environment.

For primary school K-NNEST respondents, 32% had 1-5 years of teaching experience; 32% had 6-10 years of teaching experience; 26% had 11-15 years of teaching experience; 5% had 16-20 years of teaching experience; and 5% had 20 or more years of teaching experience. In addition, 47% of these respondents reported teaching in a large city, 39% in a medium-sized city, and 14% in a rural environment.

Among the secondary school NEST respondents, 78% had 1-5 years of teaching experience; 11% had 6-10 years of teaching experience; and 11% had 11-15 years of teaching experience. In addition, 31% of these respondents reported teaching in a large city, 58% in a medium-sized city, and 11% in a rural environment.

For primary school NEST respondents, 80% had 1-5 years of teaching experience; 13% had 6-10 years of teaching experience; and 7% had 11-15 years of teaching experience. In addition, 27% of these respondents reported teaching in a large city, 60% in a medium-sized city, and 13% in a rural environment.

Questionnaires for both primary and secondary school K-NNESTs consisted of 25 items written in English. The first five questions collected demographical information. The next six items were comprised of forced-choice four-level Likert-scale items asking respondents how much they agree or disagree with the given statements. A response of one was the

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lowest agreement and a response of four was the highest agreement. Of these six items, the first four dealt directly with teaching English in English (TEE). The fifth item measured respondents' view of the appropriateness of their English use as a model for Korean learners of English. The sixth item queried respondents about their attitudes toward using Korean (L1) to motivate learners to learn English (L2). The remaining fourteen items asked respondents to measure, among other things, their own linguistic proficiency, their level of preparation to teach English in English, their attitudes toward teaching English in English, and their level of professional development.

Questionnaires for both primary and secondary school NESTs consisted of 16 items written in English. The first three questions collected demographical information. The next four items were comprised of forced-choice four-level Likert-scale items asking respondents about their opinions regarding TEE, the appropriateness of their language use as a model for Korean learners of English, and the use of L1 as a motivator for L2 learning. The remaining eight items asked respondents to measure, among other things, their level of preparation to teach English in English, their attitudes toward teaching English in English, and their level of professional development.

Questionnaires for both primary and secondary school Korean learners of English consisted of 21 items written in Korean. The first three questions collected demographical information. The remaining 18 items asked respondents about, among other things, which type of English instruction they preferred, their level of understanding in English class, their opinion of their English teachers' linguistic proficiency, and their past experiences in English class.

IV. RESULTS AND DISCUSSION

1. Korean Nonnative English Speaking Teachers (K-NNESTs)

The data revealed that primary and secondary school K-NNESTs share similar opinions regarding English instruction (see Table 1). The majority of K-NNESTs, regardless of school level, indicated that team teaching between NESTs and K-NNESTs is best suited to teaching English in Korea. However, more primary school K-NNESTs than secondary school K-NNESTs indicated that K-NNEST-only instruction was best: 19.4% versus 15.3%. Likewise, primary school K-NNESTs were less in favor of NEST-only instruction compared to secondary school K-NNESTs: 2.8% versus 7.7%.

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TABLE 1

Korean NNESTs' Attitude toward English Instruction

Which type of teaching is best suited to teaching English in Korea?	Primary (%)	Secondary (%)	Complete (%)
A native English speaking teacher only	2.8	7.7	5.3
Team teaching between a Korean teacher and a native English speaking teacher	77.8	76.9	77.3
A Korean teacher only	19.4	15.3	17.3

These results, while clearly showing a preference for team-teaching, indicate that K-NNESTs prefer K-NNEST-only instruction over NEST-only instruction in the absence of team-teaching. There are two reasons why this may be. First, K-NNESTs may feel that their instruction is more efficient as NESTs may face difficulties in overcoming language barriers in the classroom. However, as we shall see later, there may be less of a language barrier in English classrooms in Korea than teachers, both K-NNESTs and NESTs, think. Second, K-NNESTs may lack confidence in their own English abilities and therefore not want to share the classroom with NESTs. Indeed, the data seem to support this explanation as over 60% of both primary and secondary school K-NNESTs (59.7 and 62.5% respectively) rated their English ability as average or poor.

When asked specifically about their attitudes toward teaching English in English (TEE), primary school K-NNESTs showed higher mean levels of agreement over secondary school K-NNESTs in all four items. However, primary school K-NNESTs had a more diverse range of answers as shown by higher standard deviations (see Table 2).

TABLE 2

Korean NNESTs' Attitudes toward TEE

Questionnaire Items	Primary (n=38)		Secondary (n=41)	
	mean	standard deviation	mean	standard deviation
1. I think that teaching English in English (TEE) should be used in the Korean EFL classroom situation.	3.00	0.90	2.93	0.66
2. I think that TEE is useful for students to improve their English abilities.	3.18	0.90	3.08	0.66
3. I think that TEE is as attractive to students as Korean-based instruction in terms of learnability.	2.89	0.86	2.80	0.65
4. I want to teach English in English.	3.08	1.02	3.00	0.75

What is interesting about these data is that although Items 2 and 4 show the highest mean levels of agreement for both primary and secondary K-NNESTs, Item 3 shows the lowest. This suggests that while K-NNESTs recognize the importance of TEE in helping

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learners to improve their English abilities and have the desire to teach English in English, they do not feel that learners will find such instruction appealing. However, as later analysis will reveal, learners may be more interested in learning English in English than their teachers realize.

When it comes to K-NNESTs' self-measured ability to teach English in English, primary school K-NNESTs exceeded their secondary school counterparts; 44.7% of them indicated that they can manage a TEE class by themselves, compared to 32.5% of secondary school K-NNEST respondents. Likewise, fewer primary school K-NNESTs reported difficulty in managing a TEE class than did secondary school K-NNESTs: 52.6% versus 62.5% respectively. Finally, fewer primary school K-NNESTs reported being completely unable to manage a TEE class on their own: 2.6% versus 5% respectively.

Among the 52.6% of primary school K-NNESTs who did report having difficulty managing a TEE class, 60.8% of them attributed their difficulties to insufficient English proficiency. In contrast, just 50% of secondary school K-NNESTs who reported having difficulty utilizing TEE attributed it to insufficient English proficiency. Accordingly then, when asked if they thought that their English was a good model for Korean learners of English, secondary teacher K-NNESTs indicated higher mean levels of agreement than did primary school K-NNESTs (see Table 3).

TABLE 3

Korean NNESTs' Opinion of the Appropriateness of their English

Questionnaire Item	Primary (n=38)		Secondary (n=41)	
	mean	standard deviation	mean	standard deviation
5. I think that my English is a good model for Korean learners of English.	2.50	0.74	2.55	0.68

From these data, we can infer that secondary school K-NNESTs are more confident in their English abilities than are primary school K-NNESTs. In spite of this greater confidence however, secondary K-NNESTs are more likely than primary K-NNESTs to report having difficulty teaching English in English. Likewise, secondary K-NNESTs are less likely to consider themselves prepared to teach English in English than are primary K-NNESTs. These results suggest that a strong command of English may not be the only determining factor in one's ability to teach English in English. One such additional factor may be differences in primary school and secondary school curricula. Secondary school English teachers may face more difficult material than elementary school teachers. Further study into the specific difficulties teachers face in TEE classes and comparative analyses of the respective curricula are needed.

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Finally, when asked what reasons they can see for not teaching English in English, both primary and secondary school K-NNESTs agreed, albeit to slightly different degrees. Among primary school and secondary school K-NNESTs, 55% and 48% respectively feel that English should not be taught in English because learners will not be able to understand their English. This result is in line with other results that suggest that primary school K-NNESTs are less confident in their English abilities than are secondary K-NNESTs. However, as later data analysis will reveal, Korean learners of English make little distinction between the understandability of K-NNESTs' and NESTs' English lessons. This finding further supports the hypothesis that factors other than English ability may determine a teacher's ability to teach English in English or be obstacles against it.

2. Native English Speaking Teachers (NESTs)

Of all NEST respondents, 76.6% indicated that team teaching between K-NNESTs and NESTs is best suited to teaching English in Korea. On the surface, this result is nearly identical to the percentage of all K-NNESTs (77.3%) who reported the same. There were however, significant differences when separated between primary and secondary school NESTs: 93.3% versus 72.8% respectively (see Table 4). In addition, there was also a significant difference between the percentages of primary school NESTs versus secondary school NESTs who indicated that NEST-only instruction in the classroom was best: 0% versus 18.2%. Likewise, secondary school NESTs were slightly more in favor of K-NNEST-only instruction than were primary school NESTs: 9.1% versus 6.7%.

TABLE 4

NESTs' Attitude toward English Instruction

Which type of teaching is best suited to teaching English in Korea?	Primary (%)	Secondary (%)	Combined (%)
A native English speaking teacher only	0	18.2	13.3
Team teaching between a Korean teacher and a native English speaking teacher	93.3	72.8	76.6
A Korean teacher only	6.7	9.1	8.3

One explanation that NESTs give for rejecting NEST-only instruction in primary school English classes is difficulties in managing the lesson and maintaining classroom management resulting from a perceived language barrier. However, 46.7% of primary school NESTs themselves indicate that they think their students understand most of their English lessons. A further 26.7% responded that their students understood half of their classroom English. As a result, primary school NESTs disprove the idea of a language barrier as they themselves report that more than 80% of their students understand at least

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half of their English lessons. Again it seems as though English ability, not even for a native speaker, is not the main factor in predicting the success of a TEE teacher. Other factors such as class size or teaching experience may influence the efficiency of TEE-lessons. Therefore, future studies which collect more granular data of the obstacles toward implementing TEE are required.

When the learners themselves are asked, 20.2% of them report understanding between 91 and 100% of their NESTs' English lessons; this number is in stark contrast to the just 6.7% of NESTs who think that their students understand all or nearly all of their English lesson. Additionally, 23.9% of learners report understanding between 71 and 90% of English lessons and a further 30.9% indicate that they understand 50 to 70% when NESTs conduct their classes in English. In total, three-quarters of all Korean primary school learners of English surveyed reported understanding between 50 and 100% of their NESTs' classroom instruction. Therefore, based on the data from primary school NESTs and primary school Korean learners of English, the language barrier cannot be solely responsible for NESTs shunning NEST-only instruction in primary school English classrooms; further studies are needed to isolate the true cause.

When asked specifically about their attitudes toward teaching English in English (TEE), primary school NESTs showed nearly identical mean levels of agreement with secondary school NESTs (see Table 5).

TABLE 5

NESTs' Attitudes toward TEE

Questionnaire Items	Primary (n=15)		Secondary (n=45)	
	mean	standard deviation	mean	standard deviation
1. I think that teaching English in English (TEE) should be used in the Korean EFL classroom situation.	2.67	0.90	2.67	0.95
2. I think that TEE is useful for students to improve their English abilities.	2.93	1.28	2.91	1.02

Interestingly, NESTs' responses to Items 1 and 2 show lower levels of mean agreement compared to K-NNESTs. Put simply, NESTs do not feel as strongly about the use and effectiveness of teaching English in English as do their K-NNEST counterparts. Judging from the relatively high standard deviation in responses to this item, school location may be an influencing factor; in other words, NESTs at rural schools may have responded more negatively while those at urban schools may have responded more positively.

When it comes to NESTs' self-measured ability to utilize TEE, primary school NESTs slightly exceed their secondary school counterparts; 53.3% of them indicate that they can manage a TEE class by themselves, compared to 51.1% of secondary school teacher

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respondents. Likewise, fewer primary school NESTs reported having difficulty in managing at TEE class than did secondary school NESTs: 40% versus 48.9% respectively. Conversely, more primary school NESTs reported being completely unable to manage a TEE class on their own: 6.7% versus 0%.

Among the 53.3% of primary school NESTs who reported having difficulty managing a TEE class, 57.1% of them attributed their difficulties to not knowing how to control students. In contrast, just 43.4% of secondary school NESTs who reported having difficulty utilizing TEE attributed it to not knowing how to control students. Accordingly then, when asked if they thought that their English was a good model for Korean learners of English, secondary school NESTs indicated higher mean levels of agreement than did primary school NESTs although again, the standard deviation is quite high (see Table 6).

TABLE 6

NESTs' Opinion of the Appropriateness of Their English

Questionnaire Item	Primary (n=15)		Secondary (n=45)	
	mean	standard deviation	mean	standard deviation
5. I think that my English is a good model for Korean learners of English.	2.73	1.33	3.07	1.10

3. Korean Learners of English

Although to a lesser degree than English teachers, Korean learners of English also identified K-NNEST/NEST team-teaching as the preferred method of instruction (see Table 7). 35.4% of primary school Korean learners of English and 30.7% of secondary school Korean learners of English expressed a preference for K-NNEST/NEST team-teaching. However, having K-NNEST-only instruction was a relatively close second to team-teaching for both primary and secondary learners: 22.8% and 20.9% respectively. In a somewhat surprising result, 17.7% of primary learners indicated a preference for having NEST-only instruction. This is in stark contrast to the 0% of NESTs and 2.8% of K-NNESTs who felt NEST-only instruction was best in the primary classroom. Finally, 13.6% of secondary learners specified a preference for NEST-only instruction; this result is less than that of NESTs, but much higher than that of K-NNESTs.

TABLE 7

Korean Learners' of English Preference for English Instruction

Which method of English instruction do you prefer?	Primary (%)	Secondary (%)
A native English speaking teacher only	17.7	13.6
Team teaching between a Korean teacher and a native English speaking teacher	35.4	30.7
A Korean teacher only	22.8	20.9

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The relatively even distribution of responses here, especially in contrast to K-NNESTs' and NESTs', suggests that Korean learners of English are content with any type of English instruction, regardless of the first language of the instructor(s), but the majority of them do prefer team-teaching instruction in English. In spite of learners' preference for team-taught English classes, less than one-third of them rated their team-taught classes as very effective (see Table 8). The majority of learners (61.7%) rated their team-taught classes as just somewhat effective. When split between primary and secondary learners, the numbers are somewhat different; more primary learners than secondary learners rated their team-taught classes as very effective: 35.9% versus 23.8% respectively while more secondary learners considered their team-taught classes to be somewhat effective: 64.2% versus 58.8% respectively.

TABLE 8

Korean Learners' of English Evaluation of Team-teaching Effectiveness

If you currently receive English instruction via team-teaching, how would you rate its effectiveness?	Primary (%)	Secondary (%)
Very effective	35.9	23.8
Somewhat effective	58.8	64.2
Somewhat ineffective	3.1	8.6
Very ineffective	2.3	3.3

Finally, when asked about their inclination toward having English classes taught in English, approximately 40% of primary and secondary school learners combined were indifferent (see Table 9). Overall, more secondary learners expressed positive attitudes toward TEE than did primary learners while more primary learners expressed negative attitudes toward TEE.

TABLE 9

Korean Learners' of English Predilection toward TEE

Do you like having English classes taught in English?	Primary (%)	Secondary (%)
Yes, extremely	12.8	13.5
Yes	19.8	30.3
Neither yes nor no	44.2	38.0
No	11.6	10.3
No, extremely not	11.6	7.9

The data for Korean learners of English show that learners, both at the primary and secondary level, are more or less indifferent to who teaches them English and how it is taught. Only 23.2% of primary learners and 18.2% of secondary learners expressed a

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negative attitude toward having English classes taught in English. Furthermore, only 5.4% of primary learners and 11.9% of secondary learners indicated that their team-taught lesson were in any way ineffective. Finally, while learners did show a preference for K-NNEST/NEST team-teaching instruction, the difference between that and K-NNEST-only or NEST-only instruction was small.

In terms of how learners measured the understandability of their teachers' English instruction, the data yielded some interesting and surprising results. Despite K-NNESTs' concern over their English inadequacies and despite the perception that NESTs' instruction will be either too difficult for learners to understand or so much better than the K-NNESTs' that they may lose face, Korean learners of English make very little distinction between K-NNESTs and NESTs when it comes to the understandability of their English instruction. (see Table 10).

TABLE 10

Korean Learners' of English Opinion of How Much They Understand Their Instructors' English

When your teacher teaches English in English, approximately how much do you understand?	Primary (%)				Secondary (%)			
	K-NNEST		NEST		K-NNEST		NEST	
Almost all (91 – 100%)	21.6	78.5	20.2	75.0	25.9	78.5	13.1	79.5
Much (71 – 90%)	31.4		23.9		27.6		29.6	
Some (50 – 70%)	25.5		30.9		25.0		36.8	
A little (35-49%)	15.7	21.5	16.7	25.0	9.5	21.5	7.2	20.5
Very little (less than 35%)	5.8		8.3		12.0		13.3	

V. CONCLUSIONS AND IMPLICATIONS

This study set out to find the most preferred type of English instruction among K-NNESTs, NESTs, and Korean learners of English. For all three parties, K-NNEST/NEST team-teaching was identified as the most preferred method of English instruction. It is important to note however that while K-NNESTs and NESTs overwhelmingly think of team-teaching as the best instructional method in Korean English classes, the learners themselves make less of a distinction. Therefore, students should be made aware of the benefits of team-teaching before the actual teaching begins. It is not enough to assume that learners will automatically know what is expected of them in a team-teaching environment. True team-teaching differs greatly from the traditional one-teacher method of instruction with which most students are familiar. Therefore, learners may not know or understand what is expected of them in this new environment. To make the most of team-teaching, K-

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NNESTs and NESTs must let learners know what is expected of them and what their role is in a team-teaching scenario. Doing so may help learners better appreciate the benefits of team-teaching and make more of a distinction between it and other types of one-teacher instruction. Encouragingly, while learners may not be overwhelmingly in favor of team-teaching as their preferred way to receive English instruction, those learners who currently receive English instruction via team-teaching overwhelmingly see it as effective. As a result, K-NNESTs and NEST who are new to team-teaching should be exposed to the lessons and materials of existing team-teachers as the data indicate that their lessons are well received by learners. In addition, further studies should be conducted to isolate the best practices of effective team teaching pairs and their lessons so that these practices can be passed on to novice team teaching pairs. Kim's (2007) and Lee and Park's (2009) research into, respectively, strategies for effective team teaching between K-NNESTs and NESTs and Korean EFL learners' perceptions of team teaching are good starting points.

This study also discovered that both primary and secondary school K-NNESTs feel that English should be taught in English more so than do NESTs. Furthermore, the data also indicate that K-NNESTs think teaching English in English is useful to help students improve their English abilities to a greater extent than do NESTs. As a result of these findings, NESTs should be given better orientation, training, and insight into Korea's educational system and English curricula. Doing so will give NESTs a better understanding of the expected learning outcomes of English classes in Korea and allow them to find better ways to help learners achieve those outcomes. In addition, K-NNESTs and school administrators need to find better and more effective ways to utilize NESTs in the classroom so as to realize the full potential of NESTs, TEE, and K-NNEST/NEST team-teaching.

Learners' views on TEE differ greatly from those of their teachers'. The majority of Korean learners of English report to be indifferent to having English classes taught in English; they see it as something they neither like nor dislike. It should be said here that there are more learners who like having English taught in English than those who do not. In the case of secondary school learners, the ratio is nearly 2:1. The majority however –and overwhelmingly so at the primary level – are indifferent to having English taught in English. In light of this discovery, educational theorists and practitioners in Korea need to seize this opportunity to create and use English materials and procedures that learners will find more enjoyable.

Finally, one of the more interesting outcomes of this study was the incongruity between K-NNESTs' estimation of their English ability and learners' reported level of understanding. Over 60% of K-NNESTs rated their English ability as average or poor; however nearly 80% of learners report being able to understand at least 50 and as much as 100% of English lessons in English. Accordingly, K-NNESTs need to be more confident in

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their English ability and focus more on increasing their knowledge of team-teaching techniques so that team-taught lessons can be delivered more effectively and less on improving their English skills.

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Appendix A

K-NNEST Questionnaire (truncated)

I. How long have you been teaching?

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 20+ years

II. In what kind of school do you teach?

☐ Elementary ☐ Middle ☐ High

III. In what kind of location do you teach?

☐ Large city ☐ Medium-sized city ☐ Rural area

IV. Which type of teaching is best suited to teaching English in Korea? (Choose one)

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A native English speaking teacher only
Team teaching between a Korean teacher and a native English speaking teacher
A Korean teacher only

How much do you agree or disagree with the following statements?			
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1	**2**	**3**	**4**

V. I think that Teaching English in English (TEE) should be used in the Korean EFL classroom situation.

1 2 3 4

VI. I think that TEE is useful for students to improve their English abilities.

1 2 3 4

VII. I think that a TEE class is as attractive to students as Korean-based instruction in terms of learnability.

1 2 3 4

VIII. I want to teach English in English.

1 2 3 4

IX. I think that my English is a good model for Korean learners of English.

1 2 3 4

X. How would you rate your English ability to conduct TEE classes? (Choose one)

Excellent Good Average Poor Very Poor

XI. What reasons can you see for NOT teaching English in English? (Choose all that apply)

Because learners will not be able to understand my English.
Because learners will fail to acquire the specified learning content.
Because learners will lose their motivation to learn.
Because I cannot manage a class in English.
Because I feel more comfortable using Korean in my English class.
Other: _____

XII. How well prepared are you to teach English in English? (Choose one)

I can manage a TEE class by myself.
I have some difficulty in managing a TEE class.

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I am unable to manage a TEE class by myself.

XIII. Why do you think that you have difficulties teaching English in English? (Choose one)

Because I don't have effective teaching strategies
Because my English abilities are not good enough
Because I am not equipped with learning activities and tasks
Because I don't know how to manage the lesson
Because I don't know how to control students
Other: _____

Appendix B

NNEST Questionnaire (truncated)

1. How long have you been teaching?

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 20+ years

2. In what kind of school do you teach?

☐ Elementary ☐ Middle ☐ High

3. In what kind of location do you teach?

☐ Large city ☐ Medium-sized city ☐ Rural area

4. Which type of teaching is best suited to teaching English in Korea? (Choose one)

A native English speaking teacher only
Team teaching between a Korean teacher and a native English speaking teacher
A Korean teacher only

How much do you agree or disagree with the following statements?			
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1	**2**	**3**	**4**

5. I think that Teaching English in English (TEE) should be used in the Korean EFL classroom situation.

1 2 3 4

6. I think that TEE is useful for students to improve their English abilities.

1 2 3 4

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7. I think that my English is a good model for Korean learners of English.

   1 2 3 4

8. How well prepared are you to teach English in English? (Choose one)

   I can manage a TEE class by myself.
   I have some difficulty in managing a TEE class.
   I am unable to manage a TEE class by myself.

9. Why do you think that you have difficulties teaching English in English? (Choose one)

   Because I do not have effective teaching strategies
   Because I did not receive enough training and orientation
   Because I am not equipped with learning activities and tasks
   Because I do not know how to manage the lesson
   Because I do not know how to control students
   Other: _____

Appendix C

Korean Learners of English Questionnaire (truncated)

1. 내국인 선생님이 수업에서 사용하는 영어를 어느 정도 이해합니까?
   Almost all (91-100%)
   Much (71-90%)
   Some (50-70%)
   A little (35-49%)
   Very little (34% 이하)
2. 원어민 선생님이 영어 수업할 때 어느 정도 이해합니까?
   Almost all (91-100%)
   Much (71-90%)
   Some (50-70%)
   A little (35-49%)
   Very little (34% 이하)
3. 내국인 선생님과 원어민 선생님이 수업할 때 어느 정도 이해합니까?
   Almost all (91-100%)
   Much (71-90%)
   Some (50-70%)
   A little (35-49%)
   Very little (34% 이하)
4. 영어 수업이 영어로 진행되는 것이 좋습니까?

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매우 그렇다.
그렇다.
그저 그렇다.
그렇지 않다
매우 그렇지 않다.

5. 영어 수업은 어떤 형태로 이루어지는 것이 좋습니까?
내국인 선생님 단독 수업
원어민 선생님 단독 수업
내국인 선생님과 원어민 선생님이 함께 하는 협동 수업
시간에 따라 내국인 선생님 단독 수업이 있고, 원어민 선생님 단독 수업이 있다.
시간에 따라 내국인 선생님 단독 수업이 있고, 원어민 선생님과 내국인 선생님이 함께 가르치는 수업이 있다
6. 현재 내국인 선생님과 원어민 선생님이 협동 수업을 하고 있다면 그 수업을 어떻게 평가할 수 있습니까?
매우 효과적이다.
어느 정도 효과가 있다.
조금 아쉬운 수업이다.
매우 비효과적인 수업이다.

Examples in: English
Applicable Languages: English
Applicable Levels: Primary/Secondary

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