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Who is More Effective in Teaching TOEIC, Korean or Native English Teacher?

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This study investigates Korean university students' perception of TOEIC courses taught by Korean and native English teachers and test results in an effort to identify better methodologies to teach TOEIC. To find out the student's perceptions of TOEIC classes, a survey was conducted. The one hundred sixty students who attended the TOEIC courses participated in a questionnaire survey at the end of the semester. Based on a survey of students' assumptions toward TOEIC classes and teachers, this paper discusses the skills students feel important to improve their TOEIC scores and what their actual scores show. The research questions were: 1) what are some of the benefits of having a Korean or native English teacher for TOEIC courses? 2) what are some of the drawbacks of having a Korean or native English teacher for TOEIC courses? The results indicated that Korean and native English teachers have an equal chance to become successful teachers, but the methods used by the two groups are not the same in the context of teaching TOEIC courses; in the short term, direct test preparation, dictation and repetition by Korean or native teachers might be good methods for TOEIC courses, however, in the long term, conversation and discussion performed by native teachers may affect scores in a positive way.

[TOEIC/teaching methods/native language teachers/Korean university]

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I. INTRODUCTION

Most universities in Korea require students to complete a first-year general English course to develop their English language communication skills. One component of these first-year English courses is TOEIC test-preparation, using texts that develop test-taking skills and focus on discrete points of language. The reason for this emphasis on the TOEIC test is that TOEIC score gains are deemed indicative of students' English communicative abilities needed for future employment, while inclusion of the test in the curriculum is considered to motivate students in their language studies (Cunningham, 2002). Therefore, in recent years, many Korean universities have enacted policies that reinforce the role of the TOEIC exam. For example, in 2008, E University, located in Gyeonggi-do, decided that all university students must obtain minimum TOEIC scores according to their given majors in order to graduate.

For many years native English-speaking teachers (NESTs) have taught English in universities throughout Korea, with the pros and cons often debated (Roh, 2006). In ELT, NESTs and non-native English speaking teachers (non-NESTs) reveal considerable differences in their teaching behavior (Medgyes, 1992). The role of NESTs in Korean universities has traditionally been that of improving and facilitating the speaking and listening abilities of students. NESTs have long fulfilled the role of 'conversation' teachers. Teaching TOEIC courses is a relatively new role for native English teachers in Korean universities, and there remain questions regarding which methodologies are most suitable. While Korean English teachers are familiar with the TOEIC exam, most having taken it themselves, NESTs are not. Because they have never taken the TOEIC exam, many native English teachers may not possess intimate familiarity with the exam format. Also, there exist doubts in the minds of students as to whether or not NESTs understand English grammar, and this further underscores the need to study and identify students' perceptions of TOEIC courses taught by native English teachers. However, little research related to this issue has been conducted.

As many university English programs are putting more emphasis on TOEIC, identifying students' perception on TOEIC classes taught by NESTs could aid in the development and implementation of successful TOEIC courses. Although blindly following students' opinions is not advised, ignoring them can be a waste of valuable information. Yorio (as cited in Christison & Krahnke, 1986), after surveying 711 students in an academic intensive program in Toronto, concluded that the information from students should be taken into account when designing a language program. Based on this idea, this study investigates students' assumptions of TOEIC classes by NESTs and non-NESTs to identify better methodologies to teach TOEIC.

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Section 2 of this paper outlines the TOEIC exam and the methodological background for this research. In section 3, the method for the research is introduced. In section 4, the result of student questionnaires, as well as TOEIC scores of the participants are analyzed and discussed. Finally, effective methodologies for TOEIC courses and research implication and limitations are discussed, based on student perceptions and TOEIC test results.

II. BACKGROUND

1. The TOEIC Test

The TOEIC, or Test of English for International Communication, measures the ability of non-native English-speaking examinees to use English in everyday workplace activities. The TOEIC exam is still widely used post-graduation for the evaluation of potential employees by human resource managers, and as a means of determining the potential for promotion of current employees. Companies may also look to TOEIC scores to determine whether or not a candidate is suitable for management training opportunities.

The TOEIC is a two-hour norm-referenced and fixed response (multiple-choice) test. It is also a proficiency test, therefore measuring English ability in terms of a future criterion (i.e. the workplace). The TOEIC consists of four listening sections with a total of 100 questions (45 minutes) and three reading sections with a total of 100 questions (75 minutes). The seven TOEIC test sections are comprised as follows.

TABLE 1

The TOEIC Exam Sections

Sections	Task
Listening	Part 1: Picture Description
	Part 2: Questions and Responses
	Part 3: Short Conversations
	Part 4: Short Talks
Reading	Part 5: Incomplete sentences
	Part 6: Incomplete texts
	Part 7: Reading Comprehension

As shown in Table 1, the listening tasks consist of four parts: (1) choosing the best description that matches the photograph, (2) responding to one short question or

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statement, (3) choosing the best response to the question from a conversation, and (4) choosing the best response to the question from a short talk. The reading section includes three parts in the forms of (1) incomplete sentences, (2) incomplete texts, and (3) reading comprehension. Candidates receive separate scores for listening and reading, on a scale from 5 to 495 points. These provide a total score on a scale from 10 to 990 points.

2. Underlying Theories and Class Implementation

1) Teaching Methodology

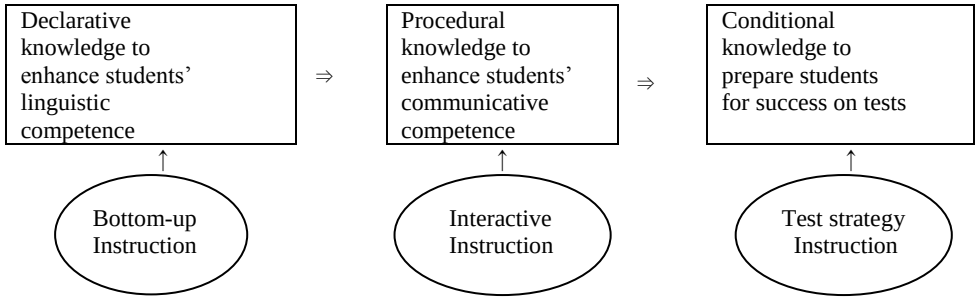
When language teachers introduce certain activities into classroom, it is desirable that such activities are based upon some form of theory or empirical evidence supported by research findings. Given the nature of language acquisition processes, there is no solid consensus as to what particular theories are universally accepted (2007, Miyamoto).

In terms of TOEIC courses, Chapman (2003) voiced some reservations by stating: 'The TOEIC' is still based on the structuralist, behaviorist model of language learning and testing that informed discrete-point testing. However, Pan (2010) discussed how to design metacognitively-based instruction activities to enhance students' communicative competence and prepare them for success on the test. Metacognition is a concept that refers to one's awareness about his/her thinking processes. It has been applied extensively to describe the process of second language learning (Ellis, 1994; Ellis 2003; Woolfolk, 1995). Based on Woolfolk's (1995) three types of metacognitive awareness such as declarative knowledge, procedural knowledge, and conditional knowledge, Pan (2010) suggested three types of instruction: 1) bottom-up instruction, 2) interactive instruction, and 3) test-strategic instruction. Declarative knowledge refers to knowledge about knowing something, procedural knowledge refers to how to do something, and conditional knowledge refers to one's awareness of what to do in order to complete the task. Bottom-up instruction refers to those activities that can enrich students' declarative knowledge (Anderson, 1980; Ellis, 1994; Johnson, 1996; Sun., et al, 2001) in order to facilitate the occurrence of their procedural knowledge that underlies spontaneous L2 use. Sun et al. (2001) summarized the benefits of declarative knowledge by reviewing the related literature. According to them, declarative knowledge: 1) speeds up the learning process, 2) facilitates the transfer of skills, and 3) helps in the communication of knowledge and skills to others. In view of these benefits, the aim of bottom-up instruction is to aid students in familiarizing themselves with the fundamental knowledge (e.g. vocabulary, grammar rules, pronunciation rules) they should know in order to participate in future interactive activities. Interactive instruction helps students to make use of their declarative or prior knowledge and then turn that into procedural

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knowledge. According to Ellis (2003), learners with only declarative knowledge are not able to perform language tasks successfully because they focus merely on rule memorization and fail to communicate in the real world. In other words, interactive activities help students to become "more familiar with and confident about, the test if they have actually used the language from the test" (Forster & Karn, 1998). Test strategy instruction enriches students' conditional knowledge so that they know when and how to employ the skills including declarative and procedural knowledge teachers instruct and why to do so when taking the TOEIC listening and reading test (Woolfolk, 1995). Figure 1 shows the metacognitively-based approach to eliciting beneficial washback from the TOEIC test preparation class.

FIGURE 1
Metacogntively-based Approach to Teaching the TOEIC Test
(adapted from Ellis, 2003)



Given Rogers (2003)' strategy instruction for TOEIC courses, for example, he recommended some strategies for every part of the TOEIC. On the first part of the TOEIC, the test book shows pictures, usually of people but occasionally of objects, while the audio program offers four declarative sentences. The test taker must decide which sentence best describes something about the photograph. Rogers recommended anticipating all the possible correct answers by asking a slew of the four Wh- questions, such as "Who are they?" "Where are they?" "What is it made out of?" and "What is happening?" The second part of the TOEIC consists of question-and-answer listening tasks. A single question is spoken, followed by three possible responses. Test takers must choose the best response. Rogers said to identify the best response, test takers should first identify the type of question, which primarily means information questions and yes/no questions, but also other types as well. In part three, the audio program gives a short conversation, and the test book asks a question about it. Rogers advised test takers to look at the four choices while listening to the conversation. This multi-tasking strategy requires test takers to simultaneously read and listen to related but different

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messages. Similar to part three, there is a spoken passage with written questions in part four. The spoken part is a short monologue performed by one speaker. The written questions come in sets of two, three, or even four. For each question in the set, the test taker must choose the best answer from among four possible choices. Rogers said test takers will be asked overview questions, detail questions, and inference questions.

In the reading section, part five consists of sentence completion exercises. Test takers complete sentences by filling in one or more blanks by choosing one of four words or phrases. Rogers advised test takers to guess the missing words or phrases before looking for them from the choices below. The most common testing point is word choice, and then the next is word form. Part six of the TOEIC tests the ability to recognize sentence-level errors in grammar or usage. Rogers recommended test takers to pay attention to the context of each sentence. Part seven, the last part of the TOEIC, consists of short reading passages. For each passage, there are two to five questions, with four possible answer choices for each question. Rogers identified five types of readings: articles, business correspondence, advertisements, announcements, and non-prose readings. He told test takers to get a quick idea of the passage, read the questions, and go back to the passage to look for the answer by reading quickly, rather than by skimming. He also warned not only is it the longest part of the test, but also the last part — test takers need to stay focused and avoid fatigue.

Besides, Miyamoto's (2007) skill-based training can be applied to TOEIC classes for listening, which suggested five sample activities: shadowing, dictation, comprehension check, reproduction with note taking without note taking, and the outline. These activities were based on the theories or principles of information processing, concentration, or interaction. Such skill trainings as shadowing, dictation, and reproduction of the heard speech require the students to maintain high levels of concentration because if the students fail to concentrate enough, they may fail to perform those tasks.

However, in the implementation of TOEIC courses in real classrooms, many test preparation classes are teacher-centered, where the students are engaged in test-oriented activities, such as listening to the recording and choosing the correct answer on a picture, repeating after the teacher, and practicing the possible alternative answers to the oral questions (Pan, 2010). Falout (2004) also observed similar phenomenon in his classes: Using examples of past tests, or mock exams, learners practice taking the test in samples as short as one question at a time. Then the teacher explains why the answers are right or wrong. Often students listen to the same audio segment again and again and the teacher explains what they listened to. Or the teacher explains discrete points, especially the ones often found in the reading section. Teachers might also prime learners for a practice

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test by focusing on a pronunciation or grammatical feature, or a learning or test-taking strategy."

Accordingly, it can be presumed that the approach to teaching the TOEIC that we are most familiar with in classrooms might be a teacher-centered test-preparation with instruction on test-taking techniques as Pan (2010) and Falout (2004) indicated.

2) NESTs or non-NESTs

In literature, the issue of NESTs versus non-NESTs has been dealt in the area of ELT (Amin, 2001; Davies, 2003; Medgyes, 1992, 1994, 2001; Tay, 1982). Among these studies, Medgyes' (1992, 1994, 2001) are the most comprehensive. Medgyes (1992) argued that in ELT, NESTs and non-NESTs reveal considerable differences in their teaching behavior and that most of the discrepancies are language-related. He (1992) contended that NESTs and non-NESTs have an equal chance to become successful teachers, but the routes used by the two groups are not the same (1994). According to Medgyes, NESTs and non-NESTs are "two different species". This statement rests on four hypotheses:

1. NESTs and non-NESTs differ in terms of their language proficiency.
2. They differ in terms of their teaching behavior.
3. The discrepancy in language proficiency accounts for most of the differences found in their teaching behavior.
4. They can be equally good teachers in their own terms.

Medgyes (1994) set out to validate his hypotheses on the basis of three surveys, which included 325 participating teachers from 11 countries. Table 2 presents a summary of his findings concerning the teaching behavior of NESTs and non-NESTs.

TABLE 2

Perceived Differences in Teaching Behavior between NESTs and non-NESTs

	NESTs	Non-NESTs
Own use of English	Speak better English	Speak poorer English
	Use real language	Use 'bookish' language
	Use English more confidently	Use English less confidently
General attitude	Adopt a more flexible approach	Adopt a more guided approach
	Are more innovative	Are more cautious
	Are less empathetic	Are more empathetic
	Attend to perceived needs	Attend to real needs

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Attitude to teaching the language	Have far-fetched expectations	Have realistic expectations
	Are more casual	Are more strict
	Are less committed	Are more committed
	Are less insightful	Are more insightful
	Focus on	Focus on
	Fluency	Accuracy
	Meaning	Form
	Language in use	Grammar rules
	Oral skills	Printed word
	Colloquial registers	Formal registers
	Teach items in context	Teach items in isolation
	Prefer free activities	Prefer controlled activities
	Favor groupwork/pairwork	Favor frontal work
	Use a variety of materials	Use a single textbook
	Tolerate errors	Correct/punch for errors
	Set fewer tests	Set more tests
	Use no/less L1	Use more L1
	Resort to no/less translation	Resort to more translation
	Assign less homework	Assign more homework
Attitude to teaching culture	Supply more cultural information	Supply less cultural information

As Table 2 demonstrates, there were a number of significant differences in teaching behavior between the two groups. According to his learner-respondents, they felt that "NESTs used real language and used English more confidently" and non-NESTs were judged as "speaking poorer English, using 'bookish' language, and using English less confidently." In terms of general attitude, Medgyes (1994) reported that NESTs adopt a more flexible approach, are more innovative and less empathetic, attend to perceived needs, have unrealistic expectations, are frequently more casual, and are sometimes less committed to teaching." On the contrary, non-NESTs adopt a more guided approach, are more cautious, are more empathetic to the students, attend to real needs, and have realistic expectations and are more committed to teaching." His data also suggested that NESTs often focus on fluency, meaning, language in use, oral skills, and colloquial registers. They will teach items in context, favor group work or pair work, prefer free activities and use a variety of materials. In comparison to non-NESTs, NESTs tolerate errors and give fewer tests. They use less of the students' first language, assign less homework and resort to translation less often. With regard to teaching culture, NESTs do supply more cultural information than non-NESTs. His study also showed that non-NESTs have a tendency to focus on accuracy, including attention to grammatical rules.

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They emphasize the printed word and formal registers and often teach items in isolation. They prefer using controlled, teacher-centered activities, give more tests and may rely on one single textbook. They resort to translation and use more of the students' first language." Medgyes (1994, 2001) also noted aspects of non-NESTs' classroom practices and coursebook preference. He pointed out that non-NESTs are reluctant to loosen their grip over the class due to language difficulties. A similar reason is claimed to account for the non-NESTs' preference for standard course books, which by their very nature provide security.

From the literature review, it can be concluded that the linguistic divergences between the two groups have considerably impinged on their teaching strategies. Accordingly, it is necessary to find out the teaching differences between NESTs and non-NESTs in the classroom in order to identify better methodologies to teach TEOIC. One of the useful methods for this will be researching on student perceptions about different features of classroom life by NESTs and non-NESTs.

III. RESEARCH METHOD

1. Research Questions & Questionnaire

A student questionnaire was employed to survey the students' current ideas and notions of what they think about the greatest benefits and biggest drawbacks of having a Korean or native English teacher and their TOEIC teaching methods. The research questions were as follows:

Question 1: What are some of the benefits of having a Korean or native English teacher for your TOEIC course?
Question 2: What are some of the drawbacks of having a Korean or native English teacher for your TOEIC course?

The questionnaire consisted of 4 open-ended questions: benefits, drawbacks, the best methods used by native English teachers and Korean teachers for their TOEIC courses. The questionnaire was conducted anonymously in Korean, the native language of the students. The questionnaire clearly stated that it was for research and not for testing the students' knowledge of TOEIC, and thus not to affect their grade in any way. The aim was to allow students to express their own thoughts and feelings regarding TOEIC courses.

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2. Participants

The sample of students chosen for the study was 160 freshmen. The participants were between the ages of 19 and 26. They belong to one of the following departments at E Univeristy, located in Gyeonggi Province, Korea: Early Childhood Education, Public Relations, Addict Rehabilitation and Health and Safety majors (Table 3). They were divided into two groups: Group A taught by two Korean English teachers, and Group B by two native English teachers.

TABLE 3

Division of Two Groups

Group	Major	Number	Total number
A	Early Childhood Education	41	80
	Public Relations	39	
B	Addiction and Rehabilitation	42	80
	Health and Safety	38	

3. Procedure

For the research, 80 freshmen were taught for 2 hours a week, for 15 weeks by Korean English teachers who had taught TOEIC for approximately 5 and 10 years respectively. The other 80 freshmen received a TOEIC course during the same period, instructed by two female North American native English teachers with 3 and 5 year TOEIC teaching experience respectively. In order to survey the students' perception of TOEIC test preparation methods, as well as what they thought were the greatest benefits and biggest drawbacks of having a Korean, or native English teacher, a student questionnaire was employed at the end of the fall semester 2010. One hundred and sixty questionnaires were completed from 4 TOEIC courses taught by two different native English teachers and two Korean teachers. The teachers used the same TOEIC textbook during the semester which covers the listening section as well as the reading section.

Each of the 160 participants took pre- and post-tests. This was done to determine if learning TOEIC from a native English teacher had a relatively more positive, neutral or a relatively more negative effect on the listening and the reading section scores. This method tested the students' perception of TOEIC courses taught by NESTs to gauge their perception correct or errant.

The teaching methodology in the course was a teacher-centered test-preparation which was found by Pan (2010) and Falout (2004). At the beginning of the semester, all 4 teachers had a meeting and shared their teaching method for the TOEIC courses. They

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were told to include the following activities in the courses: students listen to the recording and choose the correct answer on a picture, repeat after the teacher and practice the possible alternative answers to the oral questions. In addition, after students' practicing taking the test in samples as short as one question at a time, the teacher explains why answers are right or wrong, the teacher explains discrete points, especially the ones often found in the reading section, and teachers focus on a pronunciation or grammatical feature, or a learning or test-taking strategy. To increase vocabulary, a vocabulary quiz was performed during each class. Speaking training, listening training, shadowing, reproduction with note taking (individual, pair or group work), and the outline exercise (presenting the summary of the reading at home to the class) were incorporated. Moreover, in order for the students to quickly cope with the questions on the TOEIC test, timed reading exercises, and chunk-based reading exercises were also conducted during each class. However, even though the methods mentioned above were used by both Korean and native English teachers, which methods were more frequently used in classrooms might vary depending on the teachers.

IV. ANALYSIS

For research questions, the participants were asked as to what they felt the benefits and drawbacks of having Korean or native English teachers. The results of the benefits and drawbacks taught by native English teachers were considered as follows (Table 4).

TABLE 4

Benefits & Drawbacks Taught by a Native English Teacher

	Answers	N(%)
Benefits	Able to improve listening abilities more than in a Korean English teacher's course	130 (81.25)
	Gain more exposure to English and beneficial for speaking	126 (78.75)
	Reduced levels of anxiety during the TOEIC	121 (75.63)
Drawbacks	Difficulty in understanding what teacher says in English	144 (90)
	Not able to ask questions because they can't express themselves	141 (88.12)
	Not systematic in grammar explanation	115 (71.87)

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One hundred and sixty freshmen participated in the questionnaire at the end of the fall semester, 2010. According to Table 3 above, one hundred and thirty students (81.25%) replied that a native English course might improve students' listening abilities more than in a course with a Korean English teacher in "Being able to listen to a native speaker will help me improve my listening skills." One hundred and twenty six students (78.75%) thought that they might gain more exposure to English in a native English course and improve speaking ability. One hundred and twenty one students (75.63%) responded that their anxiety levels might be reduced during the TOEIC listening section in a native English course. The other benefits, which were mentioned, were: students can learn pronunciation and natural phrases in a native English course; students can expand vocabulary due to increased exposure to English by a native English teacher.

In terms of the drawbacks of TOEIC courses taught by a native English teacher, one hundred and forty four students (90%) responded that they sometimes couldn't understand what the teacher said in class. One hundred and forty one students (88.12%) answered that they couldn't or wouldn't ask questions because they couldn't express themselves. One hundred and fifteen students (71.87%) responded that the grammar explanation was not as systematic as with a native English teacher. The other drawbacks, which were mentioned, were that they might not understand all the explanations by a native English teacher and they were not as attentive as they would be in classes taught by Korean English teachers due to the incomprehensibility of the instructions.

On the other hand, the results of the benefits and drawbacks taught by a Korean English teacher yielded the following (Table 5).

TABLE 5

Benefits & Drawbacks Taught by a Korean Teacher

	Answers	N(%)
Benefits	Clearly able to understand the class	142(88.75)
	Clearly able to understand grammar	140(87.5)
	Easy to ask questions	17(10.6)
Drawbacks	Dislike non-native pronunciation	75(46.9)
	Fewer opportunities to speak English	25(15.6)

Regarding benefits obtained in courses taught by a Korean teacher, one hundred and forty two respondents (88.75) reported that they could clearly understand a Korean teacher's course. One hundred and forty students (87.5%) said that they could clearly understand the explanation of the grammar. Seventeen students (10.6%) thought that they could easily ask a Korean teacher questions. The other benefits students obtained were: Korean teachers teach students how to study; Korean teachers understand what is

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difficult for Korean students; it is better to learn a foreign language from a person who has the experience of learning it.

On the contrary, regarding drawbacks obtained in courses taught by a Korean English teacher, 75 students (46.9%) responded that they didn't like Korean teachers' non-native pronunciation. Twenty-five students (15.6%) replied that they had fewer opportunities to speak English in a class taught by a Korean English teacher.

In conclusion, for most respondents, the primary benefit of having a native English teacher was perceived to be an increase in overall listening proficiency. Eighty-one percent of students (130) answered that their listening comprehension might be better if taught by a native English teacher. A deduction can be made that an overall increase in listening comprehension will lead to a higher score in the listening section of the TOEIC exam. There is an undeniable connection between higher levels of listening comprehension and higher TOEIC scores in the listening section. After understanding TOEIC format and exam style, the single biggest factor that contributes to positive TOEIC score change is an increase in student ability in the relative exam section. For example, if a student wished to increase his or her listening section score, the students should increase his or her abilities to understand and synthesize spoken English. The research population in this study believes that learning TOEIC from a native English teacher will have a positive impact on their listening comprehension score.

Some respondents stated that they would feel less anxiety on the day they took a TOEIC exam if they studied TOEIC with a native English teacher. It was expanded on in some questionnaires that this was because students would have had more contact hours listening to native speakers and therefore feel more comfortable hearing English. It might be inferred here that Korean language is used as the primary means for instruction in TOEIC courses taught by Korean English teachers, therefore reducing the number of English language exposure hours a student receives. However, some respondents stated that they are less attentive with native English teachers, because they have difficulty in understanding the content delivered.

Questions 3 and 4 of the questionnaire were about the best methods used by native English teachers or Korean teachers for their TOEIC courses. Best methods with native English-speaking teachers were as follows (Table 6):

According to Table 6 above, 19 students (11.87%) responded that repeated listening and speaking practice were the best methods in courses taught by a native English teacher. Eight students (5%) perceived that TOEIC test preview was a good method for TOEIC score improvement. They also said that discussion of answers, dictation and conversation with teachers were the best methods which were performed by a native English teacher. Other responses were 'reading within a given timeframe' and 'discussing unsolved questions'. However, what was found interesting was just a few

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students (Table 6: 11.87%, 5%, 2.5%, 4.38%, 1.88%) responded to the question about best methods with a native teacher. That might imply that they didn't find diverse teaching methods from native English teachers in their TOEIC courses.

TABLE 6

Best Methods with a Native English Teacher

Best Methods	N (%)
Repeated listening and speaking	19 (11.87)
TOEIC test preview	8 (5)
Discussion of answers	4 (2.5)
Dictation	7 (4.38)
Conversation with a teacher	3 (1.88)

Best methods with a Korean teacher that the students replied were as follows (Table 7):

TABLE 7

Best Methods with a Korean Teacher

Best Methods	N(%)
Dictation/fill in the blank	74(46.25)
Clear explanation of grammar	20(12.5)
Repetition in listening practice	17(10.62)

Seventy-four students (46.25%) responded that 'dictation' and 'fill in the blank' were thought to be the best methods conducted by a Korean teacher. Twenty students (12.5%) maintained that grammar was understood clearly by a Korean English teacher. Furthermore, seventeen students (10.62%) perceived that repetition in listening practice was very helpful in courses taught by a Korean English teacher. Another preferred method mentioned was summarization of frequently used vocabulary.

In sum, the Korean teacher's best methods were 'dictation/fill in the blank and clear explanation of grammar', while native English teachers' best methods were 'repetition','discussion' and 'conversation with teachers'. It is presumed that students perceived that Korean teachers used more skills or strategies for TOEIC courses than native English teachers in this experiment, since students showed more responses in best methods with a Korean teacher (as shown in Table 7: 46.25%, 12.5%, 10.62%) than a native teacher (as shown in Table 6: 11.87%, 5%, 2.5%, 4.38%, 1.88%). In addition to these characteristics, dictation and repetition were indicated by students to be the best methods for courses taught by both Korean and native English teachers.

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IV. DISCUSSION

Numerous corporations and companies require the results of the TOEIC to assess English competence of their job applicants (Lee, 2005, Pan 2010). As a consequence, many universities in Korea are offering TOEIC as one of liberal arts courses. The courses have been conducted by NESTS or non-NESTs. With this in mind, this study aims to investigate who is better suited to teach effective TOEIC courses in Korea, Korean or native English teachers and to decipher which methods for the TOEIC exam are thought to be most beneficial through surveying perceptions of the students. For better interpretation of the result, it is necessary to compare the skills students feel important to improve their TOEIC scores and what their actual scores show.

The pre-test was conducted during the first week of the 15-week semester, marking the beginning of the incubation period. The post-test was conducted at the end of semester. In the groups taught by a native English teacher, 63 out of 80 students participated in two TOEIC tests (pre-test and post-test). In the groups taught by a Korean teacher, 64 students out of 80 students took two TOEIC tests. The data from two groups, for the listening section, showed significant statistical difference (Table 8). Contrary to students' perceptions, classes by Korean English teachers showed more improvement in TOEIC listening score than native English teachers.

TABLE 8

Listening Score between Classes Taught by a Korean and Native English Teacher

Test		Native Teacher			Korean T		F-Value
	#	Average	Std.	#	Average	Std.	
Pre-test	63	211.5323	51.54538	64	213.3333	59.30149	0.85771
Post-test	63	217.8571	72.6686	64	236.875	81.31007	0.17064
F-value		.818723			*0.005633		
Difference		6.324885			23.54167		

*P<0.05

However, the data from the reading section showed no significant difference between the two groups (Table 9).

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TABLE 9

Reading Scores Between Classes Taught by a Korean and Native English Teacher

Test		Native Teacher			Korean T		F-Value
	#	Average	Std.	#	Average	Std.	
Pre-test	63	165.079	62.3077	64	168.593	70.54181	0.769134
Post-test	63	157.936	72.6686	64	163.281	71.36624	0.656545
F-value		.174137			.451495		
Difference		-7.14286			-5.3125		

The total TOEIC score differences between two groups do not demonstrate a significant difference, either (Table 10).

TABLE 10

Total TOEIC Score Between Classes Taught by Korean and Native English Teacher

Test		Native Teacher			Korean T		F-Value
	#	Average	Std.	#	Average	Std.	
Pre-test	63	374.047	102.1587	64	378.9844	115.289	0.80049
Post-test	63	367.698	113.2381	64	390.1563	121.6262	0.287554
F-value		.426277			0.267207		
Difference		-6.34921			11.17188		

According to the research, the only significance revealed between two groups was listening ability, showing different results from the perception of students. That is, the statistics didn't support the students' perceptions that their listening ability will improve in courses taught by native English teachers, more so than in courses taught by Korean English teachers. Given the limited hours of formal instruction, the use of strategies by teachers that can motivate students might work for a successful course.

V. CONCLUSION

This study focuses on individuals in this research population and his or her ideas. Results of this study may draw attention to learner needs and learner outcomes in TOEIC courses taught by native English teachers in Korean universities, and future studies, consisting of longer incubation periods, should be considered. Results from this study should therefore be viewed as preliminary. Although elements such as age, gender, family income data and regional differences are not parameters in this study, they are

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potentially influential in data analysis. The research design, limited incubation period and limited scale of sampling, can limit the generalization of this research. That implies that long term results could vary. However, from the results of this study involving students' perceptions of TOEIC courses taught by native English teachers, three implications are drawn.

First, student perception regarding the efficacy of native English teachers to teach the TOEIC listening section was not statistically supported. In addition, students' perception of Korean English teachers' ability to teach the TOEIC reading section more effectively was not statistically supported, either. Accordingly, data and results suggest that there is no innate superiority for Korean or native English teachers in context to teaching TOEIC courses.

Second, it can be implied that the methodologies used by teachers in classrooms affected the change in score. According to this study, the only statistically significant difference in the present study was that of the Korean teacher group, relative to itself, for the listening section. This particular statistical significance indicated that in the short term, for the duration of the incubation period, hours of study not in excess of 3 hour per week for 15 weeks, direct test preparation and clear grammar focus teaching are more effective way to increase students' TOEIC scores.

Third, the methodologies which were perceived the best for TOEIC courses were dictation and repetition. However, in the long term, discussion and conversation between teachers and students, or between students, might affect the score in the positive way.

In this research, a number of hours, not exceeding that of the incubation period are not sufficient enough to improve the overall TOEIC score. However, according to this study, it can be implied that there is no innate superiority, for native or Korean English teachers, whether qualified or unqualified. The investigation hopes to throw light on the discrepancy between student perceptions and classroom realities.

In conclusion, teaching ability depends on individual qualifications, regardless of the teacher's native language. Therefore, Korean or Native English teachers should strive to obtain in-depth understanding of TOEIC and to develop their own strategies for effective courses. Korean teachers were suggested to lead the TOEIC courses in a more interactive way, while native English teachers were required to increase students' understanding of their grammar explanations in order to lower students' level of anxiety and raise their satisfaction of the course and ultimately positively affect the score.

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