

---

# Native Speaking English Teachers as Perceived by South Korean Elementary and Middle School Students

---

CHRISTOPHER J. DAWE<sup>1</sup>

*University of Pennsylvania, United States of America*

## **Bio Data:**

Chris Dawe graduated with a degree in Classics from Brigham Young University. He is currently a Graduate Assistant at the University of Pennsylvania's Graduate School of Education, where he is studying Intercultural Communications. His primary interest is examining the ways in which educators can cross cultural and linguistic boundaries.

## **Abstract**

English language acquisition has become increasingly important to South Koreans as they strive to compete in the globalized economy. As the demand for English education has increased, the Korean government has responded by, among other initiatives, creating the English Program in Korea (EPIK). This program brings native English speakers from Anglophone countries to South Korea, as assistant English teachers. This paper reports the findings of a survey given to over 1,000 Korean elementary and middle school children. The students were asked several questions on a Likert scale to gauge their opinions on a variety of aspects of their EPIK teachers. Broadly speaking, the respondents indicated high levels of satisfaction with their teachers across all questions.

## *Keywords:*

EPIK, South Korea, Native Speaking English Teacher (NSET), ESL

---

<sup>1</sup>I would like to thank Angela Kim, Annie Kim, Hung Mi-ok, Chin Suk-hi, Hyo Jang Young, Hyunkyung Jang, and Sue Smith Jackson for their assistance in the collection and analysis of the data reported in this study and to Matt VanVolkenberg for providing copious amounts of supplemental material. Also, I am extremely grateful for the invaluable assistance of Jeong-in Park, for her role in the creation of the survey and her many helpful suggestions. All errors are my own.

## **Introduction**

South Korea in the past decade has extensively recruited English teachers from Anglophone countries as a supplement to the efforts of Korean English language instructors. Including employees at private institutions, by 2008 there were nearly 22,000 Native Speaking English Teachers (NSETs) in South Korea, coming predominantly from the United States and Canada (Limb, 2008). Debate has raged over the effectiveness of the NSETs, their qualifications, and, sometimes their perceived moral turpitude (Jin, 2005). Some Korean citizens complain bitterly about these teachers while others see them as both necessary and helpful in Korea's quest to become more globally competitive. This is, perhaps, to be expected. Perceptions of the effectiveness of teachers can vary dramatically based on the vantage point and biases of the person rendering judgment. Indeed, even within one classroom, students' assessments on a teacher can differ widely based on many factors (Tatar & Schiff, 2003).

Following a survey conducted by the Seoul Metropolitan Office of Education (SMOE) to "evaluate long-term English policy to strengthen public education in English" (Seoul Metropolitan Office of Education, 2011, pp. 1) newspapers throughout South Korea trumpeted the claim that South Korean students drastically preferred Korean English teachers (KETs) to non-Korean teachers. Though students' desires are rarely the most influential factor in determining curriculum and pedagogical techniques (if it were, schools would likely see a marked increase in "positive-reinforcement" and a decrease in mathematics,) the students' seeming preference for Korean educators is significant. The SMOE survey overwhelmingly suggested that Korean students would prefer a KET significantly proficient in English to an NSET (Seoul Metropolitan Office of Education, 2011, pp. 5). This finding, however, is problematic. It first fails to define precisely what is meant by "proficient." Moreover, the SMOE survey did not ask the students if they felt their KET was proficient.

This study attempts to supplement the one conducted by SMOE by examining the thoughts of South Korean students on their current teachers, as opposed to hypothetical teachers. Students were asked several pointed questions about their NSETs. These questions discussed both the students' perceptions of the teachers' abilities and the overall effectiveness of the class. They were then questioned as to their current NSETs effectiveness in specific comparison to their current KETs. Following a brief overview of South Korea's English program and an examination of the SMOE survey, both the methodology and the results of this survey will be discussed and analyzed.

## **English language instruction in South Korea and the (EPIK) program**

South Korea's passion for English education is well documented (Adams, 2007). The government has made English an academic subject, with a federally mandated goal "to cultivate the basic ability to understand and use English in everyday life. Moreover, it is to present a correct perception of foreign cultures in order to develop our own culture and introduce it to other countries" (Ministry of Education, Science and Technology, 2008, p. 43). Though the pedagogy obviously changes based on grade-level, the Korean government, which sets the curriculum, strictly regulates it and, until recently, had a standardized national textbook (Butler & Lee, 2006, p. 509). The generalized goals for primary students are,

[To] increase students' interest in English and foster their basic ability to understand English and express themselves in English.

1. Acquire interest in English.
2. Build confidence in the basic use of English.
3. Build a foundation for basic communication in English in everyday life.
4. Understand foreign customs and cultures through English education.

Based on the English learned in elementary school, secondary school English should cultivate in the students the ability to understand and communicate in English about general topics in daily life.

1. Understand the necessity to communicate in English.
2. Effectively communicate in daily life and about general topics.
3. Understand diverse foreign information in English, and put it into practical use.
4. Through English education, appreciate diverse cultures and introduce our culture in English (Ministry of Education, Science and Technology, 2008, p. 43-44).

To achieve these goals, the Korean government has instituted specific and numerous requirements for each grade level, which are too voluminous to completely list here. The specific goals for a fifth grader, however, provide an example of the governmental mandate.

#### < Fifth grade ><sup>2</sup>

##### A. Listening

- a. listen to a simple speech or dialogue and understand the order of events.
- b. listen to and understand the main points of a simple speech or conversation.
- c. listen to a simple speech or dialogue, and understand the situation.
- d. understand simple telephone conversations.
- e. listen to and understand explanations about objects and pictures.
- f. listen to simple instructions and carry out the task.

##### B. Speaking

- a. make appropriate questions and answers to a situation using simple expressions.
- b. listen to a short speech and dialogue and talk about the main idea.
- c. speak briefly about a simple picture or situation according to the order of events.
- d. make an order or request in two or three consecutive sentences.
- e. carry on a simple telephone conversation.

##### C. Reading

- a. read aloud easy and simple sentences.
- b. read and understand easy and simple sentences.
- c. read aloud according to English stress, rhythm, and intonation.
- d. read names of familiar objects and signs in the environment.

##### D. Writing

- a. write easy words and phrases.
- b. look at objects and pictures and write a sentence, using an example sentence as a guide.
- c. write capital and small letters in print and with punctuation

---

<sup>2</sup> Emphasis in original.

(Ministry of Education, Science and Technology, 2008, p. 48-49).

In spite of the government's goals and efforts, the English ability of South Koreans is consistently rated as one of the lowest in Asia (Jeon, 2006) and South Koreans themselves view their English ability as severely lacking (Lee, B. 2008). Indeed, even the English ability of public school English teachers is suspect. In 2002, *The Chosunilbo* noted that,

English classes were first introduced to elementary schools for third to sixth year students in 1997, but the results were not satisfactory. In Seoul, for example, only 7.9% of 9,768 elementary, middle, and high school teachers can teach a class in English, which provoked distrust by students and parents on English education (Yang, 2002).

This lack of both linguistic ability and trust stems from lack of training. For many teachers,

English was not their major in college; they mainly trained to become elementary school teachers and followed a general curriculum in college. For many, English had been a subject studied in high school as Americans study a second language in the States. Thus, although the Korean teachers' English reading and translating skills for the most part were adequate for basic communication, they had not had many opportunities to practice spoken English (Davies-Wiley & Wiley, 2001).<sup>3</sup>

The perceived failure of public education has led to a booming, private English education industry that generates yearly revenues of 20.9 trillion won or \$13.7 billion (Jeon, 2006). Nearly 90% of Korean students receive some form of private tutoring (Asia Spending Billions).

This English after-school market for children offers a highly stratified and diversified menu in terms of both format and price. English after-school programs include private and group tutoring (*kwaoe*) with Korean tutors or native English speakers; specialized English institutes (*yongo chonmun hagwan*); worksheets (*haksupchi*) that teachers visit the home to distribute, collect, and grade; and internet lessons (Abelmann & Park, 2004, pp 646-647).

Some Korean parents go to extreme lengths to foster their children's English abilities. Media outlets report that it is not uncommon for infants to spend up to five hours a day watching English instructional programs and, though there are no official statistics, reports indicate there are an increasing number of elective lingual frenectomies, a procedure in which the tongue is surgically elongated, nominally to

---

<sup>3</sup> Butler, writing several years after Davis-Wiley and Wiley, took note that the situation had improved but the linguistic ability of KETs is still lacking,

Some, mostly younger and newer teachers, have received preservice training to teach English, while others are certified to teach English at the secondary school level or have taught in other academic settings. However, the number of English teachers nationwide with such experience is still disproportionately small (Butler, Level, 2004, pp. 247).

allow Koreans to pronounce the phonemes /l/ and /r/, which are notoriously difficult for Koreans (Demick, 2002).

In recent years, the Goose Father phenomenon has been seen with increased public scrutiny. Starting in the late 1990s, children began to be sent overseas to Anglophone countries for extended times to study English, among other academic pursuits. Often the children's mothers would accompany them, leaving the fathers behind in Seoul.

The "goose father" [*gileogi appa*] nickname refers to the seasonal visits made by the fathers to their faraway families, the way geese migrate every year. "Eagle fathers" [*dogsuli appa*] are men wealthy enough to visit at will, while "penguin fathers" [*peng-gwin appa*] have no idea when the next reunion will take place (Kang, 2012).

According to the Korea Educational Development Institute, in 2000, 4,300 Korean students were studying overseas (Kang, 2012). That number jumped to 18,600 in 2011. *The New York Times*, however, claims "40,000 South Korean schoolchildren are believed to be living outside South Korea with their mothers" (Onishi, 2008). Unsurprisingly, this familial separation has led to difficulties, both financial and emotional. In several widely reported incidents, families have disintegrated and distraught fathers have committed suicide (Choe, H. Y., 2003). Commenting on this, South Korean president Lee Myung-Bak stated, "This is unprecedented. Korea is actually the only country in the world undergoing such a phenomenon, which is very unfortunate" and pledged to strengthen Korea's English education program (Onishi, 2008).

One aspect of this was an increase to the English Program in Korea (EPIK). The EPIK program was started in 1995 (EPIK Website), to coincide with the end of the Peace Corps English education mission in South Korea, which had begun in 1966 (Chung, 2010).

EPIK, the English Program in Korea, is a government-run program under the National Institute of International Education (NIIED) and the Ministry of Education, Science and Technology (MEST). The goal of EPIK is:

- To foster primary and secondary students' English communication abilities in the age of information and globalization
- To provide English conversation training to public English teachers
- To develop English textbooks and teaching materials
- To improve and expand English teaching methodologies
- To encourage cultural awareness between Koreans and...Guest English Teachers (EPIK Website).

To do this, EPIK has recruited a number of NSETs; from the 54 teachers that arrived in 1995, the number has grown to 4,818 "recruited and trained" in 2010 (EPIK). The program has often been criticized, with some academics dismissing it, saying EPIK hires "native English speakers serves as a political tool for (re)gaining the trust of parents who sent their children abroad or to private language institutes" (Jeon, M., 2010, pp. 145). Opposition civic groups have been formed, most notably the Citizen's Alliance for Correct English Education, actively campaign against NSETs. Their efforts are supported by many Korean educators who feel many EPIK

teachers are unqualified: “‘This has nothing to do with race. It is all about teaching,’ said Kim Young-Lan, a sociology professor at Sookmyung Women's University in Seoul” (Glionna, 2010). The animus towards NSETs is not limited to these civic groups. Media outlets routinely run stories complaining about the influx of “unqualified” NSETs, such as this 26 January 2005 story from the *Kyunghyang Sinmun*, which claims, “Because of the excitement for learning English, there has been an onslaught of [unqualified] foreigners...[Some] have even forged college diplomas” (Song, 2005). Politicians have spoken out publicly against NSETs, with one prominent member of the majority New Frontier (*Saenuri*) Party, Representative Lee Ju-Youn, declaring that of all foreigners in South Korea, “Foreign native speakers are particularly potential native child sexual offenders” (Asia Today, 2009).

### **The Seoul metropolitan office of education survey**

Given these vocal sentiments, it is perhaps unsurprising that when SMOE was considering its 2013 budget, it considered a proposal to phase NSETs out of secondary schools. After lobbying from groups such as the aforementioned CACEE (English Spectrum), SMOE elected to cut 425 middle and high school NSET positions. Media outlets announced that it was to reduce “disappointment” with NSETs and credited this decision, in part, to the results of the SMOE survey (Lee, H. J., 2012). Polling nearly 30,000 students and 12,000 parents, the study, nominally, examined the regard with which students hold NSET compared to KETs and found 53.7% of students would prefer “a Korean teacher who has good English speaking skills and is an excellent teacher;” 26.9% favored NSETs; and 16.7% preferred “a Korean teacher, who lacks English skills but is a very good classroom teacher” (Seoul Metropolitan Office of Education, 2011, pp. 5). While 62.4% parents said NSETs “must be present” (Seoul Metropolitan Office of Education, 2011, pp. 3), the take-away message for many was the preference of Korean students for KETs with excellent English skills (Lee, A. I., 2011)<sup>4</sup>

### **Methodology and participants<sup>5</sup>**

As noted, however, Korean citizens have a distrust of the competency of KETs. The purpose of the survey presented in this study was to gauge the views of Korean students on their NSETs’ performance and to see their thoughts in comparing their current KET and current NSET; not, as SMOE did, compare the NSET with an idealized, Korean abstract. Surveys were distributed a total of 1006 elementary and middle school students from schools in the Seoul National Capital Area (SNCA.) This region, geographically proximate to the schools in which the SMOE survey was distributed, is made up of the two autonomous cities of Seoul and Incheon, as well as the encircling province of Gyeonggi-do. It is home to nearly 25 million people, or half of South Korea’ populace. There are an estimated 279,095 non-Koreans living in the SNCA (Seoul Statistics, 2011), meaning that while seeing a foreigner is not an

---

<sup>4</sup> South Korean media almost uniformly presented the survey as a mandate against NSETs. Stories from the *Asia Gyeongje* (Park, E.H., 2011), *Asia Today* (Shin, 2011), *EBS*, (EBS, 2011) *Financial News* (Kim, K. 2011), *Hankyoreh* (Kim, M.K. 2011), *Kukmin Ilbo* (Jeong, 2011), *Money Today* (Choe, E.H., 2011), *Newsis* (Lee, H. 2011), *Seoul Sinmun* (Park, G. H., 2011) all had headlines describing the supposed dissatisfaction with NSETs.

<sup>5</sup> See Appendix #1 for the original survey.

uncommon occurrence, many Korean students have opportunities to interact with non-Koreans only through NSETs.

As English education with NSETs do not occur until third grade, first and second grade students were not asked to participate.<sup>6</sup> All students were ensured of anonymity and Korean teachers, never the NSET, distributed the surveys. As a number of students likely had private NSET instruction (Butler, Nonnative-English Speakers, 2007, pp. 732) the students were directed to limit their answers to the public school NSETs. The surveys were completely written in Korean and instructions were given in Korean. After first establishing their grade and gender, the students were asked:

1. How many years have you had a public school NSET?
2. Do both an NSET and a KET teach your class?
3. If so, what percentage of the class is taught by the NSET?
4. To what extent would you say the NSET has assisted you in improving your English ability?
5. Are the classes taught by the NSET enjoyable?
6. Do you feel the NSET is adequately prepared when teaching?
7. Does the NSET encourage students and is he or she positive?
8. Does the NSET clearly communicate the lesson to Korean students?
9. Does the NSET care about his or her students?
10. How effective is the NSET compared to the KET?

While there is some overlap in questions between this study and the one funded by SMOE, several important questions did not appear on the government survey. The additional questions, which look at how the students view the actual class, are:

- Do both a NSET and a Korean English Teacher (KET) teach your class?
- If so, what percentage of the class is taught by the NSET?
- Do you feel that the NSET spends an adequate amount of time preparing for class?
- Does the NSET encourage students and is he or she positive?
- Is the NSET capable of clearly communicating the lesson to Korean students?
- Does the NSET care about his or her students?

481 (47.8%) of the respondents were male; 522 (51.9%) were female. 539 (53.7%) were elementary students; 463 (46.1%) were middle school students. The gender breakdown by grade is as follows:

---

<sup>6</sup> South Korean elementary schools encompasses the first six grades, with grades seven, eight, and nine being in middle school.

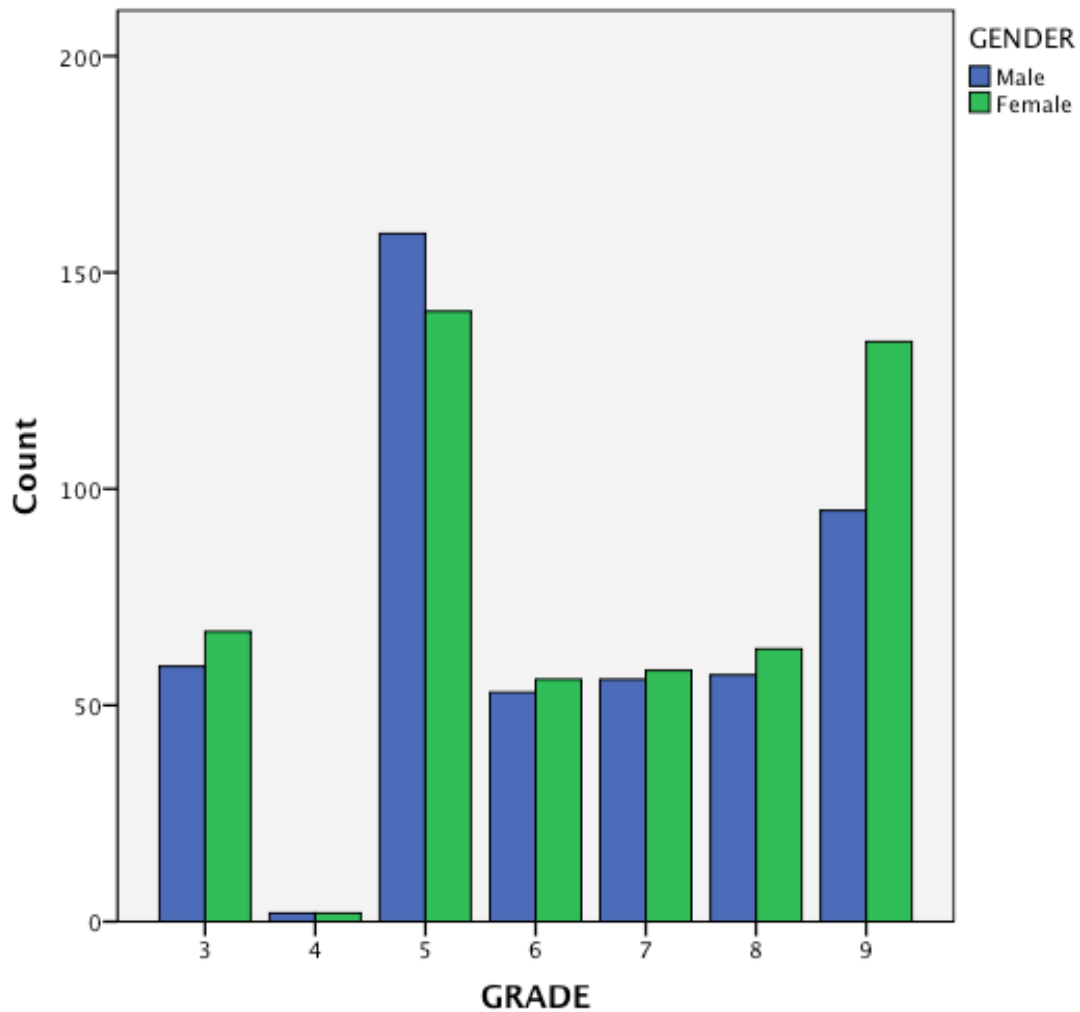


Figure 1. Gender of respondents by grade level.

The students' experience with publicly funded NSETs, of course, varied greatly based on the students' age and grade level. There were also differentials across different schools and different districts, with students in some schools having received more exposure than students in others, but the mean was 3.09 years (Std. Deviation: 1.71.).



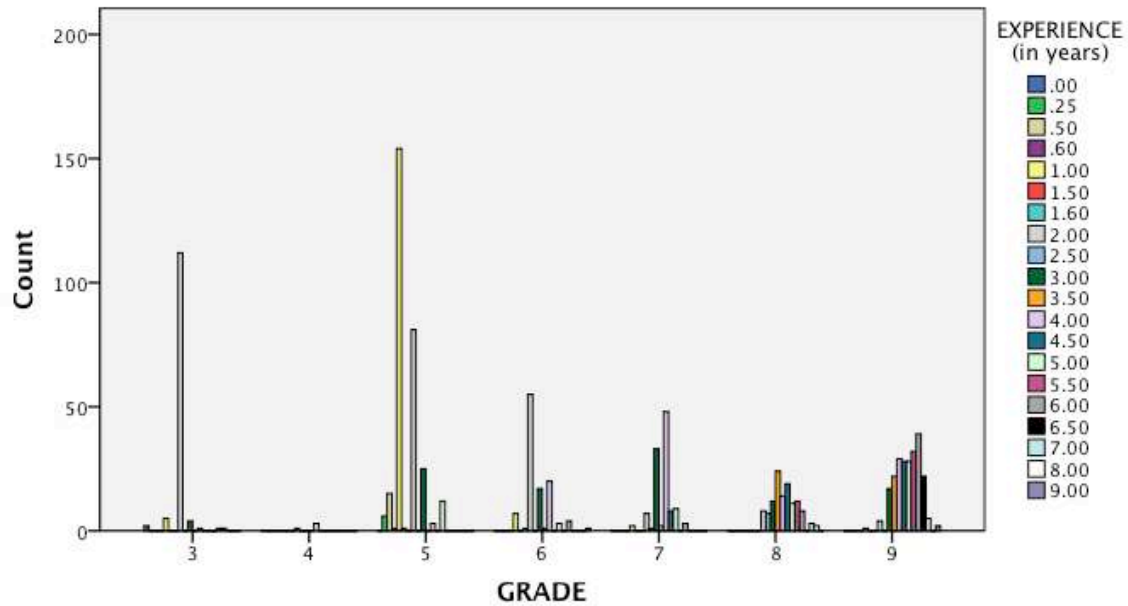


Figure 2. Respondents' experience with NSETs by grade level.

The NSETs assigned a Korean “co-teacher” and the students were asked specifically who taught the class. Though 95% of the students said that they received joint instruction from both the KET and the NSET, the results showed that there were severe differences in the classroom time used by the NSETs and the KETs. 6.4% of respondents stated that less than a fifth of class time was taught by the NSET. 15.7% believed that the NSET taught 20-40% of the time; 32.3% saw a more equal split of 40-59%; 23.9% of students stated that the NSET taught 60-79% of the class; finally, 17.3% viewed the NSET as teaching over 80% of the class.

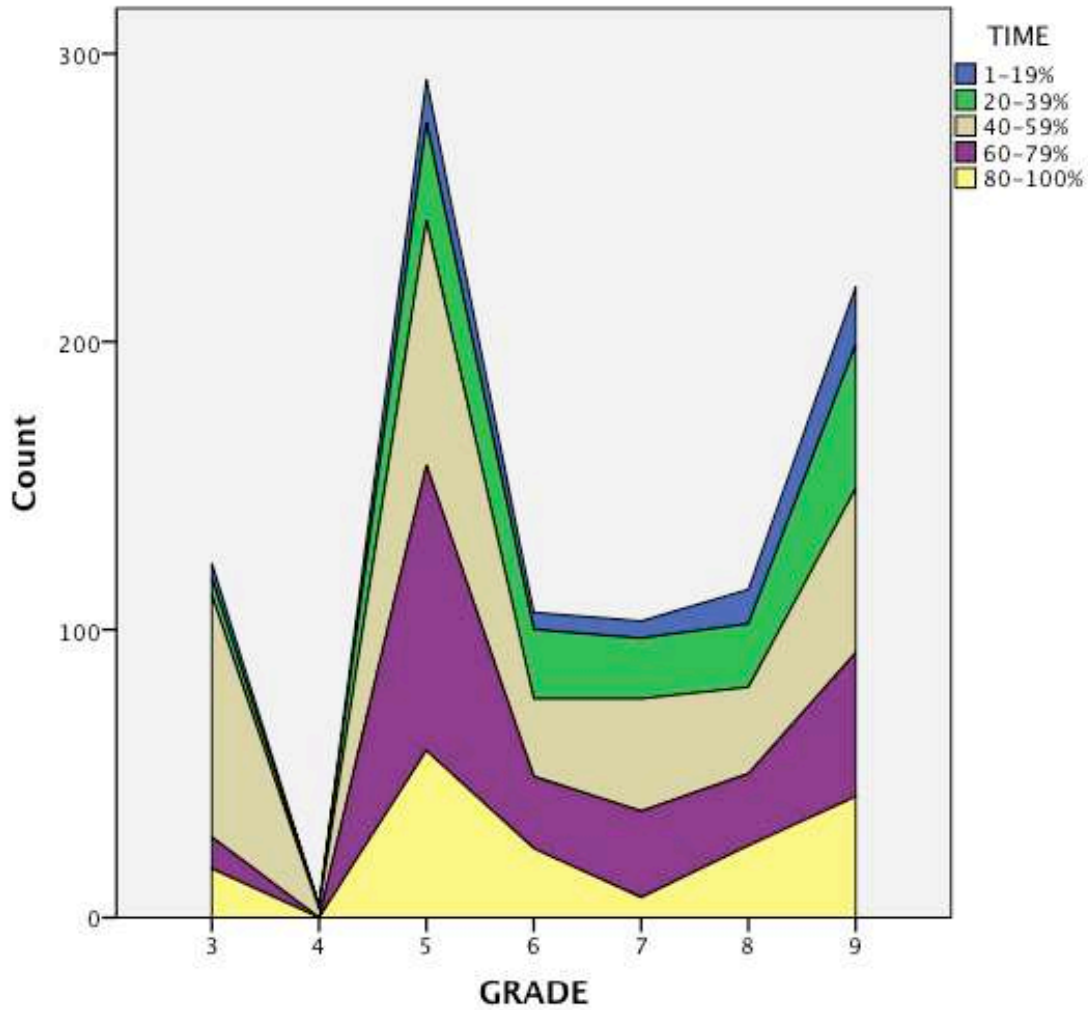


Figure 3. Respondents' perceptions of time spent teaching by NSETs.

## Results

### Teacher characteristics

Overall, it appears that Korean elementary and middle school students have a favorable opinion of their NSETs. The students generally found their teachers to be well prepared (Table 1,) positive and encouraging (Table 2,) and caring (Table 3.) In general, for each of these descriptors, boys tended slightly more to answer in the extremes (i.e., "extremely prepared" and "not prepared.") Thus, the girls were slightly more likely to provide a more neutral answer. The exceptions to this were that only 4.8% of boys viewed the teacher as insufficiently positive compared to 5.4% of girls and 28.4% felt that the NSETs cared very much about their students as opposed to 33.4% of girls. The most significant difference between the genders is that 33.5% boys and 27% of girls find their NSET to be "extremely caring."

Table 1 Respondents' perceptions of NSET preparation.

|  | Do you feel the NSET is adequately prepared when teaching? |               |          |                         |              | Total |
|--|--|---------------|----------|-------------------------|--------------|-------|
|  | Extremely prepared   | Very prepared | Prepared | Insufficiently prepared | Not prepared |       |
|  |  |               |          |                         |              |       |

|        |        |                 |       |       |       |      |      |        |
|--------|--------|-----------------|-------|-------|-------|------|------|--------|
| GENDER | Male   | Count           | 168   | 157   | 129   | 9    | 12   | 475    |
|        |        | % within GENDER | 35.4% | 33.1% | 27.2% | 1.9% | 2.5% | 100.0% |
| GENDER | Female | Count           | 171   | 172   | 164   | 10   | 2    | 519    |
|        |        | % within GENDER | 32.9% | 33.1% | 31.6% | 1.9% | .4%  | 100.0% |
| Total  |        | Count           | 339   | 329   | 293   | 19   | 14   | 994    |
|        |        | % within GENDER | 34.1% | 33.1% | 29.5% | 1.9% | 1.4% | 100.0% |

Table 1 Respondents' perceptions of positivity of NSETs.

|        |        |                 | Does the NSET encourage students and is he or she positive? |                               |                                     |   |                                  | Total  |
|--------|--------|-----------------|---|-------------------------------|-------------------------------------|---|----------------------------------|--------|
|        |        |                 | Extremely positive and encouraging                          | Very positive and encouraging | Adequately positive and encouraging | Neither sufficiently positive nor encouraging | Neither positive nor encouraging |        |
| GENDER | Male   | Count           | 136   | 148                           | 151                                 | 23  | 17                               | 475    |
|        |        | % within GENDER | 28.6%   | 31.2%                         | 31.8%                               | 4.8%  | 3.6%                             | 100.0% |
| GENDER | Female | Count           | 143   | 155                           | 184                                 | 28  | 7                                | 517    |
|        |        | % within GENDER | 27.7%   | 30.0%                         | 35.6%                               | 5.4%  | 1.4%                             | 100.0% |
| Total  |        | Count           | 279   | 303                           | 335                                 | 51  | 24                               | 992    |
|        |        | % within GENDER | 28.1%   | 30.5%                         | 33.8%                               | 5.1%  | 2.4%                             | 100.0% |

Table 2 Respondents' perceptions of NSETs' care for students.

|        |        |                 | Does the NSET care about his or her students? |             |                   |                       |            | Total  |
|--------|--------|-----------------|---|-------------|-------------------|-----------------------|------------|--------|
|        |        |                 | Extremely caring                              | Very caring | Adequately caring | Insufficiently caring | Not caring |        |
| GENDER | Male   | Count           | 159   | 135         | 140               | 26                    | 15         | 475    |
|        |        | % within GENDER | 33.5%   | 28.4%       | 29.5%             | 5.5%                  | 3.2%       | 100.0% |
| GENDER | Female | Count           | 140   | 173         | 173               | 26                    | 6          | 518    |
|        |        | % within GENDER | 27.0%   | 33.4%       | 33.4%             | 5.0%                  | 1.2%       | 100.0% |
| Total  |        | Count           | 299   | 308         | 313               | 52                    | 21         | 993    |
|        |        | % within GENDER | 30.1%   | 31.0%       | 31.5%             | 5.2%                  | 2.1%       | 100.0% |

### Classes

55.6% of students found their classes either "extremely enjoyable" or "very enjoyable;" 18.2% found little or no enjoyment within the class. 25.5% found the classes adequate (Table 4). Somewhat surprisingly, given the obvious linguistic and cultural differences, Korean students, by and large, found the NSETs to be clear in their instruction of concepts, with only 13.2% believing the teacher to be "slightly clear" or "unclear" (Table 5). 72.5% of students responded that their classes with the NSETs were "helpful," "very helpful," or "significantly helpful" in learning English, with 27.4% saying that the classes were of little or no help. A slightly higher number of girls saw the classes as having limited benefit, 28.6% to 26.3% of boys (Table 6).

Table 3 Respondents' responses on how much they enjoy NSETs' classes.

|        |        |                          | Are the classes taught by the NSET enjoyable? |                |              |                    |               | Total         |
|--------|--------|--------------------------|---|----------------|--------------|--------------------|---------------|---------------|
|        |        |                          | Extremely enjoyable                           | Very enjoyable | Enjoyable    | Slightly enjoyable | Not enjoyable |               |
| GENDER | Male   | Count<br>% within GENDER | 139<br>29.2%                                  | 133<br>27.9%   | 115<br>24.2% | 60<br>12.6%        | 28<br>5.9%    | 476<br>100.0% |
|        | Female | Count<br>% within GENDER | 164<br>31.7%                                  | 116<br>22.4%   | 138<br>26.7% | 75<br>14.5%        | 24<br>4.6%    | 517<br>100.0% |
| Total  |        | Count<br>% within GENDER | 303<br>30.5%                                  | 249<br>25.1%   | 253<br>25.5% | 135<br>13.6%       | 52<br>5.2%    | 993<br>100.0% |

Table 4 Respondents' perceptions of the clarity of the NSETs' lessons.

|        |        |                          | Does the NSET clearly communicate the lesson to Korean students? |              |                  |                |            | Total    |               |
|--------|--------|--------------------------|--|--------------|------------------|----------------|------------|----------|---------------|
|        |        |                          |  | Very clear   | Adequately clear | Slightly clear | Unclear    |          | 34            |
| GENDER | Male   | Count<br>% within GENDER | 108<br>22.8%   | 123<br>26.0% | 170<br>35.9%     | 52<br>11.0%    | 19<br>4.0% | 1<br>.2% | 473<br>100.0% |
|        | Female | Count<br>% within GENDER | 97<br>18.7%  | 163<br>31.5% | 198<br>38.2%     | 45<br>8.7%     | 15<br>2.9% | 0<br>.0% | 518<br>100.0% |
| Total  |        | Count<br>% within GENDER | 205<br>20.7%   | 286<br>28.9% | 368<br>37.1%     | 97<br>9.8%     | 34<br>3.4% | 1<br>.1% | 991<br>100.0% |

Table 5 Respondents' perceptions of the utility of the NSETs' lessons.

|        |        |                          | To what extent would you say the NSET has assisted you in improving your English ability? |              |              |                  |             | Total         |
|--------|--------|--------------------------|---|--------------|--------------|------------------|-------------|---------------|
|        |        |                          | Extremely helpful   | Very helpful | Helpful      | Slightly helpful | Not helpful |               |
| GENDER | Male   | Count<br>% within GENDER | 88<br>18.5%   | 125<br>26.3% | 137<br>28.8% | 86<br>18.1%      | 39<br>8.2%  | 475<br>100.0% |
|        | Female | Count<br>% within GENDER | 83<br>16.0%   | 137<br>26.4% | 150<br>29.0% | 119<br>23.0%     | 29<br>5.6%  | 518<br>100.0% |
| Total  |        | Count<br>% within GENDER | 171<br>17.2%  | 262<br>26.4% | 287<br>28.9% | 205<br>20.6%     | 68<br>6.8%  | 993<br>100.0% |

In the SMOE survey, the students were asked, "What type of English teacher is most helpful?" and provided the three answers discussed earlier (Seoul Metropolitan Office of Education, 2011, pp. 5). The students of this survey were presented with the question, "How effective is the NSET compared to the KET?" This question eschewed the hypothetical nature of the SMOE survey – students were

not asked what is the most preferable type of teacher but rather, of their current teachers, which one is most effective at teaching English. In terms of the specific effectiveness of the NSETs and KET co-teachers, only 12.7% of students viewed the KET as being a more effective educator. 34.8% viewed the teachers being similarly effective and a majority, 52.5% viewed the NSET as "more" or "significantly more" effective.

*Table 6* Respondents' perceptions of the effectiveness of their NSET compared to their KET.

|        |        | How effective is the NSET compared to the KET? |                |                     |                |                              | Total  |
|--------|--------|--|----------------|---------------------|----------------|------------------------------|--------|
|        |        | Significantly more effective                   | More effective | Similarly effective | Less effective | Significantly less effective |        |
| GENDER | Male   | Count<br>89                                    | 156            | 165                 | 41             | 22                           | 473    |
|        |        | % within GENDER<br>18.8%                       | 33.0%          | 34.9%               | 8.7%           | 4.7%                         | 100.0% |
| GENDER | Female | Count<br>86                                    | 190            | 180                 | 47             | 16                           | 519    |
|        |        | % within GENDER<br>16.6%                       | 36.6%          | 34.7%               | 9.1%           | 3.1%                         | 100.0% |
| Total  |        | Count<br>175                                   | 346            | 345                 | 88             | 38                           | 992    |
|        |        | % within GENDER<br>17.6%                       | 34.9%          | 34.8%               | 8.9%           | 3.8%                         | 100.0% |

### Conclusion

This study attempted to examine the feelings Korean elementary and middle school students have for their NSETs. With the exception of asking the student to define the time differential between the two teachers, which was asked only to provide a baseline by which to gauge the time used by each teacher, and the final question asking the students to compare the effectiveness of both teachers, the questions were solely designed to discover the students' perceptions of the NSETs as educators. Though Korean media, educators, and politicians routinely provide a litany of complaints against NSETS, generally revolving around a perceived lack of qualifications, it is important to note that the group of Koreans with the most direct classroom experience with the NSETs, the students themselves, have largely favorable opinions about their native instructors and the classes they teach. The majority found the instructors caring, prepared, positive and easy to understand; they find the classes both helpful and enjoyable.

The previous survey conducted by the Seoul Metropolitan Office of Education presents valuable information for a long-term goal. Overwhelmingly, Korean students would prefer a qualified English teacher of a similar cultural background. In the long-term, this seems obvious – few would argue that South Korea would best be served by a legion of dedicated teachers, fluent in English, who are able to explain difficult concepts to students in their native language while teaching in a manner consistent with Korea's unique culture. The goal should not be to have a significant amount of NSETs teaching in Korea indefinitely. Unfortunately, other studies have shown, for the time being, South Korea lacks a large pool of teachers fully proficient in English. The respondents of this study, however, have indicated they have a high level in Native Speaking English Teachers.

## References

- Abelmann, N., & Park, S. (2004, Autumn). Class and Cosmopolitan Striving: Mothers' Management of English Education in South Korea. *Anthropological Quarterly*, 645-672.
- Adams, J. (2007, August 20-27). English for Everyone. *Newsweek. Asia Spending Billions on Tutors: Study*. (n.d.). Retrieved July 9, 2012, from ABS-CBNNnews: <http://anc.abs-cbnnews.com/articles/348/asia-spending-billions-on-tutors-study/>
- Asia Today. (2009, October 23). [Guggam-isyu] Seongbeomjoe Oegug-in Gangjechulgug Gongsosihyo Jeongji Chujin. Retrieved July 11, 2012, from Asia Today: <http://www.asiatoday.co.kr/news/view.asp?seq=296093>
- Butler, Y. G. (2007, December). How Are Nonnative-English-Speaking Teachers Perceived by Young Learners? *TESOL Quarterly*, 731-755.
- Butler, Y. G. (2004, Summer). What Level of English Proficiency Do Elementary School Teachers Need to Attain to Teach EFL? Case Studies from Korea, Taiwan, and Japan. *Tesol Quaterly*, 245-278.
- Butler, Y. G., & Lee, J. (2006). On-Task versus Off-Task Self-Assessments among Korean Elementary School Students Studying English. *The Modern Language Journal*, pp. 506-518.
- Choe, E.H. (2011, November 27). Hagsaeng Jeolban "Won-Eomin Gyosawa Sanghojag-Yong Moshae". Retrieved July 7, 2012, from Money Today: <http://www.mt.co.kr/view/mtview.php?type=1&no=2011112704363067354&outlink=1>
- Choe, H.Y. (2003, July 31). 30 Dae Gileogi Appa Jasalsageon Jeonmal & 'Gileogi Gajog'ui Hyeonsil. Retrieved July 8, 2012, from Dong A Women's Magazine: [http://woman.donga.com/docs/magazine/woman/2003/07/31/200307310500046/2\\_00307310500046\\_1.html](http://woman.donga.com/docs/magazine/woman/2003/07/31/200307310500046/2_00307310500046_1.html)
- Chung, A.-y. (2010, January 1). *Peace Corps Korea Links Past to Present*. Retrieved July 8, 2012, from The Korea Times: [http://www.koreatimes.co.kr/www/news/art/2010/04/203\\_59437.html](http://www.koreatimes.co.kr/www/news/art/2010/04/203_59437.html)
- Davis-Wiley, P., & Wiley, S. G. (2001, Spring). English as Korea's Second Language: Teaching the Teachers How to Teach English in South Korea's Elementary Schools. *International Education*.
- Demick, B. (2002, March 22). *Some in S. Korea Opt for a Trim When English Trips the Tongue*. Retrieved July 10, 2012, from Los Angeles Times: <http://articles.latimes.com/2002/mar/31/news/mn-35590>
- EBS. (2011, November 27). Retrieved July 7, 2012, from Won-Eominboda Hangug-in Yeong-Eogyosa Balamjig: [http://news.ebs.co.kr/ebsnews/sub\\_0200\\_news\\_view.jsp?news\\_id=EN3093619](http://news.ebs.co.kr/ebsnews/sub_0200_news_view.jsp?news_id=EN3093619)
- English Spectrum. (n.d.). *The Cafe's Achievements*. Retrieved July 11, 2012, from Citizen's Alliance for Correct English Education: <http://cafe.naver.com/englishspectrum/5876>
- EPIK. (n.d.). *About EPIK*. Retrieved July 8, 2012, from EPIK: English Program in Korea: [http://www.epik.go.kr/EPIK/html/about\\_epik/rationale.jsp](http://www.epik.go.kr/EPIK/html/about_epik/rationale.jsp)
- EPIK. (n.d.). *EPIK Timeline*. Retrieved July 7, 2012, from EPIK: English Program in Korea: [http://www.epik.go.kr/EPIK/html/about\\_epik/timeline.jsp](http://www.epik.go.kr/EPIK/html/about_epik/timeline.jsp)

- Glionna, J. M. (2010, January 31). *Korea Activists Target Foreign English Teachers*. Retrieved July 11, 2012, from Los Angeles Times: <http://articles.latimes.com/2010/jan/31/world/la-fg-korea-english31-2010jan31>
- Jeon, H.-C. (2006, November 20). *Samsung Economic Research Institute*. Retrieved from The Economics of English: <http://www.seriworld.org/01/wldContV.html?&mn=A&mncd=0301&key=20061120000001&pubkey=20061120000001&seq=20061120000001&kdy=E5JjH5a6=>
- Jeon, M. (2010). Globalization and South Korea's EPIK (English Program in Korea). In V. Vaish, *Globalization of Language and Culture in Asia: The Impact of Globalization Processes on Language* (pp. 161-179). New York: Continuum.
- Jeong, B.-Y. (2011, November 27). *Seoul, Hagsaeng Hagbumo Jeolban-Isang Won-Eominboda 'Hanguk Gyosa' Seonho*. Retrieved July 7, 2012, from Kukmin Ilbo: <http://news.kukinews.com/article/view.asp?page=1&gCode=kmi&arcid=0005595786&cp=nv>
- Jin, H.J. (2005, February 7). *Unqualified English Instructors Seen as Major Problem Here*. Retrieved July 17, 2012, from The Korea Herald: <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=108&oid=044&aid=0000049104>
- Kang, J. K. (2012, May 17). *S. Korean "Goose Fathers" so Lonely They Keep Flies*. Retrieved July 8, 2012, from Reuters: <http://www.reuters.com/article/2012/05/17/us-korea-goosefathers-idUSBRE84G0IZ20120517>
- Kim, K. (2011, November 27). *Jang-Gijeog-Eulo Hanguk-in Gyosaga Yeong-eo Galeuchineunge Joh-a*. Retrieved July 7, 2012, from Financial News: [http://www.fnnews.com/view?ra=Sent1201m\\_View&corp=fnnews&arcid=111127125035&cDateYear=2011&cDateMonth=11&cDateDay=27](http://www.fnnews.com/view?ra=Sent1201m_View&corp=fnnews&arcid=111127125035&cDateYear=2011&cDateMonth=11&cDateDay=27)
- Kim, M. K. (2011, November 27). *Yeong-Eogyoyug Mujogeon Won-Eomin-i Choego? 'Sillyeog Ttwieonan Hanguk-In Gyosaga Nasda'*. Retrieved July 7, 2012, from Hankyoreh: <http://www.hani.co.kr/arti/society/schooling/507407.html>
- Lee, A. I. (2011, December 7). *[Dandog] Seoul Cho Jung Go Won-Eomin Gyosa Salajinda*. Retrieved July 11, 2012, from SBS News: [http://news.sbs.co.kr/section\\_news/news\\_read.jsp?news\\_id=N1001040142](http://news.sbs.co.kr/section_news/news_read.jsp?news_id=N1001040142)
- Lee, B. (2008, February 14). *Korea's Endless Grapple with English*. Retrieved July 8, 2011, from Korea JoongAng Daily: <http://koreajoongangdaily.joinsmsn.com/news/article/article.aspx?aid=2886164>
- Lee, H. J. (2012, February 24). *Seoul Gyoyugcheong, Olhae Jung-Gogyo Won-Eomingyosa 425 Myeong Gamchu*. Retrieved July 11, 2012, from Naver: <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=102&oid=003&aid=0004356395>
- Lee, H. (2011, November 27). *Won-Eomingyosa 90% "Nae Sueob-Eulo Hagsaengdeul Sillyeog Neul-eo" Hajiman Hagsaeng-Eun Won-Eominbodahanguk-in Gyosa Seonho*. Retrieved July 7, 2012, from Newsis: <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=102&oid=003&aid=0004211233>

- Limb, J.U. (2008, November 10). *Canadian English Teachers in a Bind*. Retrieved July 14, 2012, from Korea Joongang Daily:  
<http://koreajoongangdaily.joinsmsn.com/news/article/article.aspx?aid=2897140>
- Ministry of Education, Science and Technology, Korea. (2008). *The School Curriculum of the Republic of Korea: Proclamation of the Ministry of Education, Science and Technology: #2008-160*. Seoul: Ministry of Education, Science and Technology, Korea.
- Onishi, N. (2008, June 8). *For English Studies, Koreans Say Goodbye to Dad*. Retrieved July 8, 2011, from The New York Times:  
[http://www.nytimes.com/2008/06/08/world/asia/08geese.html?\\_r=2&oref=slogin](http://www.nytimes.com/2008/06/08/world/asia/08geese.html?_r=2&oref=slogin)
- Park, E. H. (2011, November 27). *Asia Gyeongje*. Retrieved July 7, 2012, from Seoulsi Gyoyugcheong: 'Won-Eomin Gyosa Jul-Igo Hangug-In Yeong-Eogyosa Yugseong':  
<http://www.asiae.co.kr/news/view.htm?idxno=2011112810192924264>
- Park, G. H. (2011, November 28). 'Won-Eomin Gyosaboda Hangug-in Gyosa Seonho' Seoul Gyoyugcheong Yeong-Eogong-Gyoyug Josa. Retrieved July 7, 2012, from Seoul Sinmun:  
<http://www.seoul.co.kr/news/newsView.php?id=20111128009044>
- Seoul Metropolitan Office of Education. (2011, November 25). *Seoul-eong-eogong-gyoyug ganghwajeongchaegseong-gwabunseogmichbaljeonbang-an-yeongu*. Retrieved July 12, 2012, from GoodSen News:  
<http://news.sen.go.kr/main/php/download.php?downFile=%2Fupload%2Farticle%2F201111%2F%BF%B5%BE%EE%B1%B3%C0%B0+%BC%BA%B0%FA%BA%B8%B0%ED%BC%AD%28%BF%E4%BE%E0%29.pdf>
- Seoul Statistics. (2011). Retrieved July 7, 2012, from Hi Seoul, Soul of Asia:  
[http://stat.seoul.go.kr/Seoul\\_System5.jsp?stc\\_cd=802](http://stat.seoul.go.kr/Seoul_System5.jsp?stc_cd=802)
- Shin, H. W. (2011, November 27). "Haggyo Yeong-Eogyoyug-Eun Usuhan Hangug-In Yeong-Eogyosaga Balamjig". Retrieved July 7, 2012, from Asia Today:  
<http://www.asiatoday.co.kr/news/view.asp?seq=561544>
- Song, H. (2005, January 26). *Palannun-Imyeon "OK" Mujagyeog Oegug-Ingangsa Milmul*. Retrieved July 11, 2012, from Naver:  
<http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=102&oid=032&aid=0000105283>
- Tatar, M., & Schiff, M. (2003, May-June). Significant Teachers as Perceived by Preadolescents: Do Boys and Girls Perceive Them Alike? *The Journal of Educational Research*, 269-276.
- Yang, G. M. (2002, June 6). *The Chosunilbo*. Retrieved July 7, 2012, from Ministries to Hire 5,000 Foreign Language Teachers:  
[http://english.chosun.com/site/data/html\\_dir/2002/06/23/2002062361010.html](http://english.chosun.com/site/data/html_dir/2002/06/23/2002062361010.html)
- Yonghap News. (2011, November 27). *Hangug Hagsaeng Yeong-eo Gyoyug-eun Hangug-in Gyosaga Joh-a*". Retrieved July 11, 2012, from Naver News:  
<http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=102&oid=001&aid=0005390863>



# Appendix #1

## The Original Korean Survey

<모든 질문은 학교의 영어수업과 학교 내 원어민 선생님에 관한 질문입니다>

학년 \_\_\_\_\_

3) 적절히 준비

성별 남 \_\_\_ 여 \_\_\_ (해당되는 곳에 V 표시)

4) 부족함

5) 매우 부족함

1. 몇 학년때부터 원어민 선생님(들)과 학교에서 공부를 했나요?

7. 원어민 선생님(들)께서는 학생들에게 용기를 주시고 긍정적인가요?

\_\_\_\_\_학년

1) 매우 많이

2) 많이

3) 적절히

4) 부족

5) 전혀 그렇지 않음

2. 원어민 선생님과 한국인 선생님께서 한 수업 안에서 함께 수업을 하시나요?

1) 네      2) 아니요.

8. 원어민 선생님(들)께서 가르치시는 내용이 명확하게 이해가 되나요?

1) 매우 많이

2) 많이

3) 적절히

4) 부족

5) 전혀 그렇지 않음

3. 2번에서 1)네를 선택하였으면, 수업시간에 원어민 선생님이 가르치는 비율은 어느 정도 인가요?

1) 10~20%

2) 20~40%

3) 50%

4) 60%~80%

5) 80%~100%

9. 원어민 선생님(들)께서 학생들에 대하여 신경을 써주나요?

1) 매우 많이

2) 많이

3) 적절히

4) 부족

5) 전혀 그렇지 않음

4. 얼마나 원어민 선생님(들)이 영어실력 향상에 도움을 되었나요?

1) 매우 많이 도움이 됨

2) 많이 도움이 됨

3) 도움이 됨

4) 조금 도움이 됨

5) 전혀 도움이 되지 않음

5. 영어 수업이 즐겁나요?

1) 매우 많이 즐거움

2) 많이 즐거움

3) 즐거움

4) 조금 즐거움

5) 즐겁지 않음

10. 원어민 선생님(들)의 영어수업이 한국인 영어 선생님(들)의 영어수업에 비해 당신의 영어실력향상에 효과는 어느 정도 라고 생각합니까?

1) 훨씬 효과적임

2) 효과적임

3) 비슷함

4) 덜 효과적임

5) 전혀 효과적이지 않음

6. 원어민 선생님(들)께서 수업을 잘 준비한다고 생각하나요?

1) 매우 많이 잘 준비

2) 매우 잘 준비

설문에 응해주셔서 대단히 고맙습니다.