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A Research on Methods for English Native-Speakers' Teaching in Korean EFL Classes

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This research conducted between March and December of 2005 has focused on analyzing a diverse range of educational services provided by English native-speaking instructors teaching in Korea. This study includes quantitative research findings from 238 university students. This dual-semester research study focuses on our most recent Korean EFL (English as a Foreign Language) programs provided for university students who wish to improve their English ability. Many students hope to partake in lectures taught by Native English Speaking teachers (hereafter NS teachers), and many universities are also willing to open additional courses for these students. However, in order for lectures to be most effective, NS instructors need to be appropriately trained or qualified teachers in order to successfully educate their students. Furthermore, NS teachers need to constantly review their teaching styles and strategies to allow for professional development and to ensure an improvement in their teaching methodology. Overall, this research provides whole English lecture views of NS teachers that is data-driven regarding designing, implementing, evaluating, and reforming the education of English taught by NS teachers working in Korea.

[English native speaker/ English teaching methods, 원어민 영어교육/
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I. INTRODUCTION

For many years now NS teachers have taught English in various institutions throughout Korea, with the pros and cons often debated. Recently content-based lectures led by NS teachers have become critically recognized by Korean students who learn English as a core subject. As a consequence, many liberal arts courses offered in universities throughout Korea include English lectures by NS teachers due to the increasing demand to learn English. These courses instructed by NS teachers can provide an authentic English language-learning environment through visual and auditory materials as well as oral communication between teacher and students. (Omaggio, 2000). In many aspects, the NS teachers' lectures verify the superior advantages in activating a motivation to learn English, leniency in correcting mistakes, cultural knowledge, and so on. In spite of the many advantages NS teachers bring to the classroom, students enrolled in these courses feel that the method of facilitation practiced by some teachers proves to be both difficult and frustrating. Many students take these courses because of simple curiosity or a common misunderstanding that it may be an undemanding or informal course. It is important to note that if NS teachers are poorly qualified as teachers or if an artificial learning environment where meaningful interaction is virtually impossible, then professional development must take place to ensure a conducive learning environment enabling a students' English ability to flourish. With that in mind, this paper reviews the teaching methods and strategies of in-service NS teachers in Korea, and examines factors, which may hinder a students' progress in the class, as well as the factors that foster academic success and higher learning.

In defining the native speaker, first of all, Bloomfield (1933) points out the fact that "the first language a human being learns to speak is his native language; he is a native speaker of this language" (p. 43). Moreover, the native speaker is assumed undoubtedly to be a person with a mother tongue, acquired from birth (Firth & Wagner, 1997). In other words, the indisputable element in the definition of the native speaker denotes that a person is a native speaker of the language learnt first. Thus, "later-learned language" can never be native language by virtue of definition (Cook, 1999). Another dominant assumption is

that the native speaker speaks "only one language" (Egea-Kuehne, 2000). Cook (1999) indicates that in Chomskyan linguistics, monolingualism is part of the abstraction involved in obtaining the idealized native speaker. That is to say, the native speaker implies a monolingual person. From this point of view, the NS is a seemingly omniscient figure (Firth & Wagner, 1997) and "the uncrowned King of linguistics" (Mey, 1981).

In contrast to the native speaker, a nonnative speaker refers to a person who speaks and learns the Second Language (L2) or Foreign Language (FL) and who lacks the ability to communicate within social settings and to produce fluent dialogue, and so on (Cook, 1999). Therefore, the Non-Native Speakers (NNS) tend to be regarded as the NS's subordinate due to the deficiency in language competency. Or, as Firth and Wagner (1997) put it, the nonnative is viewed as a "defective communicator" (p. 292). Hence, the prevailing monolingual orientation in an L2 or FL class is legitimized. Consequently, essential differences lead to inevitable misunderstandings between the NS and the NNS (Varonis and Gass, 1985). An example of this is rather obvious in the Korean EFL classroom. Most Korean EFL students and even teachers (all are non-NS teachers) might resign themselves to "failing" to reach the native-like competence. This negative attitude is rooted in the fact that Korean EFL education is entirely measured and even dominated by the native speaker's criterion, standard and/or perspective (Roh, 2001). Such a negative image of NNS might create the "superior" status of NS teachers in English education. This superiority of NS teachers can undeniably give plenty of advantages to students in learning real English language and culture. This research thus considers several studies with regard to the effectiveness of NS teachers'teaching. According to Arva and Medgyes (2000), NS teachers are better at verbal communication, are less strict, give less homework, do not know grammar well and use textbooks less frequently, but can also be very well-prepared for their lessons and provide more cultural insights. Contrary to these results on NS teachers, nonnative teachers were stricter, gave more homework, stuck to textbooks, knew grammar very well, and were very well-prepared for their lessons. Therefore, they concluded that the superiority of NS teachers can be acknowledged, but disqualified or untrained NS teachers cannot be great resources for speaking classes in an EFL context. Furthermore, Barratt

and Kontra (2000) research asked students and teachers from Hungary and China respectively to freely write about their positive and negative experiences with NS teachers. The results show that NS teachers in both countries were valued for the authenticity of what they brought to their teaching, both language and culture. The students also felt more involved, more rewarded, less threatened, more comfortable, and more compelled to speak English with NS teachers. On the other hand, NS teachers were criticized for their lack of preparation, their lack of professionalism, and their poor teaching styles. Many students and teachers from both countries also mentioned contradictory grammatical explanations, no systematic way to deal with student errors, and a narrowness of educational background. With these previous researches in mind, we can presume that only well-trained NS teachers can be acknowledged as good teachers for students. In addition to mentioning the advantages of NS teachers' teaching, the content-based texts have a lot of advantages in acquiring both reading comprehension and linguistic development of the foreign language rather than simply teaching daily English conversation, that is, language itself. According to Cheek (1983), content material not only calls for the application of all previously taught reading skills, but also demand an authentic knowledge and use of a higher-level comprehension. Therefore, the learning process focuses on primary concepts, not isolated facts (Jacqueline & Brooks, 1993). Then why use content-based instruction? In the United States, Krashen's theory (1982) of second language acquisition has greatly influenced the development of integrated instruction at various levels. Krashen suggests that a second language is most successfully acquired when the conditions are similar to those of first language acquisition: that is, when the focus of instruction is on meaning rather than on form; when the language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free or natural environment. Accordingly, this suggests that the focus of the second language classroom should be on something meaningful, such as academic content and culture-embedded accessibility to second language learners. Another example presented by Cummins (1981) argues that individuals develop two types of language proficiency: basic interpersonal language skills and cognitive academic language proficiency. He suggests that these two types of proficiency

vary according to the degree of context available to the individual and the degree of cognitive challenge of the task. Social language can be acquired in 1 to 2 years, but the level of proficiency needed to read social studies texts or solve mathematics word problems can take 5 to 7 years to develop (Collier, 1987). Integrated language and content instruction offers a means by which 'English as a second language' (ESL) students can continue their academic or cognitive development while they are also acquiring academic language proficiency. It also offers a means by which foreign language students can develop fuller proficiency in the foreign language they are studying. In foreign language or two-way bilingual immersion programs, in which a portion of the curriculum is taught through the foreign language, some type of integrated language and content instruction appears to be essential. As shown through many empirical studies, thus, EFL educators and publishers need to select and utilize context-based materials in accordance with one main EFL textbook.

Despite the fact that integrating language and content is a practical alternative in EFL programs, traditional Korean EFL classes still focus on language development with little attention to subject-area curricula. In the Korean EFL setting, language learning and content learning are often treated as independent processes. However, if EFL classes focus on a "non-contextualized" linguistic practice that is far from content-based instruction (that is, in the absence of real meaning), language structures and functions are likely to be learned as abstractions, devoid of conceptual or communicative value. Preferably, the fundamental organization of the EFL curriculum might be derived from subject matter including real content. For example, communicative competence will be acquired during the process of mastering content information on specific topics, such as social studies, culture, business, history, political issues, economics, etc. In other words, EFL teachers need to consider every content lesson as a language lesson. It is especially important for EFL teachers to see every language lesson as an opportunity to enhance students' concept attainment. By selecting content from the school's curriculum that is compatible with EFL instructional purposes, EFL teachers can use this content as communicatively and cognitively engaging sources of developing language, and also help to promote their students' understanding of content material. With the significance and effectiveness of NS teaching and context-based text

qualification in mind, this study aims to uncover effective EFL teaching strategies and resources employed by NS teachers who teach Korean college students.

II. RESEARCH QUESTIONS

1. Do the lectures taught by NS teachers help improve a students' English ability? If so, which area of linguistics is taught more effectively by NS teachers?
2. What are the effects of teaching culture during a NS teachers' lecture?
3. What effective teaching skills or strategies are used by NS teachers for their students?
4. What important points do NS teachers consider when evaluating their students?
5. What are the correlations among the fifteen questionair items?

III. METHODS

Data for each variable were obtained from 238 Korean EFL college students (the number of male students is 134; female 104). Their grades were various from sophomore to senior. The following is a brief description of the participants, data sources, and the procedure by which this research was undertaken.

1. Participants

Two hundred and thirty eight college students who registered for the Global English program during spring semester 2005 and fall semester 2005 in the University of Suwon participated in this research. The Global English program instructed by NS teachers has been designed for students who are at an intermediate or advanced level of English. It offers 13 various courses which includes: Canadian culture and history; Australian culture and history Media and

Journalism English; Public English Speech and Presentation English Business and Essay Composition Concept English Reading: Cause and Effect; Reading Film as Literature: Screen English; International Trade, business and English; English Learning Methodology and Strategies.

2. Description of the Global English Program

The Global English program is one attempt to develop exchanges with prominent universities internationally, introducing regular English-language lectures, and branding or trade-marking themselves to be recognizable worldwide. Thus, these courses teach both English and its contents, that is, content-based and lecture-oriented courses. Such content-based courses are dictated more by the subject matter than by language forms and sequences. Brown (2001) continues by saying that text by itself does not carry meaning; rather, readers bring information, knowledge, emotion, experience, and culture schemata to the printed word. Accordingly, a Global English program must recognize this observation in an attempt to appropriately level each course within the program so that students may bring adequate schemata to their chosen courses in order to maximize success (Paul, 2005).

3. Data Collection

The major aim of the present study was to investigate the teaching styles and strategies of NS teachers through Korean students' questionnaires. It focused on analyzing a diverse range of educational services provided by English native-speaker instructors teaching in Korea. The research study conducted over two semesters is our most recent overview of the types of Korean EFL programs provided for university students who want to improve their English ability and content-based knowledge. Another aim of the study was to ascertain the most optimal teaching methods in order to teach Korean EFL students in accordance with the goal of curriculum. It would also provide an opportunity for NS speakers to reflect upon their teaching methodology and lead to professional development. Fifteen variables were largely divided into the four different sections: (1) Linguistic Area (LA); (2) Culture and Language

Integration (CLD); (3) Teaching Method (TM); and (4) Evaluation Method (EM). These variables have been selected for the research questionnaire in that they can influence on Korean students learning as well as NS teachers' instruction (see Table 1).

4. Procedure

The NS instructors gave permission for the researcher to collect and record data, by way of questionnaire, and were more than willing to distribute this survey at the end of each semester to their students (Spring 2005 and Fall 2005, respectively). The 15 Likert-scale items of the questionnaire ranged from 1 "strongly disagree" to 5 "strongly agree." The questionnaire was written and administered in Korean to help minimize any possible errors from the participants' misunderstanding of the questions. The split-half reliability of the measure was .89. Among the total number of items (15) presented in the survey, 5 were related to specific English linguistic improvements such as listening, speaking, reading, writing, and grammar. Four items were concerned with English language and culture and another 4 items with teaching strategies and materials. The final 2 items were related to evaluation.

5. Data Analysis

For data analysis, the Statistical Packages for the Social Sciences (SPSS) 10.0 version were used. For the research questions, Pearson correlations were calculated to examine the correlation among the items. One-way analysis of variance (ANOVA) was run to find out any significant group differences in the mean scores of each item.

IV. RESULTS

In this section, the results are presented according to the degree by which each question was answered in the questionnaire and followed by correlations made among the 15 items. The following Table 1 displays an informative

outcome of results of significant scores for the 15 Likert-scale items of the questionnaire.

1. Overall findings relating to the Fifteen Items

This questionnaire asked Korean students to find out the degree of linguistic areas helped by NS teachers. The first set of questions focused on ascertaining which language functions (speaking, reading, writing, grammar, listening) students showed improvement in while being taught by a NS teacher. The results show that NS teachers are most beneficial for teaching listening skills (81.7%) followed by speaking (45%), reading (40.4%), and writing (32.4%). Meanwhile grammar ability is not considered effective when taught by NS teachers (14.1%). With the current results in mind, it would be fair to say that many students are eager to upgrade their English listening and speaking ability, thus NS teachers need to exercise various teaching methods to encourage students to listen and speak in English during class. The next set of questions focus on culture (content) and language, that is, "if the lectures guided by a foreign English instructor focuses on a content-based style, it is very helpful for students to understand culture, economics, and society of English-speaking countries," many students (56.8%) agree that content-based teaching, content-based materials, and teaching styles are an important factor to understanding the target culture, economy, and society.

In conjunction as to the question raised about the effectiveness in understanding the target culture and language, 56.3% of students responded that it is very effective in understanding both the target culture and language together. In other words, when we teach a second language, we should not focus on language acquisition only, but also include content and culture in our lessons. The question asking "when the target culture is being introduced to learners in a lecture guided by the foreign English instructors, it is possible to introduce target culture through comparing and contrasting the two (target and native) cultures" shows that more than half (53.1%) of students surveyed in this research acknowledged the importance of the comparison and contrasting between the two cultures. This result can be supported by Lafayette (2000) who demonstrated that comparing and contrasting between the two cultures can urge

the cultural awareness and language motivation in the area of second language. Furthermore, more than half (61.5%) agreed that a "fact-only" delivery of the target culture without comparing and contrasting two cultures might cause the unequal relationship between the two. This means that NS teachers need to compare and contrast the target culture introduced in texts with students' own cultural events for the a better of comprehension.

The next questions refer to the time allocated for student intake, for example, "even though students may not understand the content of a lecture (content, process and information), led in English by a foreign English instructor, should they continue the lecture hoping that this may eventually lead to an improvement in their English abilities," only 28.6% of the subjects agreed that teaching regardless of a students' understanding should not alter the flow of the class, stating that a continuation of the lecture will improve a students' English ability. However, 41.3% disagreed. Instead, 69.5% of students argue that NS teachers should check the students' understanding through various learning and instructional activities (repetition, sample lesson, explanation of background knowledge, etc.) even if class schedules are delayed. Moreover, 74.6% students believed that the lectures guided by the foreign English instructors need to give course objectives at the beginning as well as a summary of context at the end for students' understanding. Furthermore, 75.6% of students believe that lectures taught by foreign English instructors need to utilize various educational instruments such as Power Point, OHP, photos, hand-out prints, etc to promote a better understanding on the material. Finally, in regard to the questions relating to evaluation procedures followed by NS teachers, 41.8% students argue that the NS lectures should evaluate the students' knowledge of course content rather than focusing on evaluating the various areas linguistics (grammar, vocabulary, pronunciation, etc). Furthermore, 61% of students believe that NS teachers should include various forms of assessment when evaluating a students' knowledge, such as class participation, presentations, reports, written tests, etc.

TABLE 1
Overall Results of the 15 Variables

Variables (The Questions asked)		1	2	3	4	5
Linguistic Areas (LA)	Listening Improvement	1.4	1.9	15.0	39.4	42.3
	Speaking Improvement	1.9	14.6	38.5	23.9	21.1
	Reading Improvement	2.3	11.3	46.0	26.3	14.1
	Writing Improvement	3.8	19.7	44.1	20.2	12.2
	Grammar Improvement	12.7	34.3	39.0	10.8	3.3
Culture (Content) and Language Integration (CLI)	Significance of Content-based Knowledge	3.3	9.9	30.0	43.2	13.6
	Integration of Culture & Language	1.4	5.6	36.6	40.8	15.5
	Comparing & Contrasting Two Cultures	1.9	10.8	34.3	37.6	15.5
	Cultural Fact-only Delivery	1.9	12.7	23.9	31.0	30.5
Teaching Method (TM)	Continuity of Class regardless of Comprehension	8.9	32.4	30.0	22.5	6.1
	Significance of Instructional Methods	0.5	6.1	23.9	42.7	26.8
	Significance of Summary of Content	0.5	3.3	21.6	46.0	28.6
	Significance of Visualized Educational Instruments	0.9	6.6	16.9	36.2	39.4
Evaluation Method (EM)	Evaluation of Students' Knowledge rather than Linguistic Abilities	6.6	16.9	34.7	27.7	14.1
	Significance of Various Evaluation	2.8	10.3	25.8	36.6	24.4

1 Strongly Disagree; 2 Disagree; 3 Neutral; 4 Agree; 5 Strongly Agree

2. Correlations among Variables for Each Area (LA, CLI, TM, & EM)

In this section, quantitative statistics indicate relationships among the variables of each area. First of all, relationships among linguistic areas are significantly related with one another, as follow:

TABLE 2
Correlations among Variables in Linguistic Areas (LA)

Linguistic Areas	Speaking Improvement	Reading Improvement	Writing Improvement	Grammar Improvement	Listening Improvement
Listening Improvement	0.592**	0.476**	0.386**	0.305**	1.00

* Correlation is significant at the 0.05 level (2-tailed) ** Correlation is significant at the 0.01 level (2-tailed) *** Correlation is significant at the 0.001 level (2-tailed).

All variables in Linguistic Areas (LA) are significantly related to one another, meaning the students who agree with improving listening ability by NS teachers show strong and positive attitudes that they can improve their English abilities in the area of Speaking, Reading, Writing, and Grammar. In other words, five variables are interactively related to one another so that NS teachers need to emphasize equally these five linguistic areas for students' English acquisition.

TABLE 3
Correlations among Variables in Culture and Language Integration (CLI)

Culture (Content) and Language Integration Areas	Integration of Culture & Language	Comparing & Contrasting Two Cultures	Cultural Fact-only Delivery	Significance of Content-based Knowledge
Significance of Content-based Knowledge	0.663**	0.151*	-0.145*	1.00

Among the four variables in the section of CLI, three variables (except "cultural fact-only delivery") are significantly related to the other variable. But, "content-based knowledge" and "cultural fact-only delivery" are statistically significant and inversely (-0.145 , $p < 0.01$). This means that the students who support the importance of teaching culture by NS teachers in their classes also acknowledge that classes need to integrate culture and language, compare and contrast two cultures, and avoid the delivery of cultural facts-only.

TABLE 4
Correlations among Variables in Teaching Methods (TM)

Teaching Methods	Significance of Instructional Methods	Continuity of Class regardless of Comprehension	Significance of Visualized Educational Instruments	Significance of Summary of Content
Significance of Summary of Content	0.106	0.334**	0.277**	1.00
Continuity of Class regardless of Comprehension	-0.053	1.00	0.038	0.106

In correlations, among the variables in TM, only two correlations are significantly related to one another. First, "Significance of Summary of Content" is significantly related to "Continuity of Class regardless of Comprehension," meaning that NS teachers had better summarize the content at the end of class and keep teaching in accordance with the schedule rather than checking students' exact understanding at every single point, which might delay the schedule. Secondly, "Significance of Summary of Content" is also significantly related to "Significance of Visualized Educational Instruments," meaning that when the NS teacher summarizes the material being taught and applies visual devices during the lecture students gain a deeper understanding of the material and are more likely to retain that information.

TABLE 5
Correlations among Variables in Evaluation Methods (EM)

Evaluations	Significance of Various Evaluations
Evaluations of Students' Knowledge rather than Linguistic Abilities	0.135**

In the area of Evaluation Methods (EM), students who acknowledge that content-based classes need to evaluate students' knowledge rather than linguistic abilities through various evaluation methods such as class participation, presentations, reports, and written tests.

3. Correlations among Other Variables except Variables in the Same Area

1) Listening & other variables

In addition, the students who agree with facilitating the development of linguistic areas such as listening, speaking, reading, writing, and grammar by NS teachers are significantly related to the other variables as follows:

TABLE 6
Correlations between Listening and Other Variables

	Significance of Content-based Knowledge	Integration of Culture and Language	Continuity of Class regardless of Comprehension	Significance of Visualized Educational Instruments	Significance of Various Evaluations
Listening Improvement	0.176**	0.476**	0.203**	0.140**	0.303**

The students who believe that classes taught by NS teachers can improve English listening ability show significant relations in five other variables as seen in Table 6. That is, "Content-based Knowledge" and "Integration of Culture and Language" are very important factors in upgrading English listening ability (0.176, $p < 0.01$, 0.476, $p < 0.01$, respectively). Also, they believe that classes administered by NS teachers need to continue regardless of students' understanding and that classes need to utilize visual materials at the same time. Furthermore, these classes must use a range of evaluation methods such as class participation, presentation, report, written tests, etc.

2) Speaking & other variables

The students who feel speaking improvement through NS teachers show significant relations to the five variables as revealed in Table 7. Unlike the results of listening improvement which is not related to "Comparing & Contrasting Two Cultures," it is significantly (0.149, $p < 0.01$) related to speaking improvement, meaning that "Comparing & Contrasting Two Cultures" in a NS teachers' class is a very important factor in advancing a students

speaking ability.

TABLE 7
Correlations between Speaking and Other Variables

	Significance of Content-based Knowledge	Integration of Culture and Language	Comparing & Contrasting Two Cultures	Continuity of Class regardless of Comprehension	Significance of Various Evaluations
Speaking Improvement	0.246**	0.465**	0.149*	0.336**	0.227**

4) Reading and writing & other variables

The students who experienced reading and writing improvement by NS teachers demonstrate significant relations to the seven variables as proved in Table 8. Unlike the results of listening and speaking improvements, "Cultural Fact-only Delivery" without comparing and contrasting two cultures (not related to writing improvement) as well as "Summary of Context" at the end for students' understanding are significantly related to reading improvement (-0.139 for only reading improvement, $p < 0.05$; 0.150 for reading improvement, 0.156 for writing improvement, $p < 0.05$, respectively). Except for these two variables, five other variables are still significantly related to the reading improvement by NS teachers.

TABLE 8
Correlations among Reading and Writing and Other Variables

	Significance of Content-based Knowledge	Integration of Culture and Language	Comparing & Contrasting Two Cultures	Cultural Fact-only Delivery	Continuity of Class regardless of Comprehension	Significance of Summary of Content	Significance of Various Evaluations
Reading Improvement	0.312**	0.407**	0.173*	-0.139^*	0.253**	0.150*	0.164*
Writing Improvement	0.274**	0.455**	0.179**	-0.117	0.365**	0.156*	0.195**

5) Grammar & other variables

The students who experienced grammar improvements by NS teachers show

significant relations to the five variables as seen in Table 9. Among them, a newly revealed result is the significant relation between grammar improvement and "Significance of Instructional Methods" (0.180, $p < 0.01$). It means that the students who experienced "Grammar Improvement" by NS teachers believe NS teachers' various learning and instructional activities such as repetition, sample lessons, explanations of background knowledge are essential to a students' understanding.

TABLE 9
Correlations between Grammar and Other Variables

	Integration of Culture and Language	Continuity of Class regardless of Comprehension	Significance of Instructional Methods	Significance of Summary of Content	Significance of Various Evaluations
Grammar Improvement	0.218**	0.139*	0.180**	0.145*	0.206**

6) Significance of content-based knowledge & other variables

The importance of "Significance of Content-based Knowledge" is statistically significant related the three variables as seen in Table 10. First, content-based knowledge can significantly impact on "Continuity of Class regardless Comprehension" (0.235, $p < 0.05$), meaning that classes guided by Native speakers need to continue even if students do not understand what NS teachers are teaching. This is because content-based classes by NS teachers acknowledge the significance of meaning rather than a form of language so that students might understand later, not now. Also, content-based knowledge is significantly related to evaluation of knowledge rather than linguistic abilities (0.153, $p < 0.01$) and various evaluation methods (0.161, $p < 0.01$). This means that the students who want to acquire content-based knowledge in English also prefer to evaluate their knowledge rather than their linguistic aptitude through means of various forms of assessment.

TABLE 10
Correlations between Content-based Knowledge and Other Variables

	Continuity of Class regardless of Comprehension	Evaluations of Students' Knowledge rather than Linguistic Abilities	Significance of Various Evaluations
Significance of Content-based Knowledge	0.235**	0.153*	0.161*

7) Significance of integration culture and language & other variables

"Integration of Culture & Language" is significantly related to three variables mentioned in the above Table 11. In order to integrate culture and language in English classes guided by NS teachers, NS teachers need to continue their classes without pausing to check on their linguistic understanding and provide a summary of the content for a students' comprehension on cultural facts and background knowledge as well as evaluating a students understanding through various means.

TABLE 11
Correlations between Integration of Culture and Language & Other Variables

	Continuity of Class regardless of Comprehension	Significance of Summary of Content	Significance of Various Evaluations
Integration of Culture and Language	0.303**	0.155*	0.159*

8) Significance of comparing and contrasting two cultures & other variables

"Comparing & Contrasting Two Cultures" is significantly related to "Significance of Summary of Content" (0.176, $p < 0.01$). This means that giving course objectives at the beginning and end as well as a summary of the content students will learn or have been taught.

TABLE 12
Correlations between Comparing and Contrasting & Other variables

	Significance of Summary of Content
Significance of Comparing and Contrasting Two Cultures	0.176**

9) Significance of cultural fact-only delivery & other variables

"Cultural Fact-only Delivery" is significantly related to "Significance of Visualized Educational Instruments" (0.226, $p < 0.01$). This connotes that the students who recognize the ineffectiveness of fact-only delivery require the application of visual instruments such as cultural photos on the target culture, videos, and illustrations. Thus, in order to decrease the disadvantages of cultural fact-only delivery, NS teachers need to use a variety of visual instruments with background knowledge on the target culture.

TABLE 13
Correlations between Cultural Fact-only Delivery & Other Variables

	Significance of Visualized Educational Instruments
Cultural Fact-only Delivery	0.226**

10) Significance of summary of content & other variables

"Significance of Summary of Content" is significantly related to evaluation of students' knowledge and various evaluations (0.226, $p < 0.01$; 0.233, $p < 0.01$, respectively). This means that students who want the NS teacher to summarize the lectures content also believes evaluation should focus on a students' knowledge not a students' language ability, and once more suggests the use of varying assessment forms.

TABLE 14
Correlation between Significance of Summary of Content & Other Variables

	Evaluations of Students' Knowledge rather than Linguistic Abilities	Significance of Various Evaluations
Significance of Summary of Content	0.226**	0.233**

11) Significance of visual instrument & other variables

Likewise "Significance of Summary of Content," usefulness of visual instruments is significantly related to evaluation of students' knowledge and various evaluation methods (0.204, $p < 0.01$; 0.139, $p < 0.01$, respectively). This means that students who supported the use of visual aides during the class want to be evaluated their knowledge on the content rather than linguistic ability, as well as being tested in various ways.

TABLE 15
Correlation between Significance of Visual Instrument & Other Variables

	Evaluations of Students' Knowledge rather than Linguistic Abilities	Significance of Various Evaluations
Significance of Visual Instrument	0.204**	0.139*

V. DISCUSSION

Based on the results obtained in the previous section, this research suggests the several implications regarding teaching methods as follows:

First, NS teachers need to specify the objectives for the lesson and provide a summary of the material covered. Namely, the teacher must specify the academic objectives and educational skills objectives at the beginning and end of a lesson as well as a summary of content at the end to ensure deeper understanding. At the end of the lesson, students should be able to summarize

what they have learned and foresee its usefulness in future lessons and its practical application in the real world. To reinforce student learning, teachers may wish to summarize the major points of the lesson, ask students to recall ideas or give samples, and answer any final questions they may have. In doing so, students who did not catch some of the key points presented by the NS teachers' will be able to do so. Namely, this educational "service" by NS teachers can provide a valuable opportunity for students to understand clearly the content of the lecture and allow them not to fall behind those with a better command of English.

Second, NS teachers need to explain the academic process throughout the class. To do so, NS teachers need to relate the concepts and information to be studied to the objectives of the lesson. Therefore, NS teachers need to give examples to help students understand what they are to learn and do to successfully complete the class goals. Also, NS teachers need to ask students specific questions to check their understanding of the content. To recall students' prior knowledge, it is very important for teachers to motivate students and encourage participation in the class. NS teachers should focus on making connections between facts and fostering new understanding in students. They can tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. Teachers can also rely heavily on open-ended questions and promote extensive dialogue among students.

Third, NS teachers need to evaluate their students' knowledge about the content with clear criteria for academic success. In other words, NS teachers need to provide exact standards for evaluation and use various assessment methods. At the beginning of a class, the NS teacher should clearly explain the criteria by which the students' work will be evaluated. The evaluation criteria for success must be structured so that students may reach it without penalizing other students. NS teachers need to help assessment become part of the learning process so that students play a larger role in judging their own progress.

Fourth, NS teachers need to provide various instructional activities. For example, NS teachers could have students summarize what has just been read or discussed, as literally or orally as possible. NS teachers could ask students to invent various ways of presenting important facts or information, by

drawings, mental pictures, body language, to name just a few. In addition, NS teachers can ask students to brainstorm their prior knowledge — knowledge acquired previously — in order to relate to the new knowledge they will learn, so that they can attain a higher level of comprehension on newly-learned information.

Fifth, NS teachers need to activate content-based knowledge such as culture, world perspectives, background knowledge and so on, for students' comprehension rather than linguistic areas by using content-based materials. Recalling prior knowledge can be advantageous when learning a second language. In a study of cultural-specificity of content schemata and their effects on ESL reading, Johnson (1982) examined the effect of prior cultural experience on ESL students' comprehension of information in a text linked to familiar aspects of an American custom, as opposed to information linked to unknown aspects of the custom. Just prior to testing, subjects had experienced a typical American Halloween celebration. The text each student read contained both familiar and unfamiliar (historical) information based on the subjects' recent experience of the custom. Statistical analysis of the recalls of the passage and of a sentence recognition task indicated that prior cultural experience prepared readers for comprehension of the familiar information in the passage. In addition, several different treatments concerning prior pre-teaching of vocabulary in the text seemed not to have any significant effect on reading comprehension. Three different types of vocabulary instruction prior to or concurrent with reading the target passage failed to produce any significant facilitating effects on the reading when compared to the absence of any vocabulary instruction. This is supported by Cheek (1983) who argues that content material not only calls for the application of all previously taught reading skills, but also demands an authentic knowledge and use of a higher-level comprehension. Therefore, as shown through many empirical studies, EFL educators and publishers need to select and utilize context-based material in accordance with the main EFL textbooks. Such methods can challenge students in EFL classes to use their language skills as a vehicle for acquiring concepts and information, as a tool for thinking.

Sixth, NS teachers need to integrate culture into English language learning during class. The ultimate purpose of EFL teaching should be the understanding

of language and culture together. Since language holds a multiplicity of cultural backgrounds, it is necessary to understand and appreciate cultural knowledge i. e., the way of thinking, values, and beliefs embedded in that language as well as linguistic qualities and structures of pronunciation and the grammatical systems. Language is the soul of the people and the way of thinking in the culture, in so much as it conveys that culture through communication beyond the meaning of the unique word system. Accordingly, cultural integration, namely the language plus its culture, is the most significantly crucial process in EFL education. It follows then that: (1) cultural integration is absolutely inseparable from EFL teaching, in that language is the most typical, the most representative, and the most central element of the culture in which the language is being practiced (Brooks, 1964); (2) language has no meaning without a cultural context (Seelye, 1993); (3) teaching only the language leads to nothing but mistakes by which language learners become socially disabled (McLeod, 1976); Any EFL education devoid of cultural instruction or even ignoring cultural context, is simply to convey the empty and useless for the concept or image. Crawford-Lange and Lange (1987) state that culture is inseparable from language instruction and thus should be contained in language study.

Seventh, NS teachers need to encourage activities that enable students to compare and contrast the two cultures. EFL educators and administrators should provide background information and encourage students to compare Korean culture with the target culture, so that students can critically and attentively internalize the target culture and all its facets in a more meaningful way. Teachers and administrators should encourage students to compare and contrast, analyzing cultural differences. EFL students may or may not be sufficiently familiar with American (English) culture, so EFL teachers need to teach not only American values, but also ways of thinking and behaving, to help students understand the American culture within their native cultural framework (Lafayette, 1991). Native cultural knowledge needs to be used in order to accept the new target culture with full understanding. Presenting native culture in accordance with the target culture helps students to see the differences and similarities between them and how they compliment each other.

Eighth, NS teachers need to avoid "fact-only" delivery when teaching issues

relating to culture. As demonstrated in the interviews and the observations, the demands of teaching basic English language techniques shorten the time apportioned for the cultural instruction. Even though the target culture is being taught in EFL classrooms, teachers and resources emphasize only rote memorization of cultural facts and fail to help students acquire the sensitivity to understand deeper cultural values. As quoted from Kramsch's (1983) statement in the introduction, cultural teaching does not go beyond a tourist level. The cultural instruction focusing on fact-only from the viewpoint of a tourist level from native cultural perspectives may impede cross-cultural understanding and further deepen cultural stereotypes (Heusinkveld, 1985), and also lead to ethnocentrism (Tayler, Meynard, and Rheault, 1977) as mentioned in the literature review. Thus, as Lafayette (1998) recommends, EFL classes should avoid simply conveying cultural facts, instead they should apply experiential and process learning in terms of using brainstorming and small-group discussions, comparing and contrasting the native culture to target culture.

VI. CONCLUSION

The benefits that NS teachers bring to the classroom are obvious, and have been substantiated within this research paper. Without a doubt NS teachers deserve to be praised for their hard work, diligence, and for the improvement in their students' English ability. Most of the Korean students who participated in this study stated that their English ability had improved through NS teachers' instruction. Many students also pointed out the significance of learning cultural aspects by NS teachers in the language classes they participate in (primarily listening and speaking). This is because Korean students believe that lectures guided by NS teachers could be very effective when integrating culture and language. In addition to learning culture and language simultaneously, various content-based lectures taught by NS teachers are also advantageous in developing a better understanding of more meaningful information. In doing so, NS teachers need to provide opportunities for students to compare and contrast ideas and build on their prior knowledge, that is cultural and global perspectives, and background knowledge, along with a NS teachers personal

experience and prior knowledge. In the process of acquiring both culture and language, NS teachers should avoid "fact-only" delivery of a content-based lecture about culture. This is because the "fact-only" delivery can stereotype other cultures and the content being taught in general. Most students urge NS teachers to monitor their understanding of a lecture without considering the possible time constraints. To do so, NS teachers need to apply effective methods such as repetition, sample lessons, and explanations through the use of various educational visual aides such as Power Point, OHP, photos, hand-out prints, etc to foster students' comprehension. When it comes to evaluation most students prefer to be assessed using various methods, such as presentations, reports, participation, and written tests, which focus on content knowledge rather than simple linguistic competence. Thus, lectures should focus on a students understanding of the material rather than their English competence. With the delineation of factors presented within this paper, NS teachers along with their Korean counterparts may consider these significant aspects in order to develop high-quality and effective English education programs which meets both the needs and demands of their students.

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APPENDIX

Questionnaire on Lectures given by Foreign English instructors completed by Korean students

5) Strongly Agree 4) Agree 3) Neutral 2) Disagree 1) Strongly Disagree

1. The lectures given by the foreign English instructors are helpful for the improvement of my English listening ability.

5 4 3 2 1

2. The lectures given by the foreign English instructors are helpful for the improvement of my English speaking ability.

5 4 3 2 1

3. The lectures given by the foreign English instructors are helpful for the improvement of my English reading ability.

- 5 4 3 2 1
4. The lectures given by the foreign English instructors are helpful for the improvement of my English writing ability.
- 5 4 3 2 1
5. The lectures given by the foreign English instructors are helpful for the improvement of my English grammar ability.
- 5 4 3 2 1
6. If the lectures guided by the foreign English instructors focus on a content-based style, it is very helpful to understand culture, economic, and society in English-speaking countries.
- 5 4 3 2 1
7. The lectures guided by the foreign English instructors are very effective in understanding both the target culture and language.
- 5 4 3 2 1
8. When the target culture is being introduced to learners in a lecture guided by the foreign English instructors, it is possible to introduce target culture through comparing and contrasting the two (target and native) cultures.
- 5 4 3 2 1
9. If the target culture is understood by "fact-only" delivery without comparing and contrasting two cultures, it might be difficult to recognize the equal relationship between the two.
- 5 4 3 2 1
10. Even though students do not understand The lectures (contents, process and information) led in English by a foreign English instructor, the instructor should continue The lectures so that students improve their English abilities.
- 5 4 3 2 1
11. If students do not understand the lectures led by the foreign English instructors, the instructor should check the students' understanding through various learning and instructional activities (repetition, sample lesson, explanation of background knowledge, etc.) even if class schedules are delayed.
- 5 4 3 2 1
12. The lectures guided by the foreign English instructors need to give course objectives at the beginning and conclusion as well as a summary of context at the end for students' understanding.

5 4 3 2 1

13. The lectures guided by the foreign English instructors need to provide various educational instruments such as Power Point, OHP, photos, hand-out prints, etc for the students' comprehension.

5 4 3 2 1

14. The lectures led by the foreign English instructors should evaluate the student's knowledge of course content rather than focusing on the evaluation of linguistic areas (grammar, words pronunciation, etc).

5 4 3 2 1

15. The lectures led by the foreign English instructors should evaluate various fields such as class participation, presentation, report, written tests, etc.

5 4 3 2 1

예시 언어(Examples in): English

적용가능 언어(Applicable Languages): English

적용가능 수준(Applicable Levels): College

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