

Understanding Instructor' s Challenges of Content Based Instruction : For Pre-service Teachers in Early Childhood Education

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내용기반 교수법을 근거로 예비 유아교사 교육을 실시한 교수자의 어려움
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This study aimed at exploring how an instructor constructs meanings through content-based instruction (CBI) offered to pre-service teachers majoring in early childhood education. The course, early childhood mathematics education, was conducted during the spring semester in 2011. This study adopted a narrative inquiry, and data were collected through observations, interviews, and work samples. This study found that during the whole process from the preparation phase to the end-of-program evaluation, the instructor captured diverse challenging moments. During the preparation phase, she needed to have careful orchestration in designing lessons in order to overcome her feeling of pressure as a non-native speaker of English and design the integration of contents and English language learning to be truly powerful. In the phase of implementation, the lack of student motivation and building a good rapport between the instructor and the students were certainly challenges. The result of the student evaluations weakened her desire to implement CBI. The instructor incorporated diverse instructional strategies to overcome the obstacles. The instructor's experiences in this study will positively shape future educators' thinking and learning about meaningful and appropriate academic English instruction for content-area teaching of college students who were majoring in early childhood education.

▶ *Key Words* : pre-service teacher, content-based instruction, early childhood education

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I . Introduction

English has taken a special position as a global language that is recognized in every country. According to statistics, around 1.5 billion people were fluent or competent in English in the early 2000s (Crystal, 2003). Nowadays, English around the world has had three concentric circles: an inner circle (a primary language), an outer circle (a second language), and an expanding or extending circle (a foreign language) (Kachru, 2001). If we considered all three concentric circles to be counted as a speaker of English, approximately one fourth of the world population are able to speak English. In total, approximately 750 million people speak English as first and second language speakers, and an equivalent number of speakers of English use it as a foreign language.

In this context of educational milieu, there has been an increasing interest in CBI (Content Based Instruction), which is one of the teaching approaches to prepare second or foreign language learners to acquire general language skills by using the target language within a specific context. Lotherington (2004) defined that it is “an approach to second language instruction in which the L2 is used as the medium of instruction to teach and learn curricular content”(p.707). CBI promises that “learners in some sense receive ‘two for one,’ that is, content knowledge and increased language proficiency” (Wesche & Skehan, 2002, p. 221). It emphasized learning about something rather than learning about language (Davies, 2003). CBI can be an effective instruction for both language and content learning for English language learners. Grabe and Stoller (1997) pointed out several benefits of CBI. It facilitates students’ contextualized, meaningful learning while allowing for explicit language instruction integrated with contents. Content sources linked with students’ prior knowledge increase their motivation to learn by making connections to new ideas and concepts. Various learning tasks can lead to opportunities for inquiry, project-based learning, and problem solving. Additional incentives have been offered to teachers who are implementing CBI.

Diverse models of CBI courses have been suggested: theme-based, sheltered instruction, and adjunct model. A theme-based language course is structured around topics or themes (Brinton, Snow, & Wesche, 2003). Its primary purpose is to help

students develop second or foreign language competence within specific topic areas. Language instructors are responsible for language and content instruction. It is suitable for low to advanced learners.

In a sheltered instruction model, instructors adapt grade-level content in an academic subject matter, such as science, mathematics, history, or literature to levels of student proficiency. Echevarria, Vogt, and Short (2008) created a sheltered instructional model which makes content comprehensible to English language learners through a wide range of strategies. The instructional features emphasized in the Sheltered Instruction Observation Protocol (SIOP) include content and language objectives, building background, comprehensible input, a variety of scaffolding techniques, ample opportunities for interaction, hands-on materials and/or manipulative, and comprehensive review and assessment.

The adjunct model aims at connecting a specially designed language course with a regular academic course (Brinton, Snow, & Wesche, 2003). In the model, students enroll in two linked courses: a content course and a language course. The content instructor focuses on academic concepts while the language instructor emphasizes language skills using the content-area subject as a background for contextualizing the language learning process. The rationale of this model is that the linked courses can assist students in developing academic coping strategies and cognitive skills which can be transferred to other disciplines. The adjunct model is suitable for high intermediate to advanced levels of student proficiency.

Lastly, in the immersion paradigm, target language is used as the medium for teaching and learning concepts and ideas (Johnson & Swain, 1997). There are various immersion programs labeled as middle, delayed, and late immersion depending on the amount of teaching in the target language. This model is widely known all over the world.

When considering different kinds of language contexts in school, Bailey and Heritage (2008) pointed out that academic language consisted of two categories: school navigational language and curriculum content language. School navigational language is mainly oral language which is utilized during general classroom activities whereas curriculum content language is oral and written, and includes content-specific language. Zwiers (2008) talked

about bricks and mortar as a metaphor for academic language. The bricks are content words identified as important content-area key concepts. The mortar is not key content words, but academic words and phrases that hold the bricks together. For example, general academic vocabulary, such as *process*, *function*, *role*, and *structure*, are words used in academic settings across disciplines, but are not key content words. Those words are not often targeted for instruction, but English language learners often need help with them.

Currently, many universities in Korea have offered CBI courses. For academic purposes, Korean college students have had opportunities to learn content knowledge through English books and they have been exposed to contexts of English language use. With these supports, Korean students are expected to be more competitive in this global workplace. There have been studies on CBI in college contexts (Ahn & Kim, 2012; Kang, 2007; Oh & Lee, 2010; Park, 2006). The previous studies reported experiences of college students in CBI classes (Ahn & Kim, 2012), and English mediated instruction in the context of engineering or English departments (Kang, 2007; Oh & Lee, 2010; Park, 2006). The research mainly focused on the effects of CBI through quantitative research methodology. There have not been many studies which disclosed the difficulties of CBI implementation from an instructor's point of view, such as the demanding time spent preparing lessons, the limitations of English language proficiency in non-native speakers while delivering content knowledge and communicating with students, and so forth. Especially, there have been few studies about listening to the voices of instructors who taught pre-service teachers in the College of Education. No studies have dealt with listening to CBI instructors who taught pre-service teachers in early childhood education and child care.

In educational contexts, instructors need to provide pedagogical content knowledge (PCK) (Shulman, 1987) to pre-service teachers majoring in early childhood education and child care. Math education for early childhood children is a field where PCK is to be provided, and an instructor needs to deliver knowledge which can help them to think why they have to teach math for children, what kinds of content knowledge need to be taught, and what is an appropriate teaching method so as to implement their lessons in

educational contexts. This study focuses on major challenges in an instructor's ways of teaching during a course in order to examine better ways to provide CBI to pre-service teachers majoring in early childhood education and child care. The following research question drove this research: What did the instructor experience through the whole process of the targeted CBI for pre-service teachers majoring in early childhood education?

II. Research Method

This study adopted a narrative inquiry, one of the qualitative research methods, in order to examine what the instructor has experienced and what meanings she has constructed during the process of CBI preparation and implementation. Narrative inquiry is a research methodology through which a researcher classifies and delivers the experiences of an individual so as to help to convey new meanings on his/her stories to audiences (Clandinin & Connelly, 2000).

In this study, the researchers were participant observers. We observed twice the process of lesson delivery, and interviewed the instructor ten times approximately for one hour each. The interviews were conducted regarding the difficulties in delivering professional knowledge of early childhood math education in English and strategies that have been planned and executed.

The students were pre-service teachers who were majoring in early childhood education. The learners were taking the class of early childhood mathematics education for the spring semester in 2011. It consisted of 20 students in total, and all of them were female aged 20 and 21. From this group, 13 students were from Seoul, Gyeonggi-do, or Incheon, and the others from other regions. Before we undertook this research, we had distributed consent forms of research to the learners in order to check their voluntary participation in this study. Two of the students did not want to participate in this study, and their interview and observation data were excluded for data analysis.

The classes were conducted in a college and a nursery school setting. The pre-service teachers had opportunities to learn educational theory and literature-based pedagogical

approaches in college classrooms and they visited a nursery school three times. While visiting the fields, they observed a nursery classroom twice and participated in children's activities once.

The main textbook for educational theory was "Active experiences for active children: mathematics" (Seefeldt & Galper, 2007). The contents included math development of early children, contents of math education, and teaching and learning methods and evaluation. In addition to the main text, the pre-service teachers were given summarized text materials in English, additional print materials, and diverse multi-media resources.

In the college classroom, the pre-service teachers were given the opportunities to teach mathematical concepts through literature-based math education. For example, they had to use five English picture books, *What's the time, Mr. Wolf?*, *Rosie's Walk*, *The Secret Birthday Message*, *Pants*, and *Swimmy* to teach math. They had to select mathematical concepts from the picture books, create mathematical activities to be drawn from the books, and design ways to promote student interaction and to use diverse teaching aids. With the teaching aids and resources, they had time to put their lesson plans into practice in English.

In the field, the pre-service teachers visited three times, observed twice in-service teachers' practices, and put their plans into practice with teaching aids they created. After they completed the field experiences, they gave presentations regarding all the processes they have had. In other words, they explained all the processes from preparation to implementation, and the pre-service teachers gave feedback to each other.

For the primary method of data collection, this study employed methods of observation, individual in-depth interviews of the instructor, and a collection of the instructor's reflective journals for the spring semester in 2011. To increase credibility during the process of data collection, we employed data resource triangulation suggested by Guba and Lincoln (1981). We observed the college classroom twice and conducted informal interviews ten times. We collected reflective journals, memos, and teaching materials. In order to increase credence of the data analysis, we employed investigator triangulation as well as data source triangulation. We took a look at each other's research description or interpretation of data every two weeks.

The data collection and analysis were not separate procedures, but combined procedures. During the process, we analyzed the patterns and attempted to find emerging themes. Following themes were emerged: a) struggling to prepare the professional knowledge, b) facing the challenge to deliver professional knowledge; and c) being embarrassed by the students' evaluation results.

III. Findings

During the whole process from the preparation phase to the end-of-program evaluation, the instructor captured diverse challenging moments. Her meanings of the experiences were grouped into three categories: 1) struggling through designing targeted instruction, 2) facing challenges in delivering professional knowledge, and 3) being embarrassed by the results of the students' evaluation.

1. Struggling Through Designing Targeted Instruction

This way of teaching required more thoughtful and deliberate preparation. She had to develop curriculum considering math education content, engaging activities, teacher's materials, and student materials. During the preparation phase, struggles the instructor experienced came from two reasons. One of the causes of stress was the tension and anxiety from teaching professional knowledge in a foreign language. Utilizing the English language in teaching was a significant challenge to the instructor. Even though she completed a doctoral program in the U.S., she still felt pressure from the level of proficiency in her English. For more than seven years since she came back to Korea, she has taught classes only in Korean. Therefore, she was not sure of how to effectively deliver content knowledge in English to her students. The following interview displayed her feelings of pressure.

I felt pressured when selecting textbooks written in English and studied to find ways to use the books. I already taught the course contents several times in Korean and

understood what to cover in the class. However, the course preparation was not an easy process. I had to make some teaching notes and prepare teaching materials in English. I also had to think about how to deliver and paraphrase content knowledge in simplified English for them to understand easier. (Instructor interview, April, 25)

The interview excerpt showed the burden the instructor felt during the process of lesson preparation. Her comments revealed how she felt regarding the delivery of lessons in English as a non-native speaker of English. Taking CBI classes requires two kinds of academic language: school navigational language and curriculum content language. As Bailey and Heritage (2008) pointed out, non-native English instructors needed to prepare both categories of academic language. The instructor in this study needed much time to prepare lessons in order to practice the two kinds of academic language as well as content concepts. She needed to allot much time to prepare lessons and felt psychologically burdened. CBI demanded much time for preparation, especially, in cases where an instructor had not used the English language in Korean contexts for years.

In addition to the burden the instructor felt, which was from her lack of language proficiency, the other difficulty came from the fact that she had to prepare lessons without any verification of the students' proficiency in advance. She could not be able to obtain any information about the learners' English language abilities, which was an important precursor to designing the course.

The students were pre-service teachers who were going to teach young children. When considering their departmental characteristics, they tended to invest less time on and show less interest in learning English than students who had majored in English. Some of the pre-service teachers realized the importance of English as a global language and prepared the TOEIC. However, for most of them, English proficiency did not account for a great part of attaining job positions. Hence, it was not easy to get information on the levels of the students' language proficiency skills including listening, speaking, reading, and writing.

The vagueness of the student information triggered the instructor's continuous efforts to find more appropriate materials for targeted instruction. Based on her experiences, she

presupposed the students' English language proficiency levels and possible situations, and then prepared materials and lesson procedures. During the process of curriculum development, one way to develop curriculum was to revise the main text materials in order to make reading texts comprehensible to the students. Finding books which could meet both students' linguistic and cognitive levels was not an easy process. She primarily selected texts which were cognitively challenging to the students and then determined to simplify the texts to adapt them to student proficiency levels. Selecting texts which could meet both aspects was a dilemma for her. Simplifying texts was a time consuming task. Another way was to utilize English picture books as supplementary materials the students could have easy access to.

I had felt burdened with CBI implementation and begun to study textbooks and prepare lessons for winter vacation. In addition, I gathered useful English storybooks and teaching aids for lessons with the help of some in-service teachers in kindergartens.

(Instructor interview, April, 25)

For the integration of contents and English language learning to be truly powerful, she needed to have careful orchestration in designing lessons. The pressure the instructor felt in order to teach the class could serve as a trigger to seek more practical approaches to the course. During the winter vacation, she invested much time in choosing and revising text materials, incorporating practical supplementary materials, and searching effective teaching strategies to deliver lessons.

2. Facing Challenges in Delivering Professional Knowledge

Even though the instructor had spent much time on preparation, she faced other obstacles during the phase of implementation. The first obstacle was to help the students maintain their initial interests and motivation for acquiring knowledge in the lessons. The second one was difficulty in promoting reciprocal interactions between her and her students.

In the beginning of the semester, the students looked tensed in taking CBI lessons and displayed active participation in classes, but their tensions became lessened as the classes were carried on. The instructor did not know how to respond and adjust to the changes of students' attitudes and felt strategic needs for resolving the issue. The following excerpts were from some students' interviews.

At first, I previewed assigned readings and studied unknown vocabularies, but as time went by, I became lazy and attended classes without any preparation. When I did not preview readings, I did not understand what the class was about and sometimes, I was surprised to find myself falling into a doze. Especially, taking quizzes made me feel strained as did the assigned readings, but when there were not any quizzes, I did not study or prepare anything. (Student A interview, April, 11)

At first, I was nervous about how much I could understand lessons, and I read ahead of time. But, it was hard. It was hard to understand lessons even when I read the assigned readings in advance. In addition, technical terms in texts were not familiar either, which made me de-motivated. (Student B interview, April, 20)

The student interviews revealed that in the beginning of the semester, the students prepared lessons in advance and were motivated to actively participate in the lessons since they felt some pressures from the English language and content integrated course. Another motivating factor the students pointed out was the quizzes taken in some classes. However, as the students became familiar with the English-led classes, the English language itself could not be a strong, external motivating factor to the students any more.

The students' understanding seemed to be enhanced in cases where the students previewed the assigned readings, and the instructor provided brief explanations. However, it was not the case when the instructor explained about concrete examples which might occur in kindergartens in English. Hence, the instructor provided re-explanations to them. However, the students still displayed difficulties in understanding and rarely asked questions in English. The following excerpt reflected the instructor's comments about student understanding.

When I delivered the contents of early childhood math education, there were cases where students did not understand English vocabularies, and sometimes they did not have a clear understanding of important terms. There were times when English words could help their understanding, but mostly students' lack of vocabulary knowledge deterred the delivery of professional knowledge. When students previewed what they were supposed to learn for that day, they could understand more. However, when I explained practical examples found in childhood education fields, they felt more difficulties because those examples were mostly out of context. (Instructor interview, March, 13).

Another pressure the instructor felt was the difficulties in creating active interactions with students during the phase of implementation. When introducing the class on the first day of the class, the instructor proposed that the class be proceeded mainly in English as far as possible. However, her suggestion deterred active interactions among the instructor and the students. During the process of lesson delivery, the interactions with the students did not progress smoothly.

In classes, what the instructor recognized as of importance was the interaction between the instructor and learners and among learners themselves. Using language fluently in teaching and learning is a very critical issue for teachers and students. In the context where English is a foreign language, communication between an instructor and students does not tend to go well because of their lack of English language proficiency. Even though the instructor gained a doctoral degree in an English-speaking country, English language has always been a barrier for her.

Language functions as a tool for communication and it affects the ways of thinking of those who use the language. English language has different characteristics compared to Korean language. Korean language has a more developed system of honorifics which signifies the value of humility and respect in Korean culture. Using the English language in the classroom brings western cultural traditions through how it is interrelated with the language on relationships between teacher and students. In this class, the instructor could notice the western cultural influence on the class. The instructor confessed as follows.

A teacher's job is not only to deliver knowledge, but also to help students learn other

important things which could influence character formation.

(Instructor interview, May, 12)

The students in the class needed to learn how to make affective relationships with young children. Therefore, classes offered in colleges should also be an arena for pre-service teachers to learn to build a rapport with their teachers, which could ultimately affect the pre-service teachers' relationships with young children in the future. Delivering contents in English limits the development of the interpersonal relationships. Language is interrelated with its culture. The instructor who is familiar with Korean cultural practices felt a cultural gap which was attributed to the English language practices in teaching. Less hierarchical relationship between the teacher and the students was enacted in classroom practices. The instructor confessed,

Communicating in English limits the creation of a good rapport between the teacher and students. Compared to lessons spoken in Korean, the teacher and students might feel insecure in interpersonal relationships in an English-mediated class.

(Instructor interview, April, 25)

In order to resolve the issues of lack of student motivation and difficulties in promoting active interactions between the instructor and the students, she incorporated an instructional strategy, that is, L1 support and practical English.

After class, I often interviewed some students to listen to what they thought about the CBI class. Many students said that an English only class was difficult to understand. Therefore, I attempted to utilize diverse instructional strategies. For example, I mainly taught in English and at the end of a session, I gave a summary of what they learned in Korean language. On another occasion, I provided a brief summary in Korean at the beginning of a session and then continued to teach the class in English. Also, I explained about key concepts and terminology at the beginning of class in Korean and then taught the class in English. In other words, I utilized the two languages.

(Instructor interview, May, 12)

There were times when she felt ambivalent about where she should put the priority of this class, either on English or on knowledge transmission. However, she came to realize that acquiring practical knowledge of how to teach young children math was more important than enhancing English language skills for the pre-service teachers. Hence, she decided to utilize the two languages.

Another instructional strategy she employed was to provide opportunities to promote interactions by striking up everyday conversations to help the students to practice English.

I prepared English storybooks and teaching aids. The students did some activities by using those materials. In small groups, they read storybooks to each other, asked some questions, and talked to each other about the books in English. Moreover, I provided English scripts in order to help them practice interactions in English. Those scripts were used as prompts for their English conversation. (Instructor interview, May, 25)

The instructional strategy of adopting literature-based math education hit the mark. According to the instructor, even though it might not be an excellent technique to teach English, it was helpful in that the students were able to utilize English storybooks which were readable to them, make sentences by using them, and talk about the contents.

3. Being Embarrassed by the Results of Student Evaluation

The CBI class was a challenge to the instructor. Even though she began the lessons with fear in the beginning of the semester, she invested so much time and effort in lesson preparation and implementation. The whole process was not easy, but it gave the instructor some feelings of self-satisfaction which resulted from accomplishing the new challenge as a non-native speaker of English.

I felt burdened with the lesson implementation for the whole semester. When I conducted the class in Korean, I spent time and made some efforts. But lessons conducted in English required me to devote a great deal of time and effort to the class.

(Instructor interview, March, 13)

The interview above displayed that she went through a continuous reflective process in order to find the best way for her to instruct, rather than the most effective way. However, by comparison with the instructor's great effort and time investment, the students' evaluative responses to the class did not reach her expectations and made her feel disappointed.

Even though I invested so much time and effort into the work, the students' evaluation on the class was not satisfactory, which made me upset. The students were satisfied with the grades received from this class which were calculated on the basis of an absolute scale. However, the result of the course evaluation was not satisfactory, which made me distressed. If a class was conducted in English, there must be some questions reflecting CBI on the evaluation criteria. Applying the same evaluation criteria to both a CBI class and other classes was not fair. Therefore, this kind of evaluation criteria can make instructors de-motivated in implementing CBI. (Instructor interview, June, 25)

The interview excerpt above pointed out that negative feedback received from the students brought about weakening her desire to implement CBI in the future.

IV. Conclusion

This study examined the aspects of challenges an instructor faced and explored better ways to provide a CBI course in each phase of preparation, implementation, and reflection. The course was offered by the department of Early Childhood Education. During the preparation phase, the instructor felt pressured by the tension and anxiety from teaching professional knowledge in a foreign language. Utilizing the English language in teaching was a significant challenge to the instructor. In addition, integrating academic language instruction into content-area lessons was certainly a challenge. Even worse, she was not able to obtain any information about the learners' English language abilities, which was an important precursor to designing the course. She presupposed the students' English language proficiency levels and prepared materials and lesson procedures. She primarily

selected texts which were cognitively challenging to the students and then determined to simplify the texts, which could be adapted to the students' proficiency levels. She also gathered useful English storybooks and teaching aids for the lessons with the help of some in-service teachers in kindergartens.

Even though she had careful orchestration in designing the lessons in order for the integration of the contents and English language learning to be truly powerful, she faced other obstacles during the phase of implementation. In the beginning of the semester, the students prepared lessons in advance and were motivated to actively participate in the lessons. English language itself propelled them into preparation for the class. However, as the students became familiar with the English-led lessons, English language itself could not be a strong, external motivating factor to them any more.

Another obstacle was the difficulty in creating active interactions with students during the phase of implementation. During the process of lesson delivery, interactions with the students in English did not progress smoothly. Classes offered by colleges should be an arena for the pre-service teachers to learn to build a rapport with their teachers, which could ultimately affect the pre-service teachers' relationships with their young children in the future. A procedure of teaching and learning should not be a lesson delivery from one direction, but a transactional process between instructor and student, which could ultimately shape a rapport between them (Ayer, 1989). However, delivering contents in English limited the development of building the interpersonal relationships between the instructor and her students.

To promote active student participation and make lessons more comprehensible to the students, the instructor decided to switch language codes flexibly. The code-switching environment not only allowed the students to participate more actively, but also helped them to acquire clear understanding of contents. In addition, she provided contexts where the students could utilize more practical English, which served to promote student participation in the class.

Lastly, in the phase of evaluation, the instructor felt self-satisfaction at accomplishing the new challenge as a non-native speaker of English. However, on the other hand, she was disappointed at the result of the student evaluation of the class. She doubted the

applicability of the standardized evaluation criteria to every class without considering the characteristics of CBI.

In this study, the adaptation of teaching strategies which were used to overcome diverse instructional barriers was largely a byproduct of the instructor's reflective thinking. Teaching is a recursive process and needs continuous assessment, reflection, and revision in response to specific contexts considering "a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context" (Kumaravadivelu, 2006, p. 538). Her experiences reinforced the conception that each context for implementing content-based instruction was unique. The instructional approach to language and content needs to develop a pedagogy of "particularity" for specific contexts of teaching rather than a one-formula-fits-all model (Coyle et al., 2010; Kumaravadivelu, 2006).

Many colleges have offered CBI courses in the milieu of the spread of English as a global language. Currently, many CBI courses adopt the model of English-mediated instruction where English is adopted as a mediation for a class. However, as this study showed, the effective way to CBI implementation was not simply adopting English-mediated instruction. Based on research findings from this study, this paper points out several suggestions for more effective CBI courses.

Firstly, more practical support at a college level is needed to best serve the needs of targeted instructors. Faculty training programs currently offered in college need to provide chances to know more diverse content-based instructional techniques and strategies applicable to specific contexts and targeted students. CBI teachers need to be informed of diverse models of CBI and each model's characteristics and find ways to adopt and/or modify selected models to fit into targeted instructional context. For example, in this study, the instructor needed to provide the students with chances to clarify key concepts and terminology at the beginning of lessons. There was a need to employ a deductive approach to vocabulary instruction where key words were primarily given by a teacher or textbook rather than an inductive approach where learners discover or induce the meanings of a few words on their own (Brown, 2007). In addition, the three categories of academic language should be addressed depending on the following

contexts: content words with important content-area key concepts, general academic vocabulary, and school navigational language. In ESL contexts, English language learners who have been in schools for a period of time may be familiar with school navigational language, but English learners in EFL contexts might have different degrees of experience with the kinds of academic language. Other useful key features included are as follows: making content comprehensible by simplifying texts and speech, incorporating mother-tongue support, and integrating opportunities to practice language skills. Especially, for instructors who would provide CBI courses to pre-service teachers majoring in early childhood education and child care, it is highly recommended that faculty training programs provide opportunities to practice utilizing English storybooks, to understand ways to teach concept vocabulary in specific content areas, and to share and exchange teaching tips with one another.

Secondly, evaluation criteria of CBI courses should be reformed at the college level. Providing incentives in order to encourage CBI instructors to offer high quality instruction is nothing but a stopgap measure. More practical criteria and ways to evaluate CBI courses need to be devised. For example, during the semester, instructors are able to get students' feedback about CBI courses through ways of informal assessments such as interviews and journals and reflect on the results on teaching strategies for better informed instruction. In addition, the voices of students will inform the evaluation criteria developer of what to include as additional questionnaires, especially applicable to assess CBI courses.

Throughout this study, we recognized how challenging it was to implement content-based English instruction in the specific context. We hope that the instructor's experiences in this study will positively influence in shaping future educators' thinking and learning about meaningful and appropriate academic English instruction for content-area teaching of college students who were majoring in early childhood education and child care.

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국문초록

본 연구의 목적은 유아교육을 전공하는 학생들에게 영어로 유아수학교육 수업을 제공하는 과정에서 단계별로 교수자가 구성한 어려움과 의미를 알아보는 것이었다. 내러티브 탐색법을 활용하여 질적 연구를 실행하였으며, 관찰, 인터뷰, 학생들이 작성한 반성적 저널이 연구 자료로 수집되었다. 그 결과, 우선, 준비하는 단계에서 교수자는 원어민이 아니지만, 영어로 수업을 해야 한다는 압박과 영어로 수학교육내용을 어떻게 효과적으로 알려줄 수 있는 다양한 방법을 고려하였다. 수업 하는 단계에서 교수자는 학생들의 지속적인 동기 유발을 갖도록 하는 것과 교수자와 학생, 학생들 간 상호작용이 일어날 수 있는 기회를 마련하는 것을 중요하게 인식하였다. 평가 단계에서는 수업 준비와 실행 단계에서 부족했던 내용을 분석하는 것을 중요하게 인식하였다. 본 연구의 결과는 유아교육학과에서 영어로 전공 수업을 하는 상황에서 의미 있고, 적절한 교수학습 방법을 찾아보는 것에 기여를 할 것이라 사려된다.

▶ 주제어 : 예비 유아 교사, 내용기반교수법, 유아교육

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