

**PERCEPTIONS OF KOREAN COLLEGE STUDENTS AND TEACHERS
ABOUT COMMUNICATION-BASED ENGLISH INSTRUCTION:
EVALUATION OF A COLLEGE EFL CURRICULUM IN SOUTH KOREA**

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
The Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

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ABSTRACT

This study focused on the perceptions of college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English program in South Korea. The study also explored the needs for future college EFL curriculum design and instructional development in the general South Korean context. Specifically, the purpose of this study was to investigate the development of communication-based English language instruction in a Korean university context by (a) evaluating/critiquing a specific college English program at Pusan National University (PNU), (b) describing and exploring perceptions regarding English instruction at the collegiate level in Korea among Korean college students and their teachers in the EFL program, and (c) identifying the strengths and weaknesses of the college EFL curriculum of the university with respect to how closely it aligns with student and teacher perceptions of needs related to English.

The study employed a quantitative survey method complemented by qualitative interviews to examine what is taking place at PNU, as a representative sample of the changing English landscape in Korea, and perceptions of the new curriculum. The survey data were analyzed by SPSS, thus producing descriptive statistics with a series of t-tests and one-way ANOVAs, followed by Tukey's HSD test. The information from the interviews was categorized and analyzed according to emerging themes or categories.

The results revealed that, overall, while students generally seemed to have somewhat negative opinions, teachers seemed to have somewhat positive opinions about the effectiveness/quality of the new curriculum. Plausible explanations for this discrepancy are examined in the final chapter. Also, the analyses of the results revealed the possibility that the current communication-based EFL curriculum may be not aligned well with the students' desires, due to several weaknesses of the curriculum itself and constrains inherent in the institutional system behind the curriculum.

Based on the findings of this research, several major issues are discussed, along with pedagogical implications arising from the study. The study also sheds some light on the importance of needs analysis for more effective implementation and evaluation of any new curriculum. Finally, limitations of the study, and several suggestions for further studies, are presented.

Dedicated to my parents,
to my husband, Gue-Hyun Kim
& to my son, Joon

ACKNOWLEDGMENTS

I would like to first thank my adviser, Dr. Keiko Samimy, for her support, warm care, and guidance throughout my pursuit of the Doctoral Degree.

I am very grateful to Dr. Alan Hirvela for not only his insightful feedback but also his constant encouragements throughout my dissertation writing process. His words of helpful advice, including positive criticism, will be remembered.

I also wish to thank Dr. Joe Heimlich for providing me with his constructive comments on my drafts as well as professional advice regarding my research methodology and data analyses.

I am also grateful to Dr. Anna Soter, Dr. Diane Belcher, Dr. Shelley Wong, Dr. Robert Warmbrod, Dr. Joe Gliem, Dr. Larry Miller, Dr. Patti Lather, Dr. Peter Demerath, Dr. Terence Odlin, and Dr. Charles Hancock, for their invaluable contributions to my intellectual growth during my coursework at the Ohio State University.

I was lucky to have such good friends as Pornsiri, Jocelyn, Ling-miao, Reiko, Darcy, Mary, and Sueyeon in my Ph.D. program. Sharing my thoughts, struggles and joys with them enriched my learning experiences. I thank all of them. I would also like to thank Dr. Sue Hum for her help and encouragements, and my old friend, Lisa Baird, who prayed for me from Indiana.

Special thanks also go to my Korean professors, Dong-Hwan An, Sang-Do Lee, One-Gook Lee, Ki-Seong Park, and Man-Ho Bae, for their support and kindness. I am particularly grateful to all the students and teachers who participated in the study. Although there are too many to list individually here, I want to express my sincere thanks to them all.

Finally, I'd like to express my love and appreciation to my husband, Gue-Hyun Kim, for his patience and understanding during my study. Without his support, the completion of my doctoral program would have been impossible.

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CHAPTER 1

INTRODUCTION

This study focuses on a new college English curriculum designed to help undergraduate students improve their English language skills at a selected university in South Korea. In an attempt to explore relevant needs for further college English as a foreign language (EFL) curriculum design and instructional development, the main concern of this study is how the Korean regular undergraduate students and their English teachers perceive communication-based English instruction in a current university-level general English curriculum in South Korea.

1.1 Study Background: A Historical Overview of English Teaching in Korea

According to Park (1992), foreign-language education, mostly English education, in Korea, is divided into four phrases. In the first phrase (1883-1910), when Korea first opened its doors to the Western world, the Korean government had an urgent need for translators and interpreters for a number of Western languages, especially English. In 1883, the first official English education in Korea started at an institution called *Tongmunhak* to produce official interpreters. A British telegraph technician and two

Chinese who had been educated in U.S. were the teachers (Moon, 1982). Since the teachers did not speak Korean, English was taught via the direct method. After the closing of *Tongmunhak, Yugyoung Gongwon*, the first official modern school, opened in 1886. The students were mostly government officials, who had received English language training through the memorization of Chinese characters. Therefore, at this time, few people had the opportunity to learn English.

The Japanese Annexation of Korea ushered in the second phase (1910-1945), during which Japanese was imposed as the sole medium of instruction. English was taught by grammar-translation in secondary schools mostly to prepare students for the college entrance examination. Then, during World War II, English teaching was forbidden in all schools. The net result was that “The Japanese legacy is apparent in the continuing existence of the grammar-translation method in English teaching and the Japanese terminology for grammar” (Kwon, 2000, p.49).

In the third phase (1945-1980), Korea’s liberation from Japan (1945) and the Korean War (1950-1953) added to the importance of English in Korea due to the increasing contact with America militarily and economically. Although many Korean teachers of English, mostly college professors, received formal education and training in the United States, special emphasis was attached to grammar and translation in both college-level English education and the college entrance examinations.

The 1980s was a golden era for the Korean economy, and this initiated what Park (1992) calls the fourth phase, from 1980 to the present. However, since his article was written in 1992, and there was drastic change in the late 1990s in terms of the economy and educational policy in Korea, it seems more reasonable to say that the period from

1980 to the mid-1990s comprises the fourth phase, during which, thanks to economic expansion, Korea's international relations grew more and more diversified. English started to be viewed more as an international language rather than merely the American and British language.

It is valuable to add the fifth phase (late 1990s – present). Since the late 1990s, when the new government policy emphasized English, accelerated internationalization and globalization have increased the need for speaking and writing in English. Moreover, the sudden widespread use of the Internet has made English indispensable to everyday society in Korea. This recognition of the importance of English communication led to the educational innovations which have since influenced English teaching and teacher training in Korea (Kwon, 1997).

The most important innovation of the current phase is the introduction of English as a regular subject into elementary schools in 1997 by the Korean Ministry of Education. Adopting a functional syllabus, the elementary English curriculum emphasizes learners' communicative functions. To prepare English teachers, a number of in-service training programs have been implemented. The effects of such teaching and teacher training are yet to be assessed, but elementary school English is certainly an innovation in the history of English teaching in Korea. Other innovations of this phase are the influx of native speakers of English in Korea's secondary schools and the revision of the new national curriculum for secondary schools. In order to help learners of English to develop communicative competence, both in spoken and written language, the new curriculum adopted a completely new approach to English teaching. The characteristics are: (1) a

change to functional syllabuses, (2) comprehension before production, (3) emphasis on communicative competence, (4) fluency over accuracy (Kwon, 2000).

In terms of language teaching methodology, until the fourth phase, the grammar-translation method was dominant and seen as the traditional method of English education in Korea. However, around the fifth phase, communication-based English instruction, including communicative language teaching, became popular in order to produce more competent speakers and writers of English. These teaching methodologies will be discussed in greater detail in a later chapter.

1.2 Statement of the Problem

With the advent of globalization and technological development, English has become a necessary tool of international communication in many areas such as education, business, politics, commerce, science, and technology throughout the world. Also, English has become the most widely taught foreign language in the world (Kachru & Nelson, 1996).

The widespread use of English as a lingua franca has had a significant impact on foreign language education, including English education in Korea. In the past, having a good command of English had many advantages not only in education but also in society, such as obtaining a good score on an exam or receiving respect from other people. Presently, especially since the late 1990s, because of the new government and educational policy emphasizing English and technology, accelerated globalization, and

easy access to the Internet, English has become indispensable to almost every field in Korea, and the necessity of speaking and writing in English has increased considerably.

The need for communication in English has played an important role in curricular restructuring not only for secondary school English but also at the college level in Korea. In Korea, English is generally a required course from middle school through the first year in college. Basically, before entering a college or university, students have studied English for at least six years. In spite of this lengthy experience in English, students' low level of English proficiency has raised many concerns about English education in Korea, and a lot of attempts have been made to improve English teaching instruction to promote better communicative competence in students both for general communication and in their specific fields of study at the university level. Presently, many students at the college level want to study English for communicative purposes. These students' needs for more communicative language skills have brought a radical change in the perception of effective English instruction and how to achieve it.

Therefore, English education in Korea has experienced a paradigm shift from a focus on receptive skills and knowledge, such as grammar and reading comprehension, to an emphasis on productive skills, such as speaking and writing. Moreover, the major English language teaching methodology has changed from the traditional grammar-translation approach to communication-based English teaching, including communicative language teaching, to enhance Korean students' English proficiency.

Communicative language teaching (CLT) refers to a language teaching methodology which focuses on developing learners' communicative competence in the target language. Even though CLT has been regarded as an ideal teaching approach by

many researchers and teachers (e.g., Lee & Van Pattern, 1995; Yalden, 1987), and has been widely accepted as a dominant language teaching approach (Phillipson, 1992; Kachru, 1992), much research has reported difficulties with CLT implementation in English as a foreign language (EFL) contexts because of several constraints, such as the national college exam, which still focuses on grammar and reading comprehension, large class sizes, and cultural mismatches (Burnaby & Sun, 1989; Gorsuch, 2000; Liu, D., 1999; Anderson, 1993). Furthermore, language learners' resistance or reluctance to participate in class has been found to be one of the major obstacles to curricular innovations related to CLT in many EFL countries (e.g., Bern, 1990; Shamin, 1996).

Regarding the situation in Korea, an EFL country, a review of the literature indicates that most research on CLT has focused on teachers' perspectives, usually in middle or high school settings (Choi, 1999; Li, 1998; Guilloteaux, 2004). Little research, however, has been conducted on the students' perspectives of communication-based English instruction, and few attempts have been made to examine Korean college contexts. Also, college English teachers' voices have not been heard before in Korea. Furthermore, even though other communication-based English instructional approaches and applications, such as the whole language approach, English for specific purposes, and using E-mail or the Internet for English teaching, are being used to improve students' communicative competence in English, it appears that no research has been conducted to examine them in Korean college situations. Therefore, it is necessary to evaluate current college EFL programs which use communication-based English instruction to determine the extent to which they are meeting their stated objectives and aligning with the needs and goals associated with them.

The purpose of this study was to investigate the development of communication-based English language instruction in a Korean university context by a) evaluating/critiquing a specific college English program at Pusan National University, b) describing and exploring perceptions regarding English instruction at the collegiate level in Korea among Korean undergraduate college students and their teachers in the EFL program, and c) identifying the strengths and weaknesses of the college EFL curriculum of the university with respect to how closely it aligns with student and teacher perceptions of needs related to English. Based on an analysis of their perceptions, EFL college course development and classroom practice might be guided or possibly improved not only for the PNU curriculum but also for college EFL programs at other universities both in South Korea and in other EFL countries facing similar situations.

For these college students, English language learning and proficiency are vital to their success in pursuit of higher education or in professional development. Moreover, since some of these college students and their English teachers will be researchers and/or teach English in the present or in the future, their perceptions may influence their behavior not only in the current English classroom but also in English curricular implementation in the future.

Pusan National University (PNU), one of the prestigious universities in South Korea, has been using a new learner-centered and communication-oriented college English curriculum since 2000. In an attempt to improve students' communicative skills and language competence in specific areas and to meet the students' increasing needs for practical English, centering on freshman English, a new EFL curriculum was implemented. The new curriculum focuses on communication-based English instruction

and has been drawing a lot of interest from many Korean universities. In fact, several institutions have expressed an interest in adopting the college English curriculum model employed at PNU. Apparently, many other universities in Korea are undergoing similar curricular restructuring, seeking to implement new EFL instruction with an emphasis on communication. In spite of growing interest in the new college EFL curriculum, little research has been conducted to investigate actual changes in university level English instruction in Korea, and to examine the perceived current effectiveness of college English instruction, from the perspectives of teachers as well as students.

Therefore, the objective of this study was to investigate the quality of the changes taking place in university level English instruction in South Korea. By examining what is taking place at PNU, as a representative sample of the changing English landscape in Korea, and perceptions of the new program, this study aimed to identify insights and implications relative to university level English instruction in South Korea.

For this study, a quantitative survey method complemented by qualitative interviews of several participants was utilized to examine current university level English instruction in South Korea. A survey questionnaire, together with structured and semi-structured interviews, was used to collect data for the study.

Since most Korean universities require first year undergraduate students to take English courses, the research population was first year undergraduate college students in English classes and the teachers (native speaking English teachers and non-native English teachers/Korean English teachers) who are teaching them in required freshman English courses at Pusan National University in South Korea.

1.3 The Research Questions

The study was guided by the following research questions:

1. How do PNU undergraduate students taking required English courses and their English teachers perceive the current effectiveness/quality of college English instruction at Pusan National University?
2. What differences exist among PNU students' perceptions of the current effectiveness/quality of college English instruction based on the following characteristics?
 - a. Gender
 - b. Academic Field
 - c. English Proficiency Level
3. How do PNU students and teachers perceive the importance of various goals regarding English instructional approaches in the PNU College EFL curriculum? Are there any differences in their perceptions based on the following characteristics?
 - a. Students vs. Teachers
 - b. Native vs. Non-native teachers
4. What are the students' perceptions of the frequency of the use of different instructional approaches employed by native speaking English teachers and Korean English teachers, respectively?

5. What differences exist between PNU students' perceptions of the importance of goals pertaining to the instructional approaches and the practices of English instruction frequently employed in the classroom?
6. What are the new English curriculum's perceived strengths and weaknesses relative to addressing the perceived needs for English instruction?
7. What are the overall implications for the PNU College EFL curriculum, as offered by current undergraduate students taking the required English courses and their teachers?

1.4 Definition of Terms

The following terms have been defined to clarify their use in the current study:

- 1) Communication-based English Instruction is a pragmatic-oriented instructional concept, focusing on the cultivation of communicative competence in English (Yalden, 1981). The approaches and applications, such as Communicative Language Teaching (CLT), Whole Language Approach, E-mail or the Internet for English teaching, and English for Specific Purposes (ESP), are presented in this study.
- 2) Communicative Language Teaching (CLT) refers to a language teaching methodology which focuses on developing learners' communicative competence in the target language (Celce-Murcia, 1997). This methodology "covers a variety of approaches that all focus on helping learners to communicate meaningfully in a

target language” (Nunan, 1999, p.303). In the present study, CLT is represented by questions 15-18 and 35-38 on the survey questionnaire.

- 3) E-mail for English Teaching: E-mail (Electronic mail) is a way of sending a message from one computer to one or more computers. The medium can be applied to second language teaching and learning to enhance students’ English language communication skills (Warschauer, 1995). For the purpose of this study, using the Internet for English instruction is included in this category. In the present study, E-mail for English Teaching is represented by questions 23-26 and 43-46 on the survey questionnaire
- 4) ESP is an acronym for English for Specific Purposes, which is designed for non-native English speakers who need specific knowledge of English for their profession or trade. This is a learning-centered approach as well as a communication-based approach (Hutchinson & Waters, 1993). In the present study, ESP is represented by questions 27-30 and 47-50 on the survey questionnaire.
- 5) Traditional English Instruction usually refers to the grammar-translation method, which is based on grammatical analysis and the translation of sentences. In the grammar-translation classroom, teacher-student interaction typically means two things: “checking and improving the students’ memory of rules and vocabulary items, and checking and improving their comprehension of the grammar rules that had been taught” (Doughty & Williams, 1998, p.50). In the present study, Traditional English Instruction is represented by questions 11-14 and 31-34 on the survey questionnaire.

- 6) Perception is defined as “consciousness: a mental image, concept: direct or intuitive or cognitive” (Merriam Webster dictionary, 1999). In the current study, “perception” is realized as a research subject’s responses to each of the survey questionnaire questions and interview questions. Here, the researcher does not distinguish perceptions from the constructs of attitudes, beliefs, or perspectives.
- 7) Whole Language Approach is defined as “a way of bringing together a view of language, a view of learning, a view of people, in particular two special groups of people: kids and teachers” (Goodman, 1986, p.5). It captures the holistic and overlapping nature of the four language skills: reading, writing, listening, and speaking. Integrating the four language skills is emphasized for English instruction in this approach. In the present study, the Whole Language Approach is represented by questions 19-22 and 39-42 on the survey questionnaire.

1.5 Basic Assumptions

The target population of this study was first year undergraduate students in college English classes at Pusan National University in South Korea. The researcher assumes that compared with middle or high schools in Korea, there are few external constraints for English instruction at the college level, such as national college entrance exams. Therefore, whereas high school English instruction is more college entrance examination oriented, focusing on reading and grammar, college English instruction has increased freedom to conduct more communication-based approaches and meet the students’ needs.

In terms of research methodology, the following assumptions underlie the present study.

1. The subjects were capable of making sound assessments of their English abilities and the overall college EFL curriculum of the required general English course program.
2. The documents obtained from the Language Education Center at Pusan National University contain current and dependable information about the college EFL curriculum of the required general English courses at PNU in South Korea.

1.6 Significance of the Study

As indicated earlier, many universities in South Korea have been undergoing large-scale reform of the general college English curriculum. They are trying to revise their regular college English courses into more communication-oriented, practical courses to produce fluent users of English to meet the growing demand for communicative competence in English in Korean society. Even though considerable interest and concerns have been expressed informally regarding the college EFL curricular restructuring, little research has been conducted to investigate actual changes in college level English instruction and to examine the perceived current effectiveness of college English instruction, from the perspectives of both teachers and students.

In the Korean education system, which is hierarchical in structure, neither students' nor teachers' perspectives have been solicited regarding the new curriculum. Obviously, for curricular innovations to be successful, not only administrators' and

supervisors' but also teachers' and students' opinions should be taken into consideration. The present study provided an opportunity for them to express their views freely regarding the college English curriculum and instruction. Both students' and teachers' perceptions need to be compared and reconciled appropriately to ensure successful implementation of a new curriculum. Also, considering that a large number of native English speakers have been recruited for the communication-oriented English instruction in Korea, their practices and ideas should be compared with those of Korean English teachers to obtain some implications for the improvement of the college EFL program.

Therefore, this study attempted to identify insights and implications relative to college level English instruction in South Korea. By examining the EFL curriculum of general college English course programs and exploring the college students' and their English teachers' perceptions, the results of this study provide valuable insight into the college EFL curricular innovations, especially with respect to the improvement of college EFL instruction at Pusan National University, as a representative sample of the changing English landscape in Korea. The data obtained in this study will also be useful to the English Departments, Language Education Centers, or other institutions in Korea which are in charge of implementing college English courses in terms of establishing criteria for the selection of courses in their curricular, and enabling them to respond to the needs for those college English programs as perceived by their participants. In addition, the results of this study provide valuable insights into the quality of current English instruction, and the study's implications may eventually guide revision of classroom practices and future curriculum development in English.

Furthermore, since communication-based English instruction requires learners' active involvement in classroom practices and decision-making, it may be that evaluating students' needs and comparing teachers' and students' perspectives of English instructional innovation in a specific classroom setting will shed light on how the new curriculum is actually experienced by its key stakeholders: students and teachers. Also, presently, many young progressive English education experts are calling for periodic evaluations of college-level English programs in Korea (Park, 1994). The results of the study will contribute to designing better college English teaching programs for Korea in the years ahead.

In addition, the findings of the study will help other universities or colleges to make better decisions regarding which types of college EFL instruction and curricula improve students' language proficiency, one of the most important priorities for college students in Korea. Hopefully, the results of the present study will help to bring course development and classroom practice into line with student needs. The improvement of school curriculum and instruction will also help college students not to depend so heavily on extra-curricular activities or private language schools to develop their English language skills.

In another domain, this study may also impact on teacher development, especially how to train Korean English teachers and native speaking English teachers to collaborate effectively. Likewise, the study may contribute to foreign language curricular development and administration in other countries facing similar circumstances, by providing useful insights into the instructional innovations in the larger teaching English to speakers of other languages (TESOL) context.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews relevant studies and theories on college EFL curriculum and instruction not only in general but also in the Korean context, and discusses why understanding the students' and teachers' perceptions is important for effective English curricular implementation. This chapter consists of four parts. First, to establish the study's theoretical framework, the existing literature on ESL versus EFL in terms of teaching and learning English in general is briefly reviewed. Second, an overview of major English language instructional approaches and applications, including both traditional English instruction, and the communication-based English instruction, such as communicative language teaching, whole language approach, E-mail or the Internet for English teaching, and English for specific purposes, are presented. The third part of the literature review addresses previous studies related to innovations in current EFL curricula and instruction in South Korea. Finally, a current college English curriculum at a selected university (Pusan National University) in South Korea is provided.

2.1 ESL versus EFL

ESL is an acronym for English as a second language. ESL is defined as “the role of English for immigrant and other minority groups in English-speaking countries” (Richards, Platt, & Platt, 1992, p.124). In this context, since English has a special standing, it is used both inside and outside the classroom. “When English functions as a second language, that is, where it is used alongside other languages but is commonly the most important language of education, government, or business, it is often regarded by its users as a local rather than a foreign language” (Richards, 1985, p.2-3). Examples of an ESL situation can be seen when non-native English speakers reside in America or Australia.

On the contrary, EFL, an acronym for English as a foreign language, is defined as “the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication” (Richards, Platt, & Platt, 1992, p.123-124). In this context, students have fewer chances to practice English outside the classroom because English is not an official language. But it may still have a significant role to play: “It may be an important school subject and it may be necessary to pass an examination in English to enter a university. It may be the language of certain courses at a university, or at least of a large percentage of the students’ textbooks. It may be related for people who work in a tourism, business, and for some sections of the civil service” (Richards, 1985, p.2-3). Countries such as Japan and China are regarded as EFL settings.

Currently, the distinction between ESL and EFL is widely regarded as an oversimplification (Nunan, 1999), and some scholars (Nayar, 1997; Kachru & Nelson,

1996) argue for an alternative distinction of EAL (English as an additional language) versus ESL/EFL, because of the vagueness or overlapping of these terms, ESL and EFL. EAL may better address the concerns for more socio-linguistically accurate terms of language use in global contexts. However, many researchers (Ellis, 1994; Strevens, 1992) agree that there are still distinct factors distinguishing between ESL and EFL that should be taken into consideration in terms of teaching and learning English, because these differences have an impact on both what is learned and how it is learned in English education.

First of all, the student populations differ. In many EFL contexts such as Korea, the population is homogeneous, sharing a similar history and culture as well as the L1 (primary language). Although there are some cultural differences because of their personal religious or family traditions, a common bond through the larger cultural identity still exists (Gebhard, 1996). But students in many ESL settings like America are heterogeneous, coming from a variety of countries and cultures. They have diverse backgrounds and interests. For example, an ESL class could consist of students from Taiwan, South Korea, Japan, South Africa, and South America.

Second, the purposes for learning ESL and EFL are different. In Korea, where English is a foreign language, the primary goal of studying English is to pass the national college entrance examination or obtain a good score on a test such as the Test of English for International Communication (TOEIC). Since these exams have created washback effects (Hancock, 1994), especially for secondary-level education in Korea, most English instruction is exam-oriented, focusing on grammar and reading comprehension more than communicative abilities in English. In contrast, in the ESL setting, “the goal is often tied

to literacy,” which is necessarily to assimilate into the mainstream English-speaking population (Gebhard, 1996, p.3). Also, acquiring English is necessary for immediate, day-to-day communication in the society at large. Of course, there are some exceptions, such as people who need to learn English for communicative purposes in an EFL context, and students who want to gain a good score on the TOEFL (Test of English as a Foreign Language) test in ESL countries. Generally, in EFL situations, English is perceived as one of the most important academic subjects, rather than as a tool for survival as in business and education, which is often the case with ESL (Liu, D., 1999).

In terms of English teachers, ESL teachers are usually native speakers of English, and some of these teachers may not know any foreign language. EFL teachers are usually non-native speakers of English, having less proficiency in the target language than native English-speaking teachers. But teachers and students share the same native language (L1) and culture, which could be a good medium of instruction and a valuable resource for teaching English as a foreign language.

Materials are often different, too. In EFL, English teaching materials are usually provided in textbooks prescribed by the government or policy administrators, although some teachers may use supplemental materials of their own choice. Some EFL teachers may try to introduce many authentic materials, because students do not have many chances to encounter them on their own. On the contrary, ESL teachers often have more freedom to choose or develop materials. Furthermore, there is easy access to authentic materials for English instruction outside the classroom in ESL contexts.

Last but not least, in EFL settings, students have fewer chances to apply what they learn to communicative situations, especially with native speakers of English. “Quite

often the only comprehensible English some EFL students hear and read is in the classroom. In contrast, when ESL students leave the classroom they can enter any number of situations in which they can use English” (Gebhard, 1996, p.4). Therefore, EFL teachers are concerned with not only how to teach to the test, but also finding ways to get students to speak English in class. Also, in EFL countries, since students have less direct contact with speakers of English, there is an absence of learner’s immersion into the target language cultural community (Serdiukov & Tarnopolsky, 1999). It is widely recognized that understanding the social and cultural norms of a target speech community is an integral and fundamental part of L2 language instruction. Therefore, developing intercultural awareness in an EFL setting is important. In the case of ESL, where students’ L1 and culture may be easily neglected because of their need to use English for everyday purposes, maintenance of students’ L1 and culture is an issue. The goal is to enhance additive bilingualism rather than induce subtractive bilingualism (Ellis, 1994). Additive bilingualism means acquiring a second language without loss of native language skills, thereby enabling learners to maintain L1 ability as well as to develop or maintain a positive attitude toward their native languages and themselves. By contrast, subtractive bilingualism occurs when learners’ L1 ability declines in the course of acquiring the L2, and the learners develop a negative attitude towards their native language in the process of becoming bilingual (Carter & Nunan, 2001).

In spite of the differences between ESL and EFL, the researcher agrees with Phillipson’s (1992) statement that the comparison between ESL and EFL is relative; ESL and EFL should not be viewed as a dichotomy, but rather be presented on a continuum of English use. Nevertheless, the above distinction makes a considerable difference when it

comes to the learning and teaching of English because it affects “the extent of the learner’s prior familiarity with English, the learner’s expectations of success, and the average level of attainment reached by most learners” (Stevens, 1992, p.36-37).

Therefore, English language educators and administrators should keep those differences in mind not only for teaching English in class but also for designing a curriculum for EFL situations as well as ESL situations.

2.2 Major English Instructional Approaches and Applications

Over the last two decades, a paradigm shift has occurred in perspectives on foreign or second language acquisition. Specifically, major English instructional approaches have changed from traditional teacher-centered, grammar-oriented instruction to student-centered, communicative approaches (Celce-Murcia, 2002). A brief overview of major English instructional approaches and applications used widely is presented next.

2.2.1 Traditional English Instruction

Traditional English instruction usually refers to the grammar-translation method. Initially, the grammar-translation method was used to teach classical languages and became one of the most common second/foreign language teaching methods not only in ESL but also in EFL contexts. Typically, students learn a foreign or second language by translating the L2 to their L1, accompanied by analyses of sentence level grammar. In Korea, this approach used to be the most dominant teaching method, because many teachers and administrators believed that it was effective for their purposes, and they

were taught through this method themselves. Celce-Murcia (1991, p.6) lists the major characteristics of the grammar-translation method as follows:

- Instruction is given in the native language of the students.
- There is little use of the target language.
- Focus is on grammatical parsing, i.e., the form and inflection of words.
- A typical exercise is to translate sentences from the target language into the mother tongue.
- The result of this approach is usually an inability on the part of the student to use the language for communication.
- The teacher does not have to be able to speak the target language.

In this method, since there is little interaction between teachers and students, the classroom is teacher-centered, which matches the Korean classroom culture. The disadvantage of this method is that because grammar is taught as a set of rules to be memorized and repeated, it is difficult for learners to apply the grammar they have learned in actual communication (Nunan, 1999), thereby resulting in producing poor speakers of English with a lot of grammatical knowledge.

Also, some teachers use the grammar-translation method together with the audio-lingual method in a kind of hybrid pedagogy. The audio-lingual method emphasizes pattern memorization and practice, structural drills, and habit formation. The instructional principles of the audio-lingual method are: students are taught incrementally, errors are identified and corrected, and accuracy is expected to arise out of practice with structures (Carter & Nunan, 2001). Since the audio-lingual method was used widely in the 1950s and 1960s and is still being used, the method is also included in the traditional English instruction in this study.

2.2.2 Communication-based English Instruction

In communication-based English instruction, the purpose of language learning and the goal of language teaching are communication. Four major English language instructional approaches or applications for communication purposes are included in the current study.

(1) Communicative Language Teaching

Basically, communicative language teaching (CLT) focuses on the process rather than the product in language learning, and the purpose of language is communication. This approach grew out of the work of anthropological linguists “who view language first and foremost as a system of communication” (Celce-Muricia, 1991, p.8).

Nunan (1999, p.246) offers several characteristics of CLT, some of which are as follows:

- Language is a system of the expression of meaning: primary function – and communication.
- Activities involving real communication, carrying out meaningful tasks, and using language that is meaningful to the learner promote learning.
- Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.
- Syllabus will include some or all of the following: structures, functions, notions, and tasks. Ordering will be guided by learner needs.
- Role of materials – primary role of promoting communicative language use; task based, authentic.

In CLT, communicative competence, which refers to an ability to use the language for actual communication purposes, is emphasized (Canale and Swain, 1980; Hymes, 1972). This refers to functional language proficiency: “the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same (or different) speech community (communities), or between one person and a written or oral text” (Savignon, 1983, p.303). Communicative competence applies to both written and spoken language. CLT also advocates a communicative syllabus in which real-world tasks and authentic materials are used to design language courses (Yalden, 1987).

Also, in the CLT classroom, since learners’ active involvement in class is essential, the role of the teacher is that of a facilitator of the communication process and a needs analyst, rather than a knower or director of the classroom activities. The role of the learner is a negotiator or interactor, which is quite different from the traditional Korean students’ role as a learner, receiver, follower, or listener (Savignon, 2002). Therefore, for effective CLT implementation in the language classroom, not only teachers but also students have to abandon their traditional roles, and this has been one of the major obstacles to successful implementation of CLT in the Korean context. Regarding cultural mismatches and the new roles for CLT classes, several studies have been conducted in many EFL countries (e.g., Shamin, 1996; Li, 1998; Holliday, 1996). More research about CLT in Korean contexts will be presented later.

(2) Whole Language Approach

According to Goodman (1986), whole language is defined as “a way of bringing together, a view of language, a view of learning, a view of people, in particular two special groups of people: kids and teachers” (p.5). Whole language approach unifies and integrates the four language skills, which should not be broken into parts (Goodman, 1986; Hennings, 1990; Rigg, 1991).

A major tenet of whole language is that language is best learned in authentic, meaningful situations in which language is not separated into parts, but remains whole (Gaburo, 1988; Goodman, 1986). The following elements of whole language teaching are considered essential to language teaching and learning (Weaver, 1990; Edelsky, et, al., 1991):

- All the language arts are integrative and integrated inside and outside of the classroom;
- Language learning to learn the use of wholeness;
- Learners’ ownership and responsibility for their own engagement in language practices;
- Proceeds more from whole-to-part than from part-to-whole;
- Students are engaged in reading and writing, speaking and listening, for a variety of authentic purposes;
- Language learning in a learner-centered curriculum;
- Teacher as an ingenious innovator, facilitator, provider, astute observer, co-learner in a classroom community;
- The richness of literature and authentic materials (material from a variety of sources, including textbooks, trade books, newspapers, magazines, and references).

One of the hallmarks of a whole language program is that curricular decisions are based on the knowledge and needs of individual students, and the curriculum is

negotiated with students (Gilles, 1988). Compared with CLT, where language learning activities are structured so as to provide meaningful opportunities to communicate in the target language, students in a whole language program acquire a foreign or second language through immersion in the language.

Recently, many experts in ESL/EFL have believed that the whole language teaching approach is an effective way of meeting the needs not only of children and secondary school students but also college students, thanks to its empowering qualities. For example, in their study of language minority students, Freeman and Freeman (1989) found that whole language allowed the students to have greater control over their own learning goals. Otero's research (1993) also demonstrated the usefulness of the whole language approach for the development of ESL students' literacy skills at the post-secondary level.

(3) E-mail or the Internet for English Teaching

Recently, technology has played an important role in teaching a foreign or second language. For example, advanced computer technology has enabled learners to generate their own target language discourse with much more freedom than ever before (Warschauer & Kern, 2000). Recent studies have found that computer networking tools, such as the Internet and e-mail, to be an effective medium for promoting second or foreign language (L2) learners' communicative competence, by providing learners with ample opportunities to negotiate meaning with others (Allen & Thompson, 1995; Kelm, 1992a; Chun, 1994; Warschauer, 1995; Chun & Plass, 2000). Therefore, the general tendency has shifted from using computers as a tutor to regarding them as an effective

means for communication and a resource for creating a more open learning environment in which students feel encouraged to express themselves (Tella, 1995).

Research on computer technology has demonstrated that e-mail or the Internet provide second/foreign language learners with increased opportunities to participate in genuine real-life communication as well as within an empowering environment where language learners can freely express themselves at their own pace. Based on previous studies (Beauvois, 1992; Kelm, 1992b; Allen & Thompson, 1995), several characteristics of computer-based foreign or second language instruction, including e-mail and the Internet, are presented as follows:

- The syllabus should be learner-centered, allowing students to have multiple opportunities to intake and produce L2. Students should also have a fair amount of control over their planning and implementation in order to lead students to be responsible for their learning and be autonomous themselves.
- Computer-based L2 instruction should foster authentic communication and use authentic materials whenever possible.
- Efforts should be made to keep the extraneous factors to be minimum, such as access to computers and apprehension for using a new medium.
- Networked computers also provide authentic sources for target language and culture.
- Telecommunications such as e-mails provides an empowering environment where nonnative speakers can freely express their emotions and thoughts in the target language.
- Through network-based interaction, students feel motivated and take more control over their L2 learning.

Certainly, several previous studies have shown that using the Internet or e-mail would motivate students to learn and provide them with more opportunities to use the language for communicative purposes (e.g., Warchauer, 1995).

(4) English for Specific Purposes

English for specific purposes (ESP), a specific branch of CLT, is designed for non-native English speakers who need specific knowledge of English in their field or profession. ESP focuses mainly on applications of English in specific fields (Robinson, 1991; Widdowson, 1987). Accordingly, the language learners' expectations and needs drive the course or curriculum design process (Hutchison & Waters, 1993).

The basic proposition of ESP is "all language teaching should be tailored to the specific learning and language use needs of identified groups of students - and also sensitive to the sociocultural contexts in which these students will be using English" (Johns & Price-Machado, 2003, p.43). Furthermore, Johns and Price-Machado (2003) argued that all good language teaching is for specific purposes in English. Robinson (1984) implied that ESP is, in essence, a means for achieving the necessary communicative competence. Therefore, ESP is goal-oriented and is based on needs analysis. According to Flowerdew & Peacock (2001), the rationale for ESP is based upon four claims:

- Being focused on the learners' needs, it wastes no time;
- It is relevant to the learner;
- It is successful in imparting learning;
- It is more cost effective than 'General English.'

Aside from the above factors, "authentic texts, communicative task-based approach, custom-made materials, adult learners, and purposeful courses" were mentioned (Flowerdew & Peacock, 2001, p.13).

Generally, ESP can be divided into two main types: English for occupational purposes (EOP) and English for academic purposes (EAP). However, since there is a diversity of ESP courses offered around the world, and the ESP programs are adapted to the contexts, ESP can be categorized in a number of ways (Johns, 1991). The researcher is more concerned about EAP, because the language learners in this study were college students who wanted to learn English related to their specific academic areas.

Section Summary

Among the four communication-oriented English instructional methodologies and applications presented above, some commonalities or overlapping ideas have been observed. First of all, all four of these innovative instructional approaches and applications emphasize communication. The purpose of learning and using the English language is communication, and the language practices focus on meaning, context, authentic language, and reflections of real-life situations.

Another similarity among these approaches and applications is a learner-centered curriculum. That is to say, learners are actively engaged, and their learning can also be facilitated, but not forced (Nunan, 1988). Therefore, course development should be relevant to student needs. In the traditional teacher-centered classroom, students blindly follow their English teachers, resulting in extensive knowledge of English grammar and vocabulary, but little or no communicative command of the English language. In large language classes centered on the teacher, there is little room for student participation. In contrast, in the learner-centered classroom, the learning climate fosters students' active

participation in class activities and projects (Bailey & Nunan, 1996), and this helps build communicative competence.

Therefore, in order to implement effective communication-based learner-centered curriculum and instruction, language learners' interaction or participation in class is essential and the students' needs should be assessed constantly, providing valuable data that could serve as a basis for reviewing and evaluating an existing EFL program (Burton & Merrill, 1991; Johnson, 1989).

2.3 Innovations in Current EFL Curricular and Instruction in South Korea

As indicated earlier, like many EFL countries, in South Korea, curricular innovation has begun to be implemented at various levels of schooling. According to Markee (1997), curricular innovation is defined as "a managed process of development whose principal products are teaching (and/or testing) materials, methodological skills, and pedagogical values that are perceived as new by potential adopters" (p.46). Some researchers distinguish change from innovation; while the former is an ongoing and unconscious process, the latter is a willed intervention (Miles, 1964). However, in the current study, the researcher does not differentiate between the two words; innovation and change will be used interchangeably.

Recently, the need for communication skills in English among Korean people has increased significantly, and educational reforms focusing on developing students' ability to use English communicatively have had an impact on English education in Korea. This, in turn, has brought about curricular innovations related to foreign language teaching in

general. The Korean Ministry of Education announced a new national curriculum which adopted a functional syllabus, as opposed to a grammatical syllabus in 1997 (Kim, 1998). The new curriculum emphasizes communicative competence over grammatical knowledge, and fluency over accuracy. These changes have shifted English teaching methodology in Korea, to a more communicative approach not only primary and secondary schools, but also in colleges or universities. Three major issues related to this innovation in English language teaching in South Korea are discussed in this section.

2.3.1 Communicative Syllabus

The first issue relates to complexities involved in adopting a communicative syllabus focused on communicative language teaching. Nowadays, many EFL countries such as Korea are moving from the structural syllabus to the communicative syllabus to foster actual communicative language abilities. The basis of a communicative syllabus is a multi-component model of language ability, which claims that communicative competence constitutes not only grammatical competence but also sociolinguistic, strategic, and discourse competence (Canale & Swain, 1980). In the communicative syllabus, the major role of instruction is to help students to use the target language for a number of communicative purposes. The major language teaching method used in this syllabus is CLT (communicative language teaching). However, as Burnaby & Sun (1989), and Li (1998) showed, ESL teaching methodologies like CLT may be impractical or ineffective in EFL countries because of significant socioeconomic and cultural differences.

There have been a number of studies on CLT in Korea. Through survey questionnaires and interviews, Li (1998) undertook a case study of South Korean secondary school English teachers' understanding of the actual practice or implementation of CLT. Through qualitative data analysis, several major teacher-related constraints were identified: "(a) deficiency in spoken English, (b) deficiency in strategic and sociolinguistic competence in English, (c) lack of training in CLT, (d) few opportunities for retraining in CLT, (e) misconceptions about CLT, and (f) little time and expertise for developing communicative materials" (p.687). Among the above constraints, all the participants reported that their abilities in English speaking and listening were not adequate for conducting a communicative class (Li, 1998).

Similarly, Choi (1999) conducted quantitative research to explore the nature of communicative language teaching through teachers' beliefs and classroom teaching practices in Korean middle schools. According to her data, the concepts of CLT could not be adopted without considering the context where language teaching occurs. Although Korean EFL teachers showed positive attitudes toward CLT, it was reported that there were some discrepancies between their beliefs about CLT and their actual practices of CLT in the classroom instruction due to a number of obstacles:

large number of students in a class, few opportunities for in-service teacher training, little support for travelling to English-speaking countries, teachers' low level of spoken English proficiency and cultural knowledge of English, lack of authentic materials, lack of school facilities for using audio-visual materials, too little time to teach assigned textbook context, and a college entrance examination focused mainly on reading skills (Choi, 1999, p.105).

Besides the above findings, one of the constraints was people's attitude toward change. Some conservative teachers of English do not want change and argue against active CLT due to their adherence to the traditional ways of teaching. They still emphasize the knowledge of linguistic theory and literature rather than communicative competence in English, and this hinders the progress of English education in Korea. Korean students' resistance to the new language teaching approach or methods could be also a major constraint for successful CLT. According to the Korean culture and convention, students are not expected to talk in class, unless asked. They are supposed to listen carefully and take notes thoroughly to get a good score on an exam. Accordingly, learners' voices have been silenced in South Korea.

Similarly, regarding the learner's role in CLT, based on a study in Pakistan, an EFL country, Shamin (1996) also found that learner resistance is a barrier to change. This is because when there is a mismatch between the existing culture and the new teaching method, such as CLT in Korea, anxiety and resistance among students and teachers, occur.

Recently, a growing number of studies have been concerned with the effectiveness of the elementary school English program in South Korea. After administering a survey on effective English teaching methods in elementary school to 166 teachers in an in-service training program, Kim (1997) found several general trends concerning communicative-based EFL education in Korean elementary schools and made some recommendations and suggestions for effective communicative instruction from the English teachers' viewpoint. Jung (1997) conducted a similar study by administering a self-report questionnaire to 74 in-service teachers. The study suggested directions for

effective elementary English teacher training in Korea. Similarly, Lee (2002) examined, through standardized open-ended survey, interviews, and document research, successful aspects and unsuccessful aspects of the EFL curriculum in Korean public elementary schools, and addressed a number of problematic areas, including an unclear vision of the curriculum and a lack of specialized training for EFL teachers. However, most of the studies on the communicative elementary program have been based on the teachers' perspectives, not taking into consideration the students' viewpoints. As such, the picture regarding English instruction at this level is incomplete.

In general, even though the students play an important role in the implementation of CLT, previous studies have highlighted many of the problems in CLT only from the researcher's or teacher's perspectives in the secondary school or elementary school contexts in South Korea. In addition, except for CLT, little research has been conducted on other communication-based innovative English instructional approaches such as the whole language approach and ESP. Since learners' perceptions of innovations related to communication-based instruction have been largely unexplored, there is a need to learn about their experiences of and perceptions toward the communicative type of syllabus.

2.3.2 Using Technology for English Language Instruction

Another issue in English teaching is related to computer technology. Particularly in EFL contexts such as in Korea, where students do not have many opportunities to speak the target language outside the classroom, networked computer tools such as e-mail and the Internet could play an important role in improving students' communicative competence by providing an effective communication means to communicate with others

in the target language. Since computer technology helps students to generate their own discourse in the target language, such as in English, with much more freedom than ever before (Kelm, 1992a; Warschauer & Kern, 2000), computer assisted English language instruction could be more learner-centered, allowing students to have multiple opportunities to participate in real-life communication in English.

In the past, most Korean students and teachers believed that any technology beyond chalk and chalkboards was simply superfluous, so that no technology was the best technology. Nowadays, many people take the opposite position: that educational technology is highly desirable because it can help improve the effectiveness of English teaching (Park, 1994). Therefore, in South Korea, many universities are using technology to help students develop communicative ability in English. Not only for English instructional methodology, but also for materials development and assessment methods, technology plays an important role in English education in South Korea. For example, many schools are offering cyber classes, with web-based discussion and materials and assignments posted on line. In addition, computer-based English testing is spreading rapidly in colleges or universities throughout South Korea.

Considering its growing popularity in the Korean context, technology as a tool for EFL instruction has been drawing a lot of attention from both English educators and researchers. Recently, a growing number of studies have explored ways of incorporating technology into language classrooms (e.g., Kim, 2002; Kim, 2003; Hong, 2003; Lee, 2003), especially by comparing two delivery modes: computer-mediated communication (CMC) and face-to-face instruction. For example, Lee & Chang (2001) presented a model of CMC-based English teaching materials intended to improve adult learners'

communicative interaction skills. They claimed that CMC could provide an ideal learning environment for Korean learners who have some affective barriers to English language learning.

Even though most of the research has found some positive effects of CMC on Korean students' learning attitudes and learning outcomes, they have not proved empirically the effectiveness of technology-mediated classes over traditional face-to-face classes in Korean educational settings. Also, neither college students' nor teachers' perceptions of using technology for EFL instruction have been discussed much. Therefore, more research is needed regarding how learners and teachers perceive tools like e-mail and the Internet as new English instructional devices in the general college EFL courses in South Korea.

2.3.3 Non-native English Teacher Development

Presently, to implement communicative teaching approaches or methodologies, many Korean institutions are recruiting a large number of native English speakers. Even though native speaking English teachers have many advantages such as fluent English, good pronunciation, and authentic up-to-date idiomatic expressions, little research has been conducted to verify the effectiveness of native-speaker teachers in the Korean context. Recently though, some researchers have started to address the issue of native versus non-native English teachers. For example, by employing surveys and interviews of students and native English-speaking teachers in language learning and teaching in Korean EFL classrooms, Chin (2002) found that both teachers and students criticized native speaking English teachers' "lack of professional preparation, insight into students'

typical language problems, and familiarity with the host educational system” (p.114).

Since native speaking English teachers usually cannot make themselves understood in Korean, some students have problems communicating with them.

Kim’s (1998) study also found that non-native teachers are effective English language teachers compared with their native speaker counterparts, because they can empathize with the learners’ psychological process. Similarly, by employing quantitative methods based on the analysis of a questionnaire to measure EFL learners’ attitudes toward non-native speaker instructor, Kang (2004) explored possibilities of how non-native English teachers contribute to promoting English as an international language perspective, and the study suggested that a non-native speaking instructor could provide not only primary linguistic data, but also modeling effects.

Therefore, a third issue related to English language teaching innovation in South Korea lies in English teacher development, that is how to educate and develop non-native English teachers to teach communicatively. Medgyes (1994) discusses the positive aspects of being a non-native English teacher as follows:

- Provide a good learner model;
- Teach language learning strategies more effectively;
- Supply learners with more information about the English language;
- Anticipate and prevent language difficulties better;
- Be more empathetic to the needs and problems of learners;
- Make use of the learners’ mother tongue.

However, many researchers have argued that one of the biggest disadvantages of non-native English teachers lies in their lower level of English language proficiency.

Therefore, in order for non-native English teachers to increase their comparative

advantage, they must improve their English. Some scholars (Cullen, 1994; Lafayette, 1993; Murdoch, 1994; Schrier, 1993) have pointed out that since the most valued aspect of non-native teachers is their high level of English language proficiency, language development should be incorporated into the English language teacher training programs.

In the EFL context, where exposure to English is limited and English is not the medium of instruction but only a required subject, the main concern of English teachers is “to improve their own command of the language so that they can use it more fluently, and above all, more confidently, in the classroom” (Cullen, 1994, p.164). Similarly, Murdoch (1994) also argued for placing language development in a central place in the EFL teacher-training curriculum, by establishing a symbiotic relationship between teaching methods and language study components.

In addition to language improvement, teacher education programs in Korea should address the local conditions in EFL situations, and connect them to the methods teachers are expected to use in their own classrooms. For example, future or current Korean EFL teachers should experience each methodology and know the strengths and weaknesses of each one, and learn how to apply it in their own pedagogical contexts. Knowing their own contextual restraints and opportunities, they can be empowered as English language teachers in their own countries (Richards, & Nunan, 1990).

2.4 Current College English Curriculum in South Korea

In terms of College English, so called “General English” courses for college freshmen, generally, there have been two opposing positions in South Korea. One

position emphasizes the word “general” in the subject title, arguing that since general English is part of general education, the course should cultivate the college students’ general knowledge of literature, philosophy, and history, science, and so on through English. The other position emphasizes the word “English,” maintaining that since the course is an “English” course, it should focus on developing the English abilities that college-educated people are expected to hold. While the former has a focus on the contents of the reading material, the latter emphasizes the practical aspects of English learning (Kwon, 2000).

Traditionally, the first position has dominated in the college English instruction (that is General English) because the courses have usually been administrated and taught by professors from the Department of English Language and Literature. In recent years though, many colleges are trying to revise the syllabus or curriculum of their regular college English courses into something more communicative (Kong, 1996). Currently, more and more universities are moving toward the second position, emphasizing the teaching of practical English. This includes increasing the number of conversational English courses and setting an English proficiency level requirement for graduation (Kwon, 2000).

Regarding the increased number of conversational English courses, several universities changed the traditional reading English programs to conversational programs by employing native English-speaking instructors. For practical English courses, some universities offer various elective courses such as Current English, Internet English, a series of English composition courses, and TOEIC or TOEFL preparatory courses (e.g., Ehwa Woman’s University, Hanyang University, Inha University, Kyemyung University,

and Kyongbuk National University). Furthermore, according to the policies of several universities such as Yonsei University and Seoul National University, for college students to graduate, they have to achieve the required levels of English proficiency by taking a required test (Kwon, 2000). The aim of these programs is to produce college graduates whose command of English is high, one of the advantages in the highly competitive Korean society.

In spite of growing innovations or changes in EFL programs at the college level, few studies have been conducted to investigate actual changes in university level English instruction in Korea, and to examine the perceptions of the current college English curriculum and instruction, from the perspectives of both college students and their English teachers. Therefore, by examining what is taking place in the current college English program at Pusan National University, as a representative sample of the changing English landscape in Korea, and perceptions of college students and teachers about the communication-based program, this study attempted to identify insights and implications relative to university level English instruction in South Korea. To provide background information important for the rest of this study, detailed explanations of the PNU College EFL curriculum are presented next.

2.4.1 PNU College EFL curriculum

At Pusan National University (PNU), like many other universities in South Korea, the Department of English Language & Literature originally administered the college English program. Also, the college English curriculum had been a part of general education (*Innum Kyoyang*) programs for a long time. Initially, college English courses

were intended to give first year students opportunities to read a variety of subjects in English for an accumulation of knowledge, and the traditional grammar-translation approach was widely used. The major medium of instruction was Korean.

However, in order to keep pace with globalization and internationalization, the college curriculum at PNU was recently changed from serving as an extension of a theory-focused *Innum Kyoyang* program to a more practical program designed to renovate college English courses. The new PNU English curriculum places a strong emphasis on students' communication proficiency in English. Since the program was developed in 2000 in an attempt to produce competent international leaders who could compete in the Pacific-rim region, the course title was initially "Pacific-rim English." However, the course title has been changed to "Practical English" after considering several suggested names. The new college English program at PNU has been run by an independent institution, which is called the Language Education Center, within the university.

In order to develop the new English curriculum, a special steering committee was formed at the end of 1999. That committee consisted of 12 professors at PNU: the director of the Language Education Center, two professors from the Department of English Language & Literature, two professors from the Department of English Education, six professors from other Departments at PNU (e.g., Philosophy, Politics, Applied Chemical Engineering, Pharmacy, Music, and Physics), and the vice chief of PNU school affairs (*Hwantaephyungang Yeongo Unyoung Baekso*, 2003).

The program offers compulsory English courses for all freshmen through juniors at the university. Specifically, PNU college students are required to take a total of

six-credits English courses: three courses worth two credits each from freshman to junior year, and to pass each course in order to graduate from the university. Under the umbrella of the “Practical English” program, three English courses are offered over three years. All PNU students are required to take each course for two consecutive semesters. Throughout the first year of the course, everyday English is emphasized regardless of the students’ major or field of study. The freshman English course (Practical English I, II) employs a communication-based syllabus, and all the students are taught by both native speaking English teachers and Korean English teachers. The sophomore (Practical English III, IV) and junior (Practical English V, VI) courses are more reading-focused, and use a different syllabus, depending on the students’ major or field of study. Because freshman English is required at all Korean universities, and is also the core of the college English program at PNU, this study focuses on only the freshman English curriculum. Several noteworthy characteristics of the PNU EFL curriculum are presented next.

Most of all, unlike other traditional college English programs, the PNU College EFL curriculum is designed to improve students’ communicative ability in English, by encouraging learners’ participation and independent learning. Traditionally, college-level English teaching in Korea is teacher-centered, from curricular content to materials development and selection to teaching methodology (Park, 1994). However, the teacher-centered programs failed to do justice to the real needs of the students. Therefore, many students turned to private English language institutions for training in practical English language skills, particularly for speaking and listening.

The goal of the current college English courses at PNU is for the college students to learn English for communicative purposes, not only for their major field of study but

also for the world outside the university, e.g., in their post-university careers. In order to develop students' communicative skills and language competence in English, and to meet the students' increasing needs for practical English, the college English course is guided by behavioral objectives based on communication goals.

Based on the given behavioral objectives in the textbook, the native speaking English teachers are responsible for developing students' speaking and writing skills, and the Korean English teachers are responsible for reading, listening, and providing cultural information. Examples of the behavioral objectives are:

- At the end of this unit (unit 1), a student will be able to
- 1) Introduce yourself by name, title, occupation, major, and nationality when she/he meets someone for the first time.
 - 2) Introduce a friend to another friend, to a peer, or to a person of higher status when they don't know each other. (www.pusan.ac.kr)

The PNU website (www.pusan.ac.kr) provides detailed information about the syllabus and course schedules of the English courses. Under the guidance of the teachers and the required textbook, the students are supposed to study English outside the classroom by themselves for several hours a week. Outside assignments are also given on-line. Special classes for outside assignments are offered for the students who need extra assistance. These are provided by the Language Education Center twice a week. Therefore, above all, the students' role as an independent and autonomous learner is emphasized in this EFL curriculum.

The other noteworthy characteristic of the program is its emphasis on team teaching. That is to say, students meet both native speaking English teachers and Korean

English teachers alternately week by week. Each class consists of about 30 students for the native speaking English teachers, and 50 to 60 students for the Korean English teachers. The classes meet once a week for nearly two hours (100 minutes).

Different roles are given to each type of teacher. The role of the native speaking English teacher is facilitator, that is, offering feedback and monitoring students' progress rather than teaching. The teachers tend to conduct more interactive classes by employing various instructional methods, such as pair work, group work, and role-plays. The Korean English instructors are responsible for teaching useful expressions, reading and listening skills, and cultural information, based on the textbook, which the teachers do not select.

Finally, the assessment system under the EFL curriculum involves on-going evaluation of the students' progress according to the behavioral objectives stated in the textbook. PNU also developed a new on-line Computer-Based Testing (CBT) system, enabling students to take tests continuously throughout the semester. The test items were based on the textbook, and the test item bank was developed by the examination committees consisting of Korean professors from the Department of English Language & Literature, and several Korean English teachers in the PNU College English program. Each test is composed of 40 questions, all requiring a fixed response. The test usually takes about 30 minutes. Examples of the test items are:

* Listen to the question and choose an appropriate response.

Voice

Question No. 1

M : Do you know how to turn the air conditioner off?

W : _____

Letter

- (A) The air conditioner is on. (B) Of course, it's too hot here.
(C) Sure, just turn the switch off. (D) Yes, it's a little cold.

Compared with the traditional paper-pencil test, the CBT is considered to be more convenient in several ways. First, it is easy to administer the test as long as the computers are properly equipped. Second, for the students, it is easy to take the tests, because they can select test times at their convenience during the day (from 9 to 5). The tests are administered eight times a day. The CBT also allows for wide selection of items because of its large and ever-changing data bank of test items. Finally, the computer-based test makes cheating difficult.

At PNU, all first year students are required to take the multiple-choice CBT every other week, regardless of their major, or field of study. Taking the CBT regularly, and obtaining good scores (above 70%) on the tests, are requirements for students to receive a “Pass” grade for the required English course. They have to pass both teachers’ classes to earn credit for the English course requirement, and are evaluated both by the native speaking English teachers in class and by the CBT. Class attendance is also important. Students are also encouraged to check their test results and progress, and get feedback through the Internet, thereby becoming autonomous learners.

The validity and reliability of the CBT in the PNU program has not been tested yet. Also, no comprehensive study has been conducted to explore the current quality/effectiveness of the current PNU English teaching in actual classrooms, as perceived by college students and teachers. In other words, there has been no attempt to systematically evaluate or analyze learner needs and teacher needs, in terms of English

instructional approaches and the college EFL curriculum. For more effective implementation and improvement of the curriculum, many progressive English education experts are calling for periodic and on-going evaluations of college-level English programs in Korea (Park, 1994). Accordingly, this study attempted to evaluate a specific college English program at PNU.

CHAPTER 3

METHODOLOGY

3.1 Research Design

The purpose of this study was to investigate the development of communication-based English language instruction in a Korean university context by (a) evaluating/critiquing a specific college English program at Pusan National University, (b) describing and exploring self-perceptions regarding English instruction at the collegiate level in Korea among Korean undergraduate college students and their teachers in the EFL program, and (c) identifying the strengths and weaknesses of the EFL curriculum of the university with respect to how closely it aligns with student and teacher perceptions of needs related to English.

This study combined quantitative and qualitative research methods. Creswell (1994) presented three models of combined designs, which were the two-phase design, the dominant-less dominant design, and the mixed-methodology design to combine qualitative and quantitative approaches in a single study. For the current study, the dominant-less dominant design was utilized; this approach combines a quantitative study with a small qualitative interview component in the data collection phase, because this

design “presents a consistent paradigm picture in the study and still gathers limited information to probe in detail one aspect of the study” (Creswell, 1994, p.177).

Specifically, in the present study, a quantitative survey method was complemented with qualitative interviews of several participants. A survey is defined as “a method of getting information on certain selected topics from a number of people – usually a large number and often chosen at random” (Wallace, 1998, p.260). The advantage of this method is its easy accessibility because many subjects can be contacted simultaneously, and subjects in remote or distant areas can also be reached. In particular, a mailed survey has the advantage of confidentiality, which is very important in order to maintain ethics in the research. Also, the survey method is an important technique when the purpose of research is to describe and explore phenomena, which matches this study’s aims: to explore implications and to describe actual situations in college-level English classrooms in Korea from the students’ and the teachers’ perspectives.

In addition to the questionnaire, structured and semi-structured interviews were used to collect data for the study in order to compensate for the limitations of the survey. According to Tashakkori (1998), combining qualitative and quantitative approaches in a single study is appropriate methodologically in order to supplement quantitative data with deeper, richer, or more textured information. The interviews were expected to complement the survey instrument by providing rich contexts and thick descriptions and explanations for the quantitative data in the study (Lincoln & Guba, 1985; Patton, 1990). The methods and procedures for the study, including the subjects (population and sample), instrumentation, data collection, and data analysis are presented in this chapter.

3.2 Subjects (Population and Sample)

In order to improve college students' communicative skills in English, a new communication-based college EFL curriculum was implemented at PNU in 2000. Apparently, many other universities in Korea are undergoing similar curricular restructuring by implementing a new approach to EFL instruction with an emphasis on communication. Among the many universities, PNU was selected as a site for the current study due to its reputation, location, and size. Most of all, PNU is one of the most prestigious national universities in South Korea, whose curricular planning and instruction could have an influence on other universities, especially private universities in Korea. Also, since most previous studies on EFL instruction have been conducted in the Seoul area, not much research has been conducted in the southern area of Korea. PNU is located in Pusan, the country's second largest city, located in the south-east area of Korea.

The target population for this study was the 4500 students in the required College English class at PNU during the Fall semester of 2003, and the 20 English teachers who were teaching the course. The sample population consisted of students in the course taught by both native speaking English speakers and Korean English teachers. The accessible population was taken from a block sample of classes with both native speaking and Korean English teachers. The list of students in the classes was obtained from the Language Education Center (LEC) at PNU. The list provided the first year undergraduate students' names and field of study. The PNU website (www.pusan.ac.kr) also provided the English teachers' names, their final degrees, and their major areas of study. Based on the list of students in classes provided by the LEC, 4500 students who were enrolled in

155 English class units at PNU during the Fall semester were identified. Fifty-two students in two class units who participated in the pilot study were removed from the list, leaving a total accessible population size of 4448 students in 153 class units. Frame errors for the study were controlled by checking and confirming the numbers of students in class units in the list. Selection errors were controlled by ensuring that no duplicate numbers appeared on the list (Miller, 2001).

In this study, there are two categories of English teachers: native speaking English teachers (NSETs) and Korean English teachers (KETs). For the sample size, a sample size formula in the Survey System (<http://www.surveysystem.com/ssformu.htm>) was utilized. According to the formula, with a confidence interval of plus/minus 3, the calculated sample size was 861; with a confidence interval of plus/minus 5, the calculated sample size was 354. The required freshman English course listed in the Fall 2003 catalogue was numbered, and 600 students in 11 classes were randomly selected to participate in the study. Each class consisted of about 50-60 students taught by KET. This class was split into two class units, each taught by NSET. All students in each selected class and all 20 English teachers who were teaching the first year students were invited to participate in the current study.

3.3 Instrumentation

The survey instrument, Chou's Needs Assessment for College English Instructional Innovation (1999), was developed based on Seels and Glasgow (1990), and was utilized to collect data for this study. Chou's instrument was selected for the current

study because the instrument was originally developed to describe college English innovation in Taiwan, an EFL country similar to that of South Korea. Also, the validity and reliability of Chou's instrument were already established. The instrument was modified and translated into the Korean language. The survey instrument, including both the English and Korean versions, was designed in terms of the following English instructional approaches and applications: Traditional English Instruction (TRA), Communicative Language Teaching (CLT), Whole Language Approach (WHOLE), E-mail or the Internet for English teaching (EMAIL), and English for Specific Purposes (ESP). A draft of the survey questionnaire is included in the Appendices.

The questionnaire consisted of two parts. Part one included survey items divided into three sections. Section I contained 10 items designed to measure the subjects' general opinions about college English instruction at PNU. These items were scored using a 5-point Likert-type scale that ranged from "1" representing Strongly Disagree to "5" representing Strongly Agree. Section II was comprised of 20 items (on a 5-point Likert-type scale) used to measure the level of the subjects' perceived importance of goals regarding the five English instructional approaches and applications, including Traditional English Instruction (TRA), Communicative Language Teaching (CLT), Whole Language Approach (WHOLE), E-mail or the Internet for English Teaching (EMAIL), and English for Specific Purposes (ESP). The importance of the goals refers to the desired teaching/learning objectives students expected of the college English class.

In section III, based on the aforementioned five instructional approaches and applications, 20 items (on a 5-point Likert-type scale) were employed to measure how specific activities or practices occurred in the subjects' English classrooms according to

the perceptions of the students. The classes met for one 100-minute session once a week, one week for NSET and another week for KET. In order to discover and compare practices in both classes, separate lines were provided to answer the questions depending on the type of teacher. The corresponding relationship between the survey items and the five English instructional approaches and applications is shown in Table 3.1.

Major Instructional Approaches & Applications	Section II: Importance of goals regarding the approaches	Section III: Instructional practices or activities
1. Traditional English Instruction (TRA)	11, 12, 13, 14	31, 32, 33, 34
2. Communicative Language Teaching (CLT)	15, 16, 17, 18	35, 36, 37, 38
3. Whole Language Teaching (WHOLE)	19, 20, 21, 22	39, 40, 41, 42
4. E-mail for English Teaching (EMAIL)	23, 24, 25, 26	43, 44, 45, 46
5. English for Specific Purposes (ESP)	27, 28, 29, 30	47, 48, 49, 50

Table 3.1: Survey Items of the Instructional Approaches and Applications

In part two, controlled-choice questions were used to collect information related to the personal background of the subjects, including demographic data and attitudinal information for the purpose of data analysis. Also, an open-ended question related to the subjects' recommendations to modify or improve the freshman college EFL curriculum and instruction at PNU was provided.

In addition, 12 students and 9 teachers were interviewed face-to-face (n= 16) or by e-mail correspondence (n= 5), using open-ended questions. The interview questions

asked participants their general opinions regarding the college EFL curriculum and instruction in South Korea as well as specific aspects about the college English program at PNU. The information obtained from the interviews via the subjects' comments supplements and deepens the explanations arising from the survey data.

3.3.1 Validity and Reliability

Generally, validity concerns “whether the interview or questionnaire is really measuring what it is supposed to measure” (Ary et al., 1990, p.434). To assure the content validity of the measurements, all items of this questionnaire and the interview questions were first reviewed by a panel of experts, including the members of the dissertation committee, who are knowledgeable and reputable in the field. After the committee members approved the English version of the questionnaire, the questionnaire was then translated into Korean by the researcher. For verification, the Korean version of the questionnaire was presented to Korean EFL professors and experts who are familiar with English language teaching in Korea. Then the researcher translated it back into English to be sure that it is translated the same in both directions.

Face validity was established by administering a field test. Since the instrument should be valid in the eyes of the test-taker as well as the test-maker, 30 second-year undergraduate students who took the freshman English courses at PNU in the previous year (2002), and two English teachers who taught them English in the previous year (2002), participated in the test.

The reliability of a measuring instrument is “the degree of consistency with which it measures whatever it is measuring” (Ary, et al., 1990, p.268). To determine the

reliability of the instrument, the survey questionnaire was pilot tested by administering it to 50 first-year undergraduate students in two English classes. The instrument was refined based on feedback provided by individuals involved in the field and the pilot test. Before its distribution, the survey instrument and protocol were approved by The Ohio State University Human Subject Review Committee (Protocol # 2003E0354).

3.4 Data Collection

At PNU, all first year students are required to take the college English course for two consecutive semesters. In Korea, the first semester is in the Spring, and it lasts from the beginning of March to the end of June; the second semester is in the Fall, and it lasts from the beginning of September to the end of December. The data were collected in the Fall, during the second semester. In November 2003, with permission from the professor who was coordinating the college English Program in the Language Education Center at PNU, 600 survey packets were distributed to the student subjects selected in 11 classes.

Each packet for the students was accompanied by a cover letter stating the purpose of the study and asking for cooperation (see Appendix A and B). The Korean version of the questionnaire with instructions for the subject was administered to prevent any errors due to misunderstanding of English wording. The Korean English teacher of each class selected was requested to distribute the survey packets to each student in the class, collect the completed surveys, and then forward them to the researcher via mail or in person. Participating students in the study were asked to place the completed surveys in a large envelope on the front table of the classroom.

The teacher questionnaire was given to all participating teachers along with a cover letter explaining the research and asking to return the completed surveys to the researcher. The Korean version of the questionnaire was administered to the Korean English teachers; the English version of the questionnaire was administered to the native speaking English teachers. The questionnaire was delivered by the researcher. The Korean teachers' office was located on the first floor and the native speaking English teachers' office was on the eight floor of the LEC building.

Additionally, the respondents were asked if they would be willing to be interviewed. This created the frame for selecting subjects for the second part of the study. Arrangements were made with each subject regarding whether they would like to be interviewed face-to-face or via e-mail. 12 students interviewees were chosen based on the subject's academic field, level of English proficiency, and gender. Nine teachers were also selected for an interview. As a means of establishing credibility and avoiding researcher bias in data interpretation, member checks were used immediately after each interview process was completed (Kvale, 1996; Lincoln & Guba, 1985).

The interviews were conducted with 12 students and 4 Korean teachers face-to-face, and with 5 native speaking English teachers by e-mail. Since the researcher shared the native language of the Korean participants, face-to-face interviews were more helpful to establish reciprocity between the Korean participants and the researcher (Denzin & Lincoln, 1994) and to obtain richer data (Fetterman, 1989). At their request, the interviews with the native speaking English teachers were conducted via e-mail. E-mail correspondences with the interviewees ranged from one to two series of exchanges: The researcher interviewed with each teacher at least one time by e-mail. In

some cases, however, there were second exchanges where it was necessary to follow up on certain points for clarification purposes. The advantage of interviews via e-mail is that the participants could have sufficient time to think about and reflect upon the issues and questions raised (Liu, J., 1999). Also, considering the English teachers' busy schedules, e-mail correspondences with the NSETs provided good opportunities for the researcher to confirm the interview process and to do member-checks in written English.

The researcher started with a structured interview approach because it facilitated organization and data analysis, as each interviewee was asked the same questions (Patton, 1990). However, as the interviews progressed, due to the digressive nature of the interview process, the researcher also used a semi-structured interview approach because it allowed participants to express their views freely. The information collected through the interviews helped the researcher to explore alternative explanations of what was seen in the quantitative data (Glesene & Peshkin, 1992).

3.5 Data Analysis

When the completed questionnaires were returned, all data in non-numerical categories were given codes in the form of figures. For example, gender and students' self-evaluated English proficiency level were given codes as follows:

Gender	Male -----1 Female ----2
English proficiency level	High -----1 Intermediate ---2 Low -----3

After coding and categorizing the collected data, descriptive statistics, with a series of t-tests, and one-way analyses of variance (ANOVAs), followed by Tukey's Honestly Significant Difference (HSD) test, were used to describe and analyze the quantitative data from the respondents. The data were analyzed using the Statistical Package for Social Studies (SPSS 10 Version for Windows).

In addition to the statistical procedure, the supplementary information obtained from participants' comments and interviews was categorized and analyzed according to emerging categories or themes with the assistance of the grounded theory techniques described by Strauss and Corbin (1990). More detailed information about the analyses is presented in the next chapter.

CHAPTER 4

RESULTS

This chapter reports the results of the quantitative and qualitative analyses of data collected through the questionnaire and interviews. Specifically, the response rate, demographic information, data analyses, and research findings related to the research questions are presented in this chapter. Discussion of the results will come in Chapter Five, where larger interpretations and conclusions derived through integration and comparison of the results are presented.

4.1 Response Rate

A copy of the survey questionnaire was distributed to 600 first year undergraduate students in 11 classes as a block sample of the population at Pusan National University (PNU) in South Korea, and to 20 English teachers who were teaching the participating students. Five hundred four completed student surveys were received by December 3, 2003, which was the last day for class for the semester. Table 4.1 shows the return rates for the completed surveys based on each selected class.

Participants	Number of Sample	Number of Responses	Response Rate (%)
Class 1	62	50	80.64
Class 2	62	45	72.58
Class 3	53	29	54.71
Class 4	54	48	88.88
Class 5	44	41	93.18
Class 6	70	60	85.71
Class 7	60	52	86.66
Class 8	50	42	84.00
Class 9	53	53	100.00
Class 10	55	47	85.45
Class 11	37	37	100.00
Total (Students)	600	504	84.00
Native Speaking English Teachers	10	9	90.00
Korean English Teachers	10	9	90.00
Total (Teachers)	20	18	90.00

Table 4.1: Summary of Response Rate

Regarding the teachers' response rate, out of 20 teachers, 18 teachers responded: nine native speaking English teachers and nine Korean English teachers. The overall response rate of the students was 84 %, and that of the teachers was 90 %. Therefore, the combined response rate was 84.19 %.

4.2 Demographic Information

4.2.1 Student Respondents

The student population was all first year undergraduate students taking the required English course at Pusan National University in South Korea for the Fall Semester of 2003. The participating students were classified according to their gender (Male and Female), academic field (Colleges of Humanities, Social Sciences, Law, Business, Natural Sciences, Engineering, Human Ecology, Pharmacy & Medicine, Education, Arts, and Open Majors), and their self-evaluated overall English proficiency level (High, Intermediate, and Low). To facilitate further discussion in the study, this part also included other attitudinal information, such as subjects' willingness to take English courses although not required, their hours spent studying English and using English through the Internet, their experience of and attitude toward attending a private language institution, and the specific English language skills that they felt they most needed to acquire or improve. The summary of student respondents' demographic data with the number and percentage based on each of the above mentioned characteristics are presented in Table 4.2.

Characteristics	Frequency	Percent (%)
<hr/>		
Gender		
Male	264	52.4
Female	231	45.8
Missing (no answer)	9	1.8
Academic Field		
Humanities	63	12.5
Social Sciences	41	8.1
Law	55	10.9
Business	15	3.0
Natural Sciences	35	6.9
Engineering	186	36.9
Human Ecology	17	3.4
Pharmacy & Medicine	34	6.7
Education	30	6.0
Arts	3	.6
Open Majors	3	.6
Missing	22	4.4
Self-evaluated Overall English Proficiency Level		
High	25	5.0
Intermediate	272	54.0
Low	199	39.5
Missing	22	4.4
Willingness to Take English Although not Required		
Yes	331	65.7
No	164	32.5
Missing	9	1.8
Hours Spent Studying English per week		
More than 7 hours	11	2.2
3 to 7 hours	80	15.9
Less than 3 hours	405	80.4
Missing	8	1.6
<hr/>		

(Continued)

Table 4.2: Summary of Student Respondents' Demographic Information

(Table 4.2 continued)

Hours Spent Using English through the Internet per week		
More than 7 hours	7	1.4
3 to 7 hours	35	6.9
Less than 3 hours	452	89.7
Missing	10	2.0
Need to Attend a Private Language Institution		
Yes	419	83.1
No	75	14.9
Missing	10	2.0
Attending a Private Language Institution		
Yes	38	7.5
No	409	91.5
Missing	57	11.3
Specific Skills for Students to Acquire/Improve		
TOEIC or TOEFL preparation	223	44.2
Graduate school entrance exams	3	.6
Improving specific communication skills	254	50.4
Etc.	13	2.6
Missing	11	2.2
Total	504	100.0

As the above table shows, the responding students were categorized into three groups according to their self-evaluated overall English language proficiency level. Twenty-five students evaluated their English proficiency level as high (5%), 272 students as intermediate (54%), and 199 students as low (39.5%). A total of 496 students responded, with 8 students not responding to the question. It is noteworthy to see that about 90% of the students self-evaluated their English proficiency below an advanced level.

Considering that most of the PNU students obtained a relatively good score on the national College Scholastic Aptitude Test (CSAT) when entering the university and had

studied English for more than six years, this response was quite interesting. They seemed to be modest or have higher expectations in judging their communication ability in English, or they might have believed that they were lacking in real communicative skills in English.

The students were also divided into two groups according to their willingness to take English courses although they are not required. While 331 students (65.7%) replied “yes,” 164 students (32.5%) said “No.” Nine students did not answer this question. From this response, it appears that English is an important and essential subject to the students responding.

The study classified students in terms of the amount of time spent studying English after class per week: less than 3 hours, 3-7 hours, and more than 7 hours. A strong majority of the students, 405 (80.4%), reported that they studied English for less than 3 hours after class each week, 80 (15.9%) for 3-7 hours, and 11 (2.2%) for more than 7 hours. The study also sorted respondents into three types in terms of the amount of time spent using English through the Internet after class per week: less than 3 hours, 3-7 hours, and more than 7 hours. Again, a clear majority of the respondents, 452 respondents (89.7%), reported that they spent less than 3 hours using English through the Internet after class each week, 35 (6.9%) using 3-7 hours, and 7 (1.4%) using more than 7 hours. The above data show that most of the PNU college students did not spend much time both in studying English and in using English through the Internet.

Respondents were also identified according to their current attendance of a private language institution. Thirty-eight respondents (7.5%) reported that they attended a language institution to improve their English language skills, while most, 409 (81.2%)

indicated that they did not attend. Also, respondents were requested to reveal their attitude toward participating in extra-curricular English learning. As shown in Table 4.2 and contrary to the responses to the above question, 419 respondents (83.1%) reported that they saw a need to attend a language institution to improve their English language skills, while 75 (14.9%) felt that it was not necessary.

Finally, data regarding respondents' most pressing needs for improving their English proficiency are also presented in Table 4.2. Half the respondents, 254 or 50.4%, reported that they needed most urgently to improve specific English communication skills. Slightly less than half, 223 or 44.2%, indicated that they needed to prepare for the TOEIC or TOEFL test through improved English proficiency. Only three (.6%) of the respondents implied that their most urgent need was to prepare for entrance exams of graduate schools in South Korea. In addition, 13 (2.6%) students wrote other reasons for studying English, such as improving English proficiency in their major field, enhancing conversation and composition ability, and obtaining cultural knowledge about other countries. Eleven students did not answer to this specific question.

Overall, the above results showed that PNU college students appeared to recognize the importance of communication skills in English. Besides, they seemed to have an interest in obtaining a good score on the proficiency exams for their future career. However, most of the students were not participating in any specific English learning activities outside the classroom or through the Internet in private. They appeared to rely on only the college English course to increase their English proficiency. One possible explanation for this is that since these students were still freshmen, they may not yet have been convinced fully of the importance of English, or they might have wanted to enjoy

their college life more, before studying English seriously for their future career. They had to study extremely hard to take the national CSAT (College Scholastic Aptitude Test) to enter university before graduating from high school. As a result, after the exam, Korean students tend not to study and try to indulge in their campus life, such as joining extra-curricular activities and making new friends.

Another possible reason would be that they might not have known how to study English for communicative purposes. They studied grammar, reading, and some listening skills for the national exam. Many of them neither had a chance to speak English with native speakers of English, nor have any knowledge of how to learn English communicatively. Or even if they had opportunities to meet native speaking English teachers in class or after class, they did not take advantage of them. Therefore, most of the students seemed to wait for the college teachers' guidance or help to develop their communicative competence of English.

4.2.2 Teacher Respondents

Out of 18 English teachers, six teachers (33.3%) were male, and 12 teachers (66.7%) were female. Related to their academic preparation, nine teachers (50%) had a master's degree, five teachers (27.8%) were doctoral candidates, and four teachers (22.2%) had a Ph.D. degree. Specifically, while all the nine native speaking English teachers had a master's degree, four Korean English teachers had a doctoral degree, and five Korean English teachers were doctoral candidates. While native speaking English teachers' academic fields were various (e.g., Biology, Communications, History, Language Teaching/Applied Linguistics, American Studies, English & History,

Psychology, British History, and TESOL), all the Korean teachers were specializing either in American/British Literature or English Linguistics.

With reference to the native speaking English teachers' years of teaching English at PNU, most of them had one to four years of teaching experience and were teaching English more than 14 hours a week at PNU. The Korean teachers had been teaching for one to six years, and taught eight to ten hours a week at PNU. Whereas native speaking English teachers were teaching English exclusively at PNU, most of the Korean teachers were teaching English at other universities on a part-time basis. The native speaking English teacher and Korean English teacher respondents' demographic data with the number and percentage based on their gender and degree are presented in Table 4.3.

Characteristics	Native Speaking English Teachers (N=9)		Korean English Teachers (N=9)	
	Frequency	Percent (%)	Frequency	Percent (%)
Gender				
Male	5	55.6	1	11.1
Female	4	44.4	8	88.9
Degree				
Master's	9	100.0	0	0
Doctoral Candidate	0	0	5	55.6
Ph. D	0	0	4	44.4

Table 4.3: Summary of Teacher Respondents' Demographic Information

4.3 Research Findings

4.3.1 Opinions about the Current Effectiveness/Quality of College English Instruction

In the first section of the questionnaire, ten statements that were derived from previous research findings were used to explore college students' and teachers' opinions regarding the current effectiveness/quality of college English instruction. Even though some of the items (e.g., item 7 and 8) were not strictly related to the effectiveness/quality of college English instruction, they were also included because they were assumed to play a significant role in the subjects' perception of college English instruction, reflecting subjects' perceptions indirectly.

Prior to the formal study, in order to examine reliability or consistency of the instrument, a pilot test, with 52 students who were taking the same English course, was conducted. Based on the pilot test, some modifications were made to ensure better understanding of the questionnaire. Reliability coefficients (standardized item alpha) for the ten items (statement 1 to 10) in section I were .76 for the pilot study and .79 for the formal study. Statistically speaking, in terms of reliability, a higher score represents more reliable instruments.

The ten items were scored using a 5-point Likert-type scale that ranges from "1" representing "Strongly Disagree" to "5" representing "Strongly Agree." Specifically, the five response scales were as follows:

1. Strongly Disagree
2. Moderately Disagree
3. Uncertain
4. Moderately Agree
5. Strongly Agree

Scores from these items were summated to provide a single measure of subjects' perception of the current effectiveness/quality of PNU college English instruction. In the formal study, generally speaking, as each group's summated mean in the Table 4.4 shows, while the students generally had somewhat negative opinions on the current effectiveness/quality of college English instruction, with a mean score of 2.628 ($M=2.628$, $SD= .581$), the teachers had somewhat positive opinions, with a mean score of 3.489 ($M=3.489$, $SD= .436$). In other words, compared with the students' perceived level of satisfaction toward the PNU instruction and curriculum, the teachers' satisfaction with the program was somewhat higher, indicating that the students were less satisfied with the current communication-based instruction and curriculum at PNU.

General Statements of Current Effectiveness/Quality of PNU College English Instruction	Mean (SD)	
	Students (N=504)	Teachers (N=18)
1. The courses are practical and useful for the students' career development.	2.39 (.937)	3.78 (.732)
2. Generally, English teaching/learning in the class satisfactory.	2.40 (.929)	3.67 (.767)
3. Audio-visual aids employed in class help English teaching/learning.	2.52 (.904)	3.78 (.808)
4. The English courses help students understand foreign cultures.	2.89 (.928)	4.22 (.548)
5. The current English courses are designed to motivate learning.	2.23 (.946)	3.39 (.916)
6. College English should be taken as a required course as it is.	3.44 (1.196)	3.78 (.943)
7. Two credit hours for the required freshman English courses are enough.	2.95 (1.121)	2.89 (1.183)
8. Students do not need to attend a private language institution.	1.86 (.850)	2.00 (1.085)
9. The college English courses help students to develop communication ability.	2.26 (.911)	3.89 (.676)
10. Native speaking English teachers and Korean teachers' team teaching is helpful.	3.32 (1.047)	3.50 (1.505)
SUM	2.628 (.581)	3.489 (.436)

Note: To facilitate further analysis, the aforementioned ten survey items will be labeled below in consecutive order respectively as S1, S2, S3, . . . , S8, S9, and S10 (See Section I in Appendix A).

Table 4.4: Means and Standard Deviations (SD) of Subjects' Opinions about the Current Effectiveness/quality of PNU College English Instruction

There may be several reasons that account for this discrepancy between the students' and the teachers' opinions. One possible reason is that initially, both groups

may have had different expectations or ideas regarding the quality/effectiveness of the program. For example, even though PNU English teachers presumably had tried to develop students' communicative competence by implementing communication-based instruction, the students might have believed that their proficiency did not improve much, or they did not really recognize their improvement because they might not have expected to improve through the current communicative methodology, particularly since this was an approach to English instruction they had not experienced previously. Or the teachers might have had more realistic expectations of the students' improvement over a relatively short period of time. Regarding the improvement, since no actual effect of the instruction was systematically measured in this study, there was no information as to how much the students actually learned or improved from the English course. More plausible reasons for the students' lower level of satisfaction will be discussed later.

When analyzing subjects' perceptions reflected in each item, as the above table shows, the students and the teachers had some interesting similarities and differences in agreement with each item. In terms of the similarities between the two groups' opinions, students generally agreed that college English should be taken as a required course as it is ($M= 3.44$), and that native speaking English teachers and Korean teachers' team teaching was helpful ($M= 3.32$). The teachers also agreed that college English should be taken as a required course as it is ($M= 3.78$), and that native speaking English teachers and Korean teachers' team teaching was helpful ($M= 3.50$).

In addition, both students and teachers disagreed with the idea that students do not need to attend a private language institution (students: $M= 1.86$; teachers: $M=2.0$), which may indicate that both groups felt a necessity for the college students to take extra

courses outside the classroom in order to improve their communication ability in English, because the college English courses were not sufficient for their needs or expectations. This finding also closely matches one aspect of the students' demographic information, as reported earlier: 419 respondents (83.1%) reported that they saw a need to attend a private language institution to improve their English language skills, while only 75 (14.9%) felt that it was not necessary.

The biggest difference between students' and teachers' opinions is worthy of attention. Interestingly, while most teachers strongly agreed that the English courses helped students understand foreign cultures ($M= 4.22$), students disagreed to some extent with the statement ($M= 2.89$). That is to say, even though the English teachers believed that the students gained much understanding of foreign cultures through the English courses, it seemed that the students appeared to believe that the course was not beneficial to obtain information about English-speaking countries' culture, even though providing cultural information is one of the major objectives in the English course at PNU.

The smallest difference was found from statement seven. Both students and teachers slightly disagreed that two credit hours for the required freshman English courses (one credit per semester) were enough (students: $M=2.95$, $SD=1.121$; teachers: $M=2.89$, $SD=1.183$), implying that they wanted to receive more credits for taking the English courses.

Furthermore, the first ten statements regarding students' opinions on the current quality/effectiveness of college English instruction at PNU were analyzed to identify any differences in levels of agreement with the current status of college English instruction based on the following characteristics: students' gender, academic field, and their

self-evaluated overall English proficiency level. The dependent variables for all t-tests and ANOVAs were the response mean for each related survey item and the summated mean for all the ten statements.

Gender

In order to discover any differences in the subjects' opinions in terms of students' gender, a series of t-tests for independent means was conducted.

General Statements	<u>Mean (SD)</u>		t	p
	Male (N=263)	Female (N=231)		
S1	2.38 (.953)	2.44 (.916)	-.676	.500
S2	2.46 (.968)	2.36 (.878)	1.154	.249
S3	2.57 (.888)	2.48 (.918)	1.111	.267
S4	2.89 (.933)	2.90 (.929)	-.087	.931
S5	2.25 (.945)	2.20 (.940)	.525	.600
S6	3.36 (1.218)	3.54 (1.162)	-1.729	.084
S7	2.93 (1.132)	2.98 (1.111)	-.543	.588
S8	1.95 (.912)	1.76 (.770)	2.513	.012*
S9	2.39 (.928)	2.13 (.875)	3.150	.002*
S10	3.29 (1.049)	3.37 (1.030)	-.848	.397
SUM	2.652 (.595)	2.617 (.559)	.655	.513

Note. *p<. 05. See Table 4.4 for complete description of each general statement.

Table 4.5: Gender and Students' Opinions about the Current College English Instruction

As shown in the above table, generally, there were no significant differences between male and female students' opinions on the current effectiveness/quality of college English instruction (Male students: M=2.652, SD=. 595; Female students: M=2.617,

SD=. 559). However, Table 4.5 indicates that female students showed a significantly lower level of agreement than male students with S8 (Students do not need to attend a private language institution.), $t=2.513$, $p=.012$, and with S9 (The college English courses help students to develop communication ability.), $t=3.150$, $p=.002$.

Additionally, in spite of no statistical significant differences in levels of agreement between genders with the general statements regarding current effectiveness/quality of college English teaching on the whole ($p=.513$), it is noteworthy that, comparatively speaking, male students had higher levels of agreement, and female students had lower levels of agreement. It appears that PNU female students seem to be more motivated to improve their English proficiency and to have higher expectations toward English learning, resulting in their feeling more disappointed with the current program.

Academic Fields

One-way analyses of variance (ANOVAs) were conducted to compare PNU students' perceptions of the current quality/effectiveness of college English instruction based on their college, or academic fields. Results in Table 4.6 indicated that, generally, there were no significant differences among colleges in levels of agreement with general statements regarding current college English teaching. However, significant differences were found among colleges in the two statements: S5 (The current English courses are designed to motivate learning.), and S6 (College English should be taken as required course as it is.). Tukey's Honestly Significant Difference (HSD) test was used to determine which demographic groups differed significantly from the others. The means

and standard deviations (SD) are presented in the Table 4.6. In the Table, numbers in the parentheses indicate that groups have significant differences, and the mean difference is significant at the .05 level.

Statements	Academic Fields	N	Mean	SD	F	p
S1					1.046	.403
	(1) Humanities	63	2.27	.827		
	(2) Social Sciences	41	2.27	.975		
	(3) Law	55	2.42	1.066		
	(4) Business	15	2.13	.834		
	(5) Natural Sciences	35	2.74	.741		
	(6) Engineering	186	2.43	.948		
	(7) Human Ecology	17	2.47	.943		
	(8) Medicine & Pharmacy	34	2.41	1.104		
	(9) Education	30	2.63	.850		
	(10) Arts	3	2.33	.577		
	(11) Open Majors	3	2.00	1.000		
S2					1.839	.052
	(1) Humanities	63	2.25	.842		
	(2) Social Sciences	41	2.61	1.022		
	(3) Law	55	2.33	1.019		
	(4) Business	15	2.00	.845		
	(5) Natural Sciences	35	2.60	.881		
	(6) Engineering	186	2.52	.915		
	(7) Human Ecology	17	2.24	.903		
	(8) Medicine & Pharmacy	34	2.26	.963		
	(9) Education	30	2.57	.817		
	(10) Arts	3	1.33	.577		
	(11) Open Majors	3	2.00	1.000		

(Continued)

Table 4.6: Academic Fields and Students' Opinions about the Current College English Instruction

(Table 4.6 continued)

S3				.920	.515
	(1) Humanities	63	2.44	.929	
	(2) Social Sciences	41	2.46	.951	
	(3) Law	55	2.44	.958	
	(4) Business	15	2.60	.910	
	(5) Natural Sciences	35	2.71	.893	
	(6) Engineering	186	2.51	.841	
	(7) Human Ecology	17	2.29	.985	
	(8) Medicine & Pharmacy	34	2.76	.987	
	(9) Education	30	2.70	.877	
	(10) Arts	3	3.00	1.000	
	(11) Open Majors	3	3.00	1.000	
S4				.901	.532
	(1) Humanities	63	2.94	.840	
	(2) Social Sciences	41	3.12	1.100	
	(3) Law	55	2.95	.951	
	(4) Business	15	2.33	1.113	
	(5) Natural Sciences	34	2.76	.923	
	(6) Engineering	186	2.91	.883	
	(7) Human Ecology	17	2.94	.748	
	(8) Medicine & Pharmacy	34	2.88	1.066	
	(9) Education	30	2.93	.907	
	(10) Arts	3	3.00	1.000	
	(11) Open Majors	3	3.00	1.000	
S5				2.798	.002*
	(1) Humanities	63	2.03	.822	
	(2) Social Sciences	41	2.24	.994	
	(3) Law	54	2.37	1.087	
	(4) Business (5)	15	1.53	.640	
	(5) Natural Sciences (4)	35	2.51	1.067	
	(6) Engineering	186	2.31	.907	
	(7) Human Ecology	17	2.18	.951	
	(8) Medicine & Pharmacy	34	1.79	.914	
	(9) Education	30	2.37	.850	
	(10) Arts	3	2.67	1.155	
	(11) Open Majors	3	3.00	.000	

(Continued)

(Table 4.6 continued)

S6					3.184	.001*
	(1) Humanities	63	3.43	1.088		
	(2) Social Sciences (8)	41	3.29	1.250		
	(3) Law (8)	55	3.18	1.124		
	(4) Business (6,7,8)	15	2.40	1.242		
	(5) Natural Sciences	34	3.38	1.303		
	(6) Engineering (4)	186	3.54	1.184		
	(7) Human Ecology (4)	17	3.76	1.200		
	(8) Medicine & Pharmacy (2,3,4)	34	4.18	.834		
	(9) Education	30	3.47	1.196		
	(10) Arts	3	3.00	2.000		
	(11) Open Majors	3	3.33	1.528		
S7					1.167	.311
	(1) Humanities	63	2.78	1.069		
	(2) Social Sciences	41	3.05	1.071		
	(3) Law	55	2.91	1.076		
	(4) Business	15	2.47	1.246		
	(5) Natural Sciences	35	2.74	1.120		
	(6) Engineering	186	3.00	1.161		
	(7) Human Ecology	17	3.41	1.176		
	(8) Medicine & Pharmacy	34	2.94	1.099		
	(9) Education	30	3.23	1.135		
	(10) Arts	3	3.33	.577		
	(11) Open Majors	3	3.33	.577		
S8					1.073	.382
	(1) Humanities	63	1.81	.938		
	(2) Social Sciences	41	1.71	.602		
	(3) Law	55	1.78	.861		
	(4) Business	15	1.93	1.223		
	(5) Natural Sciences	35	1.83	.747		
	(6) Engineering	186	1.99	.883		
	(7) Human Ecology	17	2.00	1.000		
	(8) Medicine & Pharmacy	34	1.74	.618		
	(9) Education	30	1.73	.691		
	(10) Arts	3	1.33	.577		
	(11) Open Majors	3	1.33	.577		

(Continued)

(Table 4.6 continued)

S9				1.111	.352
	(1) Humanities	63	2.11	1.002	
	(2) Social Sciences	41	2.10	.917	
	(3) Law	55	2.40	1.082	
	(4) Business	15	1.87	.915	
	(5) Natural Sciences	35	2.26	.886	
	(6) Engineering	186	2.38	.836	
	(7) Human Ecology	17	2.18	.951	
	(8) Medicine & Pharmacy	34	2.21	.946	
	(9) Education	30	2.27	.740	
	(10) Arts	3	2.00	1.000	
	(11) Open Majors	3	2.00	1.000	
S10				1.616	.099
	(1) Humanities	63	3.27	.937	
	(2) Social Sciences	41	3.34	1.132	
	(3) Law	55	3.40	1.011	
	(4) Business	15	2.47	1.356	
	(5) Natural Sciences	35	3.29	.957	
	(6) Engineering	186	3.41	1.008	
	(7) Human Ecology	17	3.71	1.213	
	(8) Medicine & Pharmacy	34	3.35	1.125	
	(9) Education	30	3.37	.765	
	(10) Arts	3	4.00	1.000	
	(11) Open Majors	3	3.00	1.000	
SUM				1.609	.101
	(1) Humanities	63	2.529	.5320	
	(2) Social Sciences	41	2.619	.6761	
	(3) Law	55	2.628	.5962	
	(4) Business	15	2.173	.6922	
	(5) Natural Sciences	35	2.681	.5811	
	(6) Engineering	186	2.707	.5403	
	(7) Human Ecology	17	2.717	.5703	
	(8) Medicine & Pharmacy	34	2.652	.6406	
	(9) Education	30	2.726	.4820	
	(10) Arts	3	2.600	.5291	
	(11) Open Majors	3	2.600	.5291	

Note: *p<. 05. See Table 4.4 for complete description of each general statement.

As shown in the above table, Business students revealed a significant lower level of agreement than students in the College of Natural Sciences with S5 (The current English courses are designed to motivate learning.), $F=2.798$, $p=.002$, indicating that Business students were somewhat unsatisfied with the current college instruction, in term of English learning motivation.

Regarding S6 (College English should be taken as a required course as it is.), while students in the College of Medicine & Pharmacy revealed a significantly higher level of agreement than those in Social Sciences, Law, and Business. Business students revealed a significant lower level of agreement than students in Engineering, Human Ecology, and Medicine & Pharmacy, $F=3.184$, $p=.001$. There are several possible explanations for this. Medicine & Pharmacy students in Korea, generally, have little chance to study English after their second year, because they have to concentrate on their major field of study. Therefore, they may want to take English as a required course during the first year. For them, it would be preferable to maintain the current system. However, for Business students, their study seems strongly related to English proficiency. They have to enhance their English proficiency whether English is a required course or not.

Overall, in spite of no significant differences in levels of agreement among colleges with the general statements regarding current English teaching on the whole, it is noteworthy that, comparatively speaking, Education students had more positive opinions with higher agreement and Business students had more negative opinions with lower agreement. The results could suggest that Business students' expectations toward the

program were relatively higher than those of Education students. Possible reasons for this different motivation will be discussed later.

English Proficiency Levels

One-way analyses of variance (ANOVAs) were conducted to compare PNU students' perceptions of the current status of English instruction based on their self-evaluated overall English proficiency level. Results in Table 4.7 indicated that generally, there were no significant differences among the three proficiency levels in levels of agreement with general statements regarding current college English teaching. However, significant differences were found among the levels in two statements: S6 (College English should be taken as a required course as it is.), and S9 (The college English courses help students to develop communication ability.). Tukey's Honestly Significant Difference (HSD) test was used to determine which demographic groups differed significantly from the others. The means and standard deviations are presented in the Table 4.7. In the Table, numbers in the parentheses indicate that groups have significant differences, and the mean difference is significant at the .05 level.

Statements	Mean (SD)			F	p
	(1) High	(2) Intermediate	(3) Low		
S1	2.33 (1.09)	2.49 (.91)	2.29 (.94)	2.743	.065
S2	2.29 (1.12)	2.48 (.89)	2.34 (.95)	1.630	.197
S3	2.38 (.92)	2.60 (.89)	2.43 (.91)	2.520	.082
S4	2.79 (1.02)	2.95 (.908)	2.83 (.95)	1.157	.315
S5	1.96 (.90)	2.28 (.90)	2.18 (1.00)	1.651	.193
S6	3.75 (1.26)	3.54*(1.12)(3)	3.27*(1.27)(2)	3.781	.023*
S7	3.13 (1.11)	2.88 (1.09)	3.04 (1.17)	1.478	.229
S8	1.96 (1.20)	1.91 (.84)	1.78 (.82)	1.475	.230
S9	2.42 (1.10)	2.37*(.91)(3)	2.11*(.86)(2)	4.954	.007*
S10	3.00 (1.18)	3.36 (1.02)	3.33 (1.05)	1.297	.274
SUM	2.60 (.72)	2.69 (.56)	2.57 (.58)	2.236	.108

Note: *p<. 05. See Table 4.4 for complete description of each general statement.

Table 4.7: English Proficiency Levels and Students' Opinions about the Current College English Instruction

As shown in the above table, intermediate-level students revealed a significantly higher level of agreement than low-level students with S6 (College English should be taken as a required course as it is.) $F=3.781$, $p=.023$. Similarly, low-level students revealed a significantly lower level of agreement than intermediate-level students with S9 (The college English courses help students to develop communication ability.) $F=4.954$, $p=.007$.

Additionally, in spite of no significant differences in levels of agreement among students' self-evaluated proficiency levels with the general statements regarding current English teaching on the whole, it is worth noting that, comparatively speaking,

intermediate-level students had more positive opinions with relatively higher agreement, and low-level students had more negative opinions with relatively lower agreement. The reason may be that when a class size is too large and the student's proficiency level is diverse, it is customary for Korean teachers of English to focus on the intermediate level students. Therefore, while students at the high-level might find the classes boring and lose interest in the class, students at the low-level might find the classes too challenging and lose confidence about class participation, resulting in both groups' lower degree of satisfaction with the current English instruction at PNU.

Section Summary

Subjects' perceptions regarding the current quality/effectiveness of college English instruction were analyzed in this section. The data showed that while students generally had somewhat negative opinions that were reflected in a mean score of 2.628, teachers had somewhat positive opinions that were reflected in a mean score of 3.489.

Also, in terms of gender, academic fields, and English proficiency levels, the results of the study revealed that, statistically, no significant differences were found in students' levels of agreement with general statements regarding current college English instruction. However, significant differences were found in several specific items, according to students' gender, academic fields, and proficiency levels. For example, comparatively speaking, female students, Business students, and low-level students tended to have somewhat negative opinions about PNU English instruction. In the following section, subjects' perceived importance of goals regarding English instructional approaches and applications is analyzed.

4.3.2 Perceived Importance of Goals

Twenty statements in section II in the questionnaire were used to measure how subjects perceived the importance of various goals regarding English instructional approaches and applications. The five response scales were as follows:

1. Strongly Disagree
2. Moderately Disagree
3. Uncertain
4. Moderately Agree
5. Strongly Agree

Table 4.8 provides the means and standard deviations for the perceived importance of goals regarding five instructional approaches and applications, including traditional English instruction (TRA), communicative language teaching (CLT), whole language approach (WHOLE), e-mail or the Internet for English teaching (EMAIL) and English for specific purposes (ESP). Items 11 to 14 refer to TRA, 15 to 18 refer to CLT, 19 to 22 refer to WHOLE, 23 to 26 refer to EMAIL, and 27 to 30 refer to ESP.

The goal of college English instruction is to teach students:	Mean (SD) (N=504)
11. To be familiar with English grammatical rules and sentence patterns.	2.777 (.912)
12. To translate English sentences into Korean or vice versa.	3.265 (.952)
13. To read American/British English literature published in English	3.162 (.985)
14. To prepare for English proficiency tests, such as TOEIC, or entrance exams of graduate schools in Korea, or further study abroad.	3.375 (1.030)
15. To express ideas freely in different contexts through English.	3.857 (.976)
16. To develop communicative language skills (in listening, speaking, reading, and writing).	3.900 (.942)
17. To understand the content of English programs through television, movies, videotapes, or other audio-visual aids.	3.652 (.993)
18. To read general English manuals, instructions, newspapers, and magazines.	3.446 (1.005)
19. To integrate and apply listening, speaking, reading, and writing skills to daily life use.	3.662 (1.032)
20. To cultivate creative and critical thinking ability through English teaching.	2.982 (.971)
21. To better understand English speakers and their way of life.	3.382 (.982)
22. To master the English language as a whole, as an integrated ability.	3.515 (1.000)
23. To obtain relevant information written in English by using the Internet.	3.105 (.990)
24. To discuss problems and interact with teachers or classmates in English through e-mail.	2.926 (1.108)
25. To communicate through e-mail with people all over the world.	2.940 (1.108)
26. To improve the ability to immediately read and respond through e-mail.	3.069 (1.081)
27. To read professional articles, journals, and magazines written in English.	3.115 (1.087)
28. To experience the process of foreign language learning.	3.259 (.868)
29. To better use the English language in the specific area of a profession.	3.377 (1.015)
30. To write English professional reports or research papers.	2.886 (1.029)

Note: To facilitate further analysis, the aforementioned twenty survey items will be labeled below in consecutive order respectively as S11, S12, S13, . . . , S8, S9, and S30 (See Section II in Appendix A).

Table 4.8: Means and Standard Deviations (SD) of the Subjects' Perceptions of the Importance of Goals

In terms of the importance of various goals of college English instruction, the above data show that subjects put the highest importance to statement 16 (To develop communicative language skills) with a mean score of 3.900, and the lowest importance to statement 11 (To be familiar with English grammatical rules and sentence patterns) with a mean score of 2.777.

With regard to the sub-scales of perceived importance of goals, the range of the reliability coefficients for the test was from .762 to .883, as shown in Table 4.9.

Generally, a higher score means more reliability and consistency.

Sub-scales of Perceived Importance of Goals	Reliability Coefficient (N=504)
TRA (S11, S12, S13, S14)	.762
CLT (S15, S16, S17, S18)	.883
WHOLE (S19, S20, S21, S22)	.851
EMAIL (S23, S24, S25, S26)	.871
ESP (S27, S28, S29, S30)	.807

Table 4.9: Summary of Reliability Coefficients for the Sub-scales of Perceived Importance of Goals

Furthermore, the composite means for each of the five instructional approaches and standard deviations were calculated and then summarized in Table 4.10. As that table shows, communicative language teaching (CLT) was viewed as the most important instructional approach both to the students and the teachers. It should be noted that the teachers put especially high importance on CLT, with a mean score of 4.277. The traditional English instruction (TRA) was viewed as the least important to the teachers. Students viewed EMAIL as the least important, followed by TRA. However, since the difference was so small, it seems reasonable to say that both EMAIL and TRA were viewed as the least important to students. However, it is also important to note that all the response means are positive for both groups, indicating that both students and teachers perceived all the five instructional approaches as important to some extent.

Perceived Importance of Goals	<u>Mean (SD)</u>	
	Students (N=504)	Teachers (N=18)
TRA	3.145 (.741)	3.458 (.631)
CLT	3.714 (.843)	4.277 (.541)
WHOLE	3.385 (.829)	3.819 (.834)
EMAIL	3.010 (.904)	3.611 (.768)
ESP	3.159 (.798)	3.986 (.704)

Note: For all items in the scale, “5” for “strongly agree”; scale “4” for “moderately agree”; scale “3” for “uncertain”; scale “2” for “moderately disagree”; scale “1” for “strongly disagree.”

Table 4.10: Means and Standard Deviations (SD) of Perceived Importance of Goals

Analysis of Respondents' Perceptions of the Importance of Goals

In order to examine any differences in their perceptions of the importance of goals between students and teachers, a series of t-tests for independent means was conducted. The results of the tests are shown in Table 4.11. Statistically speaking, except for the traditional English instruction (TRA), there were significant differences between students' and teachers' perceived importance of goals for CLT ($p=.005^*$), WHOLE ($p=.030^*$), EMAIL ($p=.006^*$), and ESP ($.000^*$). That is, the teachers assigned significantly greater importance than students to CLT, WHOLE, EMAIL, and ESP. The mean difference is significant at the .05 level.

Perceived Importance of Goals	<u>Mean</u>		t	p
	Student (N=504)	Teacher (N=18)		
TRA	3.145	3.458	-1.767	.078
CLT	3.714	4.277	-2.813	.005*
WHOLE	3.385	3.819	-2.179	.030*
EMAIL	3.010	3.611	-2.781	.006*
ESP	3.159	3.986	-4.331	.000*

Note: * $p < .05$

Table 4.11: Differences between Students' and Teachers' Perceptions of the Importance of Goals

As shown in the above table, mean scores of the teachers' perceptions of the importance of goals for CLT, WHOLE, EMAIL, and ESP were significantly higher than those of

students'. Additionally, a series of t-tests was also conducted to see if there were any significant differences between native speaking English teachers' (NSETs') and Korean English teachers' (KETs') perceptions of the importance of goals. As Table 4.12 shows, there were no significant differences between the two groups.

Perceived Importance Of Goals	<u>Mean (rank)</u>		t	p
	NSETs	KETs		
TRA	3.472 (5)	3.444 (4)	.091	.929
CLT	4.500 (1)	4.055 (1)	1.863	.081
WHOLE	3.750 (4)	3.888 (2)	1.344	.736
EMAIL	3.805 (3)	3.416 (5)	1.079	.296
ESP	4.277 (2)	3.694 (3)	1.884	.078

Table 4.12: Comparison between Native Speaking English Teachers' and Korean Teachers' Perceptions of the Importance of Goals regarding Each Instructional Approach

Regarding the preference for each instructional approach, the native speaking English teachers assigned the greatest importance to communicative language teaching (CLT), followed by English for Specific Purposes (ESP), e-mail for English teaching (EMAIL), whole language approach (WHOLE) and traditional English instruction (TRA). Similarly, The Korean teachers assigned the greatest important to CLT, followed by WHOLE, ESP, TRA, and EMAIL. Even though there's no statistically significant difference in these results, it is worth noting that while native speaking English teachers assigned the least importance to TRA, Korean teachers did so for EMAIL. It is also noteworthy that Korean

teachers' mean score for EMAIL (3.416) was almost identical to TRA (3.444), which means that both TRA and EMAIL were regarded the least important among Korean teachers. However, overall, no significant differences were found between the two groups' perceptions of the importance of goals regarding each instructional approach.

Section Summary

Subjects' perceptions of the importance of goals regarding English instructional approaches and applications were also analyzed. The data showed that while CLT was viewed as the most important instructional approach both to the students and the teachers, TRA and EMAIL were viewed as the least appealing approaches to both groups. Comparatively, the teachers assigned significantly greater importance than students to all four components of communication-based instruction (CLT, WHOLE, EMAIL, and ESP). Even though there were slight differences in the rankings of subjects' preferences on perceived importance of goals, it is worth noting that there were no statistically significant differences between native speaking English teachers' and Korean English teachers' perceived importance of goals. The following section compares what instructional approaches and applications were apparently practiced in the college English classroom taught by native speaking English teachers and Korean English teachers respectively.

4.3.3 Instructional Practices

The twenty instructional activities examined in Section III were measured in terms of how often these activities were employed in the native speaking English teachers' (NSETs) classes and Korean English teachers' (KETs') English classes. The five response scales were as follows:

1. Never
2. Rarely (only 1-2 classes/semester)
3. Sometimes
4. Often (at least once every 2-3 classes)
5. Frequently (every class)

Table 4.13 provides the means and standard deviations for the perceptions of the frequency of the instructional practices regarding the five instructional approaches and applications, including traditional English instruction (TRA), communicative language teaching (CLT), whole language approach (WHOLE), e-mail or the Internet for English teaching (EMAIL) and English for specific purposes (ESP). Items 1 to 4 refer to TRA, 5 to 8 refer to CLT, 9 to 12 refer to WHOLE, 13 to 16 refer to EMAIL, and 17 to 20 refer to ESP.

Instructional Practices	NSETs' classes Mean (SD)	KETs' classes Mean (SD)
1. Language teaching focuses on grammatical drills.	2.51 (1.064)	2.55 (.992)
2. Memorization of vocabulary and recitation of texts are involved in language teaching/learning.	2.10 (1.176)	2.19 (1.195)
3. Teachers lecture while students listen in the language classroom.	2.98 (1.242)	4.03 (1.146)
4. Teaching reading skills is a focus in the language classroom.	1.89 (1.055)	3.73 (1.202)
5. Audio-visual aids such as videotape, transparencies, and pictures are employed in the language classroom.	2.71 (1.310)	3.73 (1.202)
6. Role-play, short plays, dramas, games, and songs are used to provide students with different situations and opportunities in language teaching/learning.	3.11 (1.254)	1.45 (.890)
7. Teaching materials pertaining to classroom activities are selected for communicative purposes.	3.28 (1.234)	2.16 (1.111)
8. Teachers provide students with opportunities for English oral practice.	3.89 (1.224)	1.78 (1.046)
9. Students are provoked to develop their critical thinking ability by questioning, challenging, and collectively problem-solving through English teaching/learning.	2.53 (1.176)	1.45 (.890)
10. Foreign cultures are introduced to expand students' global views.	2.77 (1.065)	2.81 (1.185)
11. The four language skills (listening, speaking, reading, and writing) are integrated in language teaching/learning activities.	3.19 (1.165)	2.29 (1.058)
12. Authentic materials related to students' life experiences, such as menus, newspapers, magazines, and advertisements, are employed.	2.72 (1.181)	1.89 (1.011)

(Continued)

Table 4.13: Means and Standard Deviations (SD) of the Perceptions of the Frequency of the Instructional Practices by Native English and Korean Teachers' classes

(Table 4.13 continued)

13. Students and teachers discuss problems and interact with each other(s) in English through e-mail.	1.44 (.851)	1.24 (.642)
14. Students improve their writing skills through e-mail.	1.37 (.809)	1.26 (.662)
15. Teachers give effective responses and enhance students self-confidence through e-mail.	1.42 (.856)	1.27 (.657)
16. Students are often encouraged to search for relevant information in English through e-mail or the Internet.	2.17 (1.201)	1.86 (1.107)
17. Teachers encourage students to apply English in other subjects.	1.94 (1.027)	1.87 (1.036)
18. Students are taught how to use English to conduct library research for their own study.	1.43 (.826)	1.39 (.806)
19. Students are encouraged to write papers or present oral reports in English on a specific issue.	3.40 (1.356)	1.48 (.918)
20. Selected texts are related to students' specific professional knowledge.	1.80 (.995)	1.75 (.993)

Note: For all items in the scale, "5" for "frequently"; scale "4" for "often"; scale "3" for "sometimes"; scale "2" for "rarely"; scale "1" for "never."

As the above table shows, in terms of the frequency of the use of the instructional approaches, the biggest difference between native English teachers' classes and Korean teachers' classes was found from item 3 (Teachers lecture while students listen in the classroom.), with a mean score of 2.98 in the native English teachers' classes and 4.03 in the Korean teachers' classes. This indicates that teacher-fronted or teacher-dominated classes were still perceived to be prevalent in the Korean teachers' classes, with students just listening to the teachers' lectures. In contrast, the results of item 8 (Teachers provide students with opportunities for English oral practice.), with a mean score of 3.89 in the

native speaking English teachers' classes and 1.78 in the Korean teachers' classes, and item 6 (Role-play, short plays, dramas, games, and songs are used to provide students with different situations and opportunities in language teaching/learning.) with a mean score of 3.11 in the native speaking English teachers' classes and 1.45 in the Korean teachers' classes, imply that the students seemed to have more interactive classes by participating actively during the native speaking English teachers' classes.

Regarding the sub-scales of instructional practices in Section III in the questionnaire, the range of the reliability coefficients for the native speaking English teachers' classes was from .466 to .748, and the Korean English teachers' classes from .465 to .735, as shown in Table 4.14. Generally, a higher score means more reliability and consistency.

Sub-scales of Instructional Practices	<u>Reliability Coefficients</u>	
	NSETs' classes	KETs' classes
TRA	.466	.548
CLT	.647	.465
WHOLE	.748	.692
EMAIL	.720	.675
ESP	.658	.735

Table 4.14: Summary of Reliability Coefficients for the Sub-scales of Instructional Practices

Also, the composite means for each of the five instructional approaches for apparent practices and standard deviations of each approach are summarized in Table 4.15. Whereas CLT was viewed as the most frequently employed in English practice in the native speaking English teachers' classes, TRA was viewed as the most frequently employed in English practice in the Korean English teachers' classes. EMAIL was viewed as the least frequently employed in both teachers' classes.

Instructional Practices	Mean	SD	Rank

NSETs' classes			
TRA	2.371	.705	3
CLT	3.247	.875	1
WHOLE	2.804	.866	2
EMAIL	1.600	.695	5
ESP	2.141	.750	4
KETs' classes			
TRA	3.121	.740	1
CLT	2.277	.656	2
WHOLE	2.166	.750	3
EMAIL	1.406	.563	5
ESP	1.623	.703	4

Table 4.15: Means and Standard Deviations (SD) of Instructional Practices Scores

Furthermore, in order to find specific differences in the apparent practices between the two types of classes, paired-sample t-tests were conducted. As shown in the Table 4.16, results of the paired-sample t-tests revealed significant differences in apparent practices between native speaking English teachers' classes and Korean English teachers' classes regarding all five instructional approaches and applications.

Instructional Practices	Mean		t	p
	NSETs' classes	KETs' classes		
TRA	2.371	3.121	-17.255	.000*
CLT	3.247	2.277	21.393	.000*
WHOLE	2.804	2.166	15.597	.000*
EMAIL	1.600	1.406	8.726	.000*
ESP	2.141	1.623	18.317	.000*

Note: *p<. 05. There are 503 degrees of freedom of each t-test.

Table 4.16: Students' Perceptions of the Instructional Practices of Each Class

As shown in the above table, comparatively speaking, while TRA was much more frequently used in the Korean teachers' classes, all the communication-based instructional approaches including CLT, WHOLE, EMAIL, and ESP, were much more commonly practiced in the native English teachers' classes.

Overall, the above results show that even though TRA was the least preferred, it was still found to be the dominant teaching approach in the Korean teachers' class. One reason for the dominance of the TRA in the KETs' classes may be that the Korean teachers felt more comfortable creating the teacher-dominated classes that matched well with the traditional English instruction, because they had been accustomed to it for a long time, having learned English themselves in this way. Hence, they may have preferred teaching the way they had been taught. Other possible reasons will be discussed later.

Analysis of Perceived Importance of Goals and Practices

In order to compare goals and practices regarding English instructional approaches and applications, the means of the scales on goals and practices were used. Results of the paired-samples t-tests revealed significant differences between the perceived importance of goals and apparent practices in the native speaking English teachers' classes regarding all five instructional approaches (See Table 4.17). This finding implies that diverse approaches were not used in the NSETs' classes sufficiently to meet students' expectations, even though considerable freedom was given to the native speaking English teachers in terms of selecting appropriate teaching approaches. That is to say, although CLT was viewed to be frequently used in the NSETs' classes, as presented earlier, the students seemed to want to have more diverse communicative activities.

Also, results of the paired-samples t-tests revealed significant differences between the perceived importance of goals and apparent practices in the Korean English teachers' class regarding all of the instructional approaches except TRA. Students rated the perceived importance of goals for each instructional approach significantly higher than their perceptions of the extent to which the approach was apparently practiced in the college English classroom, except TRA, which was higher in the Korean English teachers' classes.

Instructional Approaches	<u>Importance of Goals</u>		<u>Apparent Practices</u>		
	Mean	Class Type	Mean	t	p
TRA	3.145	NSET	2.37	18.078	.000*
	3.145	KET	3.12	.549	.584
CLT	3.714	NSET	3.24	9.267	.000*
	3.714	KET	2.27	31.300	.000*
WHOLE	3.385	NSET	2.80	11.728	.000*
	3.385	KET	2.16	26.295	.000*
EMAIL	3.010	NSET	1.60	28.393	.000*
	3.010	KET	1.40	34.361	.000*
ESP	3.159	NSET	2.14	21.918	.000*
	3.159	KET	1.62	33.267	.000*

Note: *p<. 05. There are 503 degrees of freedom of each t-test.

Table 4.17: Students' Perceptions of the Importance of Goals and Practices

Section Summary

Subjects' perceptions of the frequency of instructional practices of the different English instructional approaches and applications were analyzed. The data showed that whereas CLT was viewed as the most frequently employed in English practice in the native speaking English teachers' classes, TRA was viewed as the most frequently employed in the Korean English teachers' classes. Also, EMAIL was viewed as the least frequently employed in both teachers' classes with much lower mean scores. It is difficult to know why they were so resistant to using EMAIL for English instruction. In general, significant differences were found in apparent practices between NSETs' and KETs' classes regarding all five instructional approaches and applications. Furthermore, statistically speaking, there were significant differences between the perceived importance of goals and apparent practices in both the KETs' classes and the NSETs'

classes. In other words, the above results show that there were large gaps or discrepancies between perceived importance of goals and instructional practices in both types of classes. The findings imply that the language teaching approaches did not meet students' expectations in both native speaking English teachers' classes and Korean teachers' classes, perhaps because of a lack of time to follow tight schedules for tests, or several other reasons, which will be discussed later. Subjects' specific suggestions or recommendations for the college English program are discussed in the following section.

4.3.4 Subjects' Comments from the Questionnaire

When both student and teacher participants returned the questionnaire, they were asked to write recommendations or suggestions for the improvement of the current college English program at Pusan National University. Originally, a blank white space for the subjects' recommendations or suggestions was provided at the end of the questionnaire. After the pilot test, several guiding words were presented to facilitate commentary because of the speculation that Korean students were not accustomed to answering open-ended questions and having so much empty space in a lesson. Up until that part of their education, they have seldom been asked to express their opinions or encountered long periods of quietness. That is, responses were solicited in terms of overall class organization, teaching methods, course content, texts and materials, and evaluation.

In spite of the guiding words, a total of only 172 (out of 504) students wrote some comments. Among the students who commented, generally, they did not explain their comments clearly or provide any context. Some students just wrote one word or simple

sentences, such as “Good.” Or “I don’t like this testing system.” Furthermore, some of the comments were not related to the EFL curriculum or instruction. Therefore, students’ comments or opinions that were expressed at least ten times will be covered here. In the case of the teachers, all of the responding teachers wrote some comments either briefly or elaborately. After reading the comments, the two group’s comments were categorized and content-analyzed. The integration of the two groups’ recommendations is presented in this section.

In terms of class organization, a large number of students and most of the Korean teachers responded that English classes were too large, particularly in the Korean teachers’ classes. Generally, almost every English class taught by Korean teachers consisted of 50-60 students, and this made it difficult for individuals to participate individually in class. In other words, class size seems to have been one of the hindrances to students actively engaging in the learning activities in class. However, the class size in the native speaking English teachers’ classes was smaller, usually consisting of about 30 students. Even though one native speaking English teacher wanted a smaller class, the other native speaking English teachers did not mention class size as necessary more effective EFL instruction.

Regarding teaching methods, a fair number of the students complained that their English instruction in class focused on learning the English language to prepare for tests, not for communicative purposes. Therefore, they strongly wanted to avoid teachers’ one-sided “teaching to the test”. Further, the students wanted to have more interactive classes with teachers as well as other classmates, and wanted their English teachers to provide students with many opportunities to participate fully in class rather than just to

give them lectures. Accordingly, some students wanted to do group discussion or presentations in class instead of listening to the lecture and taking notes for the tests. Similarly, both native speaking English teachers and Korean teachers suggested a desire for more communicative and interactive instruction

With respect to course content, a large number of students preferred practical English conversation class to English grammar or reading. Moreover, they wanted to have the opportunity to practice what they had learned in class. The students also mentioned that TOEIC/TOEFL courses were needed to prepare for their future career development. Other opinions about course content included offering courses related to the students' majors, basic grammar, foreign culture, and writing.

Regarding the texts or course materials, on the whole, the students seemed dissatisfied with the textbooks because they were too boring and monotonous. In particular, the students wished that the textbooks included more interesting materials such as songs and movies, and would be related to their majors and their daily life. In addition, most of the teachers recommended including more authentic materials. Also, worth noting is that two native English teachers suggested including various types of English, such as Ultra English, British English, and International English in the course materials, with consideration of English as an international language used widely around the world.

Concerning the evaluation system, the students' comments contained mixed opinions. At PNU, all of the first year students were required to take the Computer-Based Test (CBT) every other week, regardless of their major, or field of study. Taking CBT regularly, and obtaining good scores on the test, were essential requirements for students to receive a passing grade for the required English course. The test was

originally developed and administrated in order to check students' progress throughout the semester, and to become a good stimulus for students to study English continuously. However, since the CBT was based on the required textbook, which was taught by the Korean teachers, the students tended to listen to their teachers' lecture to obtain a good score on the test. The Korean teachers also had to conduct teacher-dominated classes and use all of the class time to keep up with the test schedule, which appeared to make it difficult to employ diverse communicative teaching approaches.

Therefore, regarding the CBT, while some students liked the system because it provided a good motivation to keep studying, other students considered it not conducive to language learning because it did not evaluate students' real communication ability. Generally, the Korean English teachers wanted combined methods, using both oral interviews and written tests, or CBT and paper/pencil-based tests. They also suggested considering each individual progress to evaluate students' proficiency, and allowing teachers some opportunities to evaluate students' proficiency in class by using short quizzes or presentations. The native speaking English teachers also suggested several alternative evaluation methods, such as portfolios and presentations.

Section Summary

To this point, quantitative data based on the survey results have been analyzed and presented. Several notable comments were related to reducing class size, having more interactive classes with authentic and interesting teaching/learning materials, and combining methods to evaluate students' progress and proficiency in English. Unfortunately, even though the subjects in the questionnaire made a lot of suggestions or

recommendations, many of them were not explained fully or with enough context to be meaningful. Therefore, several follow-up interviews were conducted to listen to the participants' voices. In the following section, qualitative data based on the personal interviews are analyzed to compensate for the quantitative study's limitations.

4.4 Research Findings from Interviews

In order to enrich the findings of the present study, structured and semi-structured interviews were conducted with 12 students and 9 teachers. The researcher selected interview participants based on the completed surveys to explore the research questions in greater depth. The interview questions were related to the participants' opinions regarding the current College English curriculum at PNU as well as general College English programs in South Korea. The interview questions were as follows:

1. What do you think should be the most important goals of college English education?
2. What English language skills do you value most? Why?
3. What are the current curriculum's strengths and weaknesses in meeting your needs as an English learner/teacher?
4. In your opinion, what are the most significant objectives of college English education as it is now?
5. Are you satisfied with the current college curriculum of English teaching/learning activities at Pusan National University? If not, why?
6. In your opinion, what appropriate teaching materials should be included in the college English education experience?
7. What do you think are the roles of the learner and of teacher in English teaching/learning classrooms in colleges?
8. What would you suggest for the improvement of current college English curriculum at PNU?
9. What teaching/learning approaches do you believe should be integrated in the college English education experience?
10. What's your opinion about native/non-native English teachers?

11. What do you think of teaching/learning English through electronic mail or on the Web?
12. Do you think the college English curriculum should include ways students might or do use English in daily life English needs? Or the curriculum should only consider teaching academic English? Why?

4.4.1 Interviewees' Background

Two hundred seventeen students showed their willingness to participate in the interviews when they returned their questionnaire. Taking the students' gender, academic field, and English proficiency level into consideration, twelve participants from nine different colleges (College of Humanities, Social Sciences, Law, Medicine, Engineering, Education, Natural Sciences, and Human Ecology) were selected based on the surveys.

Table 4.18 shows each student interviewee's gender, field of study, and self-rated level of English proficiency. Pseudonyms were used to ensure confidentiality.

Interviewee	Gender	Field of Study	Proficiency level
Kim Young-Hee	Female	Economics	High
Lee Seon-Young	Female	Human Ecology	Intermediate
Park Cheol-Soo	Male	Physics	High
Choi Joon-Seok	Male	Business Administration	Low
Jeong Mi-Ae	Female	Human Ecology	Low
Kang Dong-Hyun	Male	Education	Intermediate
Jo Kyeong-Mi	Female	History	Low
Kim Tae-Min	Male	Mechanical Engineering	Intermediate
Lee Sang-Ho	Male	Chemical Engineering	Intermediate
Oh Soo-Jeong	Female	Medicine	Low
Hong Hyun-Sook	Female	Social Welfare	Low
Park Mi-Jin	Female	Law	Intermediate

Table 4.18: Student Interviewees' Background Information

Each interview was conducted individually in a comfortable place on campus at different times. The researcher met the interviewees during the final exam week, since most of the college students do not usually come to the campus after finishing their final exam or tend to go out of town. The interviews with the students were conducted in Korean, because the researcher shared the interview participants' native Korean language. Nine respondents gave permission to record the interviews. Detailed notes were taken during the interviews of the other students. Five native speaking English teachers and four Korean English teachers also participated in the interviews. The interviews were conducted in Korean with the Korean teachers, and in English with the native speaking English teachers. The final exam week was also the busiest period of the semester for the teachers because they had to do grading and paperwork. Therefore, considering the teachers' busy schedules, the interviews were conducted by e-mail correspondences or by personal contact, according to the participants' preference. Table 4.19 shows each teacher interviewee's gender, major area of study at college, and the interview format.

Pseudonyms were used again to ensure confidentiality.

Interviewee	Gender	Major	Format
Sally	Female	English & History	E-mail
Michael	Male	British History	E-mail
Daniel	Male	Applied Linguistics	E-mail
Jennifer	Female	TESOL	E-mail
Kelly	Female	American Studies	E-mail
Kim Yeoung-Seok	Male	American/British Literature	In-person
Lee Myeong-Hee	Female	American/British Literature	In-person
Choi Mi-Ra	Female	American/British Literature	In-person
Jeong Min-Ji	Female	English Linguistics	In-person

Table 4.19: Teacher Interviewees' Background Information

The interview findings are presented under the following categories that emerged from the data:

Opinions about the General College English Program in South Korea

- (1) Perceived Importance of Goals
 - Developing Communication Ability
 - Preparation for Jobs or Further Study Abroad
 - Gaining Confidence in Communication
- (2) Perceived Value of English Language Skills
 - Speaking
 - Equal Value: Emphasis on All English Skills
 - Reading
- (3) Relationship Between Teachers and Students
 - Students as Voluntary Learner versus Teachers as Friendly Helper
 - Native versus Non-native English Teachers
- (4) Technology for EFL Instruction
 - Negative Opinions
 - Alternative Opinions
- (5) Academic English versus Daily Life English
 - Equal Emphasis: Both Academic English and Daily Life English
 - More Academic English or More Daily Life English

Opinions about Specific Aspects of the College EFL Curriculum at PNU

- (1) Perceived Strengths of the PNU College English Curriculum
 - Required & Two Types of Classes
 - Native Speaking English Teachers' Classes
- (2) Perceived Weaknesses of the PNU College English Curriculum
 - Large Classes
 - Mixed Ability & Limitation of Time
 - Constraints of the Instructional Materials
 - Ineffective Teaching Methods
- (3) Recommendations or Suggestions for the Program

4.4.2 Opinions about the General College English Program in South Korea

This section presents and analyzes the interview participants' opinions regarding the general college English program in South Korea. In response to the interview question, five major themes emerged: perceived importance of goals, perceived value of English language skills, relationship between teachers and students, technology for EFL instruction, and academic English versus daily life English. Explanations for each theme are included:

(1) Perceived Importance of Goals

Developing Communication Ability

Throughout the interviews, developing communication ability -- both in basic conversation and in their major field of study -- was consistently found to be the most important goal for general college English programs in South Korea. In terms of the importance of goals, many interviewed students compared college English goals with high school English goals. For example:

My high school English program focused on just reading. But in college, we have to read professional books in English in our major field. Through college English courses, students should increase practical communication ability and develop abilities to express basic knowledge in their major field. (Jo Kyeong-Mi: Female, History, low)

Most of all, when we enter college or university, we have our own major or field of study. To understand advanced parts in our major areas, we have to read many professional books or articles. So we have to digest and understand English in our major field. I think that's the important goal or objective of college English programs. (Lee Sang-Ho: Male, Chemical Engineering, Intermediate)

A couple of students criticized the impractical nature of high school English programs, which they felt produce poor speakers of English. One interviewee expressed her strong opinion that basic conversation ability should be fostered in the general college English programs in South Korea:

Ideally, practical English should be learned in colleges. High school English was not practical and reading-focused. We cannot use what we learned in high school in our basic conversation. Because language is changing continuously, we have to learn how to use English according to different places or situations. (Hong Hyun-Sook: Female, Social Welfare, Low)

Another student answered similarly, “Easy and basic English ability should be acquired through college English class for communication” (Oh Soo-Jeong: Female, Medicine, Low).

Moreover, some students noted a gap between ideal goals and realistic objectives. Even though many of them wanted to develop their communication ability, it was revealed that their immediate objective was to obtain a good score on a test so as to get a job, as the following dialogue shows:

Student: I’ve seen that most of the students around me are studying English for the sake of good jobs.

Interviewer: From the first year?

Student: Yes. Students in our major are different. But students in other majors are studying for the TOEIC test.

(Oh Soo-Jeong: Female, Medicine, Low)

Since Oh Soo-Jeong was majoring in Medicine, she was not required to obtain good scores on a proficiency test, such as TOEIC, for future jobs, at that time. However, many of the college students, whose field of study was not directly related to their future jobs, seemed to have much interest in the proficiency test starting in their first year of college.

In a similar vein, the interviewed teachers talked about not only desirable goals but also realistic goals of college English instruction in Korea. Most of all, developing students' English abilities in both academic areas and basic communicative English were found to be the most desirable goals from both native speaking English teachers' and Korean English teachers' viewpoints. Moreover, one female native speaking English teacher, who had specialized in English and History, emphasized ESP (English for Specific Purposes) or EAP (English for Academic Purposes) as well as basic communication ability in English:

Basic communicative competence is important. However, most people learn English to keep abreast of developments in their profession e.g. engineers, doctors, teachers so now that English is a global language of communication between second language speakers maybe there should be a greater focus on reading in English, especially ESP or EAP. (Sally)

Generally, both the native speaking English teachers and Korean teachers believed that English should become a means to help students to cultivate their basic cultural knowledge as well as to cultivate students' communicative competence in the specific area of students' academic majors or professions.

Preparation for Jobs or Further Study Abroad

Related to the earlier comments about developing communication ability, the interviewed students also noted that English was important to prepare for future jobs or to study abroad in the future. As one female student stated:

High school English was just a means to prepare for the college entrance exam. But in colleges or universities, English is necessary for communication purposes in order to get a job or to study abroad. We have to cultivate or upgrade our English proficiency to exchange our academic perspectives or ideas with foreign scholars in the future. (Lee Seon-Young: Female, Human Ecology, Intermediate)

The Korean teachers also talked about realistic goals for college English instruction in Korea. Some teachers stated different goals with respect to the current situation in Korea, such as not overlooking the necessity of prefatory qualifications required to get a good job. For example, one female Korean teacher expressed a regret regarding the unfavorable social demands to foster students' real English proficiency:

I've seen many Korean college students that have been studying English only for TOEIC tests. Most of them think good TOEIC scores are one of the necessary conditions for jobs. In some cases, some people have a poor command of English in spite of their high scores on the test. (Jeong Min-Ji)

It can be inferred from the above Korean teachers' comments that the job market in the Korean society requires college graduates to have a good score on the TOEIC tests, rather than having a good command of English. Therefore, students seemed to spend much time in learning test strategies from well-known private lectures, and memorizing rules to get the "hang" of the test. Some students appeared to take the tests several times to gain familiarity with the test, which requires a considerable amount of money.

Test scores may still be valued in Korean society due to several reasons. First of all, TOEIC could be used as an official standard to judge students' future job prospects. When students in diverse majors, from diverse universities, apply for a certain job, it is really hard to evaluate them. GPA (Grade Point Average) used to be one standard, but not any more. Most students have a higher GPA, because professors tend to give good grades to them, hoping their graduates will have some future career advantages. Another possible explanation for using TOEIC tests to recruit college graduates is that there is a general assumption that higher scores mean higher overall proficiency in English. Some people who have a high score have a good command of English, but others do not. However, there is not enough evidence at present to show a direct relationship between the TOEIC scores and English proficiency.

Gaining Confidence in Communication

Most of the native speaking English teachers put a strong emphasis on gaining confidence or reducing fear of making errors in English communication.

In Korea? Well, unfortunately most of the students are studying because they have to, not because they want to. As well, the majority of them will go on to jobs that require English proficiency test scores (TOEIC), rather than actual speaking ability. I think that learning a language is about real-world communication, not just test scores. However, I guess that is why we have English classes. I believe the most important goal is for students to overcome their inherent fears, and just speak, without fear of mistakes. (Daniel)

College English courses encourage students to develop their English skills and gain confidence in communicating in English. To assist learners in overcoming their fear of English so they can access and utilize the abundant English they know already. (Jennifer)

Other goals or objectives mentioned by the native speaking English teachers were “to expose students to and thus make them more comfortable with cultures other than Korean,” (Sally) and “helping students to prepare for studying abroad” (Michael).

Overall, during the interviews of both students and teachers, it was found that, ideally, developing communication ability seemed the most important goal for general college English programs. However, a gap between ideal goals and realistic requirements from society was revealed in the interviews. Students seemed to spend much time in preparing for the TOEIC tests for their future jobs, rather than trying to develop their communicative skills or gaining confidence in communication.

(2) Perceived Value of English Language Skills

When both students and teachers were asked what English language skills they value most, they expressed somewhat different opinions.

Speaking

Most of the students highly valued conversational or speaking skills in English:

Basically, the reason why I learn English is to develop my communication skills. I'd like to have a good command of English. After graduating, we will get a job or meet people from around the world. Without the ability to communicate, we cannot appeal to other people around the world although we may have high technology or excellent ideas. We have to know how to express our ideas in English at the stage of the World. (Lee Sang-Ho: Male, Chemical Engineering, Intermediate)

Most of all, speaking is the most important. After graduating from college, we are going to enter society and meet people from other countries for work or business. (Kim Tae-Min: Male, Mechanical Engineering, Intermediate)

A female student answered similarly by saying: “Even though we know a lot of words, if we don’t use them, they are useless. Speaking ability is the most important goal not only for communication but also for confidence” (Park Mi-Jin: Female, Law, Intermediate). A Business Administration major student also said, “Debating skills are necessary because we have to discuss our opinions, express our views, and persuade the other person in English” (Choi Joon-Seok: Male, Low).

However, a couple of students pointed out that different skills were valued depending on the different situations at hand, such as ESL (English as a second language) or EFL (English as a foreign language) situations, or individual circumstances:

In Korea, reading is important because we don’t have many opportunities to meet foreigners. But when we go abroad, speaking is important for communication. (Jeong Mi-Ae: Female, Human Ecology, Low)

In our major, reading is important. As a pre-medical student, I’ve heard reading skills are more useful when we enter medical school. Speaking is for people who want to go abroad. We don’t need much speaking ability. (Oh Soo-Jeong: Female, Medicine, Low)

In another example, one student emphasized the importance of listening skills:

Listening is important. When we have a conversation with foreigners, we have to understand what the foreigners are saying or their expressions correctly. Then we can give an answer or keep the conversation going. (Park Cheol-Soo: Male, Physics, High)

Aside from the four language skills (speaking, listening, reading, and writing), increased vocabulary was highly regarded by some students:

Vocabulary is essential. I think eighty percent of a language is determined by words. We can make ourselves understood in any language using proper words or vocabulary. Although we cannot make full sentences, as long as we use appropriate words, we can communicate with each other. I guess that's the basics. (Kim Young-Hee: Female, Economics, High)

Equal Value: Emphasis on All English Skills

The teachers were also asked about what they believe are the most valuable English language skills. The English teachers, both native speaking English teachers and Korean English teachers, valued all English skills equally, emphasizing an integrated, practical appreciation of the English language. The following statement exemplifies those opinions:

I value them all equally and they are all difficult/easy in different ways. However, how the students value depends on the reasons why they are learning English. Competence in any language implies being able to communicate effectively, whether it is in writing or in speech. (Sally)

Similarly, one native speaking English teacher mentioned, "All are valuable. Korean students need help with listening, speaking, and writing the most." (Kelly)

Reading

However, when asked to choose the most important skill in college English instruction, reading was selected by several Korean teachers, with comments such as:

Of course, all four skills are important. Personally, I value reading skills the most. In my opinion, reading should be focused in the college English program because college students develop the ability to read and understand professional texts and to acquire advanced sophisticated expressions from the texts. Learning basic English conversation skills is not enough for college students. (Lee Myeong-Hee)

The Korean teachers also mentioned that reading skills should be connected with writing skills:

Reading is important to the college students. Conversation is so basic. The level is too low for college students. First of all, they have to read and translate books in their specialized fields or areas. For high-level sophisticated expressions beyond the basic conversation, reading is essential. Besides, the reading skills should be connected with writing skills. In the Korean education system, writing has been neglected both in Korean and in English. Now, in this global village, considering the growing importance of written communication with people from all over the world by e-mail or other types of technology, writing skills should be emphasized. (Jeong Min-Ji)

Other skills such as good conversation skills and precision of expression were mentioned. One native speaking English teacher talked about confidence: “Confidence. Not exactly a language skill, but an overall ability. Confidence breaks down the barriers in all four areas of language” (Daniel).

In terms of the perceived value of English language skills, aside from small individual differences, students generally placed a strong emphasis on speaking ability. The reason for students’ high regard for speaking skills might be explained due to the importance of English as an international language. Most of them seemed to want to meet people from all over the world and communicate with them in English, either for their jobs or for their future study. However, it was found that most of the English teachers put an equal value on all skills, emphasizing the integrated nature of all of the English skills. When asked to choose only one, the Korean English teachers appeared to value reading skills most for the following reasons. First of all, college students should be trained to read and translate books in their specialized fields or areas. Also, students need to obtain

cultural knowledge or information from reading books or other materials. Furthermore, currently, the importance of writing is increasing thanks to email or the Internet, and Korean English teachers seemed to believe that a good reader becomes a good writer.

(3) Relationship between Teachers and Students

Student as Voluntary Learner versus Teacher as Friendly Helper

Regarding the role of foreign language teachers and students, ideally, the interviewed students expect their English teacher to be a friendly and kind helper and students to be voluntary and active learners. Realistically, most of the students interviewed seemed to have difficulty in maintaining friendly relationships with their English teachers. One male student really had wanted to have a genuine dialogue or conversation with his English teachers:

In my opinion, a mutual trustworthy relationship between teachers and students should be built for effective language teaching or learning. Unlike high school teachers, I always feel distance from the professors who are teaching us English. Currently, there is no communication. I'd like to have more discussion with my teachers and ask them questions after class even for five or ten minutes. (Choi Joon-Seok: Male, Business Administration, Low)

In order to establish a good relationship, many of them pointed out the necessity of teachers' holding office hours. Some students also acknowledged the gap between the ideal and the real situation by comments such as, "Ideally, teachers should be helpers. Realistically, it's difficult for teachers to help students because of some constraints such as larger classes and tight schedules" (Kang Dong-Hyun: Male, Education, Intermediate).

As language learners, rather than passively listening to the English teacher's one-way lecture, students wanted to actively interact with each other and their teachers in class:

English is a language and should be learned interactively (two-way). Teachers' one-sided lectures are not helpful. They should help or guide students to study English naturally. Students should be active learners, by asking questions and practicing what they learned in class associated with everyday life.
(Jo Kyeong-Mi: Female, History, Low)

The superficial relationship between teachers and students is a big problem in South Korea. Teachers should take each student's individual ability and behavior into consideration. Students should be active participants. I'd like students to have more freedom to choose assignments or select materials, which will motivate their learning and encourage active participation in class. (Lee Sang-Ho: Male, Chemical Engineering, Intermediate)

One female student, whose self-evaluated proficiency was low, expected her teacher's encouragement and attention:

Teachers should manage only students' required work and check students' progress once in a while. Also, teachers should encourage lower-level students by starting with easy expressions in English. (Jeong Mi-Ae: Female, Human Ecology, Low)

Similarly, when the teacher interviewees discussed the role of students and teachers in English teaching/learning classrooms in colleges, most English teachers pointed out students' or learners' autonomy as important:

Learners should be developing more autonomy and take more responsibility for their learning. This can be as simple as developing good time management skills (coming to class on time, completing assignments on time) and organizational skills (bringing a book, a pen, arriving at the right classroom to the right teacher). There are basic life skills that students should have learned by the time they finish their first semester. (Sally)

Among the language teacher's many roles such as counselor and guide, the facilitator's role was chosen by most English teachers as the best way to encourage students to learn and receive sufficient assistance, and to enhance interaction between teachers and students in class. As one teachers observed:

The teacher has many roles, but the most important in my opinion is to create a comfortable learning environment where the student is encouraged to participate without worrying about making mistakes. It is the students' job to, as stated, participate, and facilitate conversation amongst other students. Basically, put forth effort. (Daniel)

Referring to the student-centered classes, most of the Korean teachers believed that learner-centeredness did not fit well in the Korean context. Even though students' autonomy or independence was valued, language teachers' direction or management seemed to be needed to some degree.

Native versus Non-native English Teachers

During the interviews, the teachers also discussed native versus non-native teacher issues. Both native-speaking and Korean English teachers whom the researcher interviewed agreed that rather than relying on only one type of English teacher, the combination of both teachers would be beneficial to the students' foreign language learning. The teachers also emphasized the quality of the teacher rather than native or non-nativeness:

I believe that the exclusive use of native English teachers is counter productive and merely a method of the Inner Group of English speaking countries to assert their ownership of English. This, given the global nature of English and the fact that non-native speakers outnumber native speakers is absurd. The quality of the teacher and the teaching is far more important than the nationality of the teacher and the use of nonnative teachers could even be a motivating factor for students. We need to move away from the exclusive use of native speakers. (Sally)

The significant difference depends on how strong their accent is. I've met many non-native English teachers that are highly qualified, efficient teachers, often more versed in grammar than native speakers. Speaking the native language of the student also helps greatly in the classroom, saving time in otherwise lengthy, verbose explanations. (Daniel)

Furthermore, some native speaking English teachers frankly mentioned their colleagues' -- including Korean teachers' -- weaknesses or faults:

Korean teachers do a good job, and so do most native speakers; but too many native speakers are not serious enough about what they are doing. They are in Korea simply to have fun and escape responsibility. (Michael)

Non-native teachers have a lot to offer to learners – can teach just as well as native English speakers. However, often Korean-English teachers teach wrong pronunciation. I don't think some native teachers demand enough from their students, but most of them are very dedicated teachers. (Jennifer)

Overall, in terms of the relationship between foreign language teachers and students, the interview participants expressed diverse views. Most notable was that both students and teachers shared a desire to have more interactive and friendly relationships with each other. However, because of several constraints such as tight schedules, large classes, and students' different levels of proficiency, the teachers seemed to have a hard time considering each individual student's progress or specific needs in a class. Also,

even though learners' autonomy was valued in the communicative classroom, the Korean students seemed to need the teachers' guidance to some extent.

Regarding the native and non-native English teachers, both strengths and weaknesses were mentioned by the interviewees, and the combination of both native and non-native teachers seemed to be preferred, and the quality of the teacher seemed to be more important than the native or non-native distinction.

(4) Technology for EFL Instruction

Negative Opinions

Interestingly, in terms of incorporating technology such as e-mail and the Internet into college English instruction, most of the students did not express positive views.

Among them, technology was generally viewed as a tool for fun or entertainment or used only for communication purposes:

Personally, I have joined a web site for English learning and I receive information about listening and grammar from it every day. But it doesn't help my English learning much. I don't think it's a good idea to use e-mail or the Internet for English classes. Most of students think of the Internet as a tool for entertainment or for fun, not related to studying English. Also some students are not comfortable with studying English with computers, because the Internet is used for communication purposes such as e-mailing or chatting. Besides, since so much information is available on the Web, students should have the ability to judge and select good information about language learning and how to use it effectively, before technology can be used for English classes. (Lee Sang-Ho: Male, Chemical Engineering, Intermediate)

In my opinion, e-mail or the Internet is not so helpful for English teaching or learning. With technology, students don't have direct contact or interaction with teachers. It's hard to concentrate on our study. In addition, when students have some questions to ask, they have to use bulletin board instead of asking in person. Sometimes, it's difficult to get across our questions or comments in written words. There is a limit. (Hong Hyun-Sook: Female, Social Welfare, Low)

Furthermore, one student criticized the Internet technology for a lack of continuity:

Using the Internet or e-mails is too temporary. Students are completing assignments on the Internet within a very short time. There's no continuity from the class to the students' long-term learning. (Jo Kyung-Mi: Female, History, Low)

Even though most of the students seemed to enjoy modern technology for communication or other purposes, they expressed negative opinions about using it for English learning or instruction.

Alternative Opinions

Compared with students' negative opinions or concerns about using technology in the English as a foreign language classroom in South Korea, most native speaking English teachers expressed alternative opinions, showing a cautiously positive attitude:

Great! The Internet is a very useful source of teaching and learning materials. As I do not have access to it during class time I use the Internet as a source of information for project work for students and a source of up to date reading materials. International email pen pals are also a very good use of email; unfortunately I haven't used it yet in class. (Sally)

Since there was no direct contact between teachers and students, the students thought using technology for EFL instruction was not very useful. Nevertheless, several students also suggested using technology to provide supplementary materials:

If students miss a class, we can use cyber class. First of all, as freshman, we need some time to adapt to learn how to use the program and to learn English keyboard. Using homepage for announcements or providing supplementary materials would

be good but using technology in class itself is not a good idea. (Lee Seon-Young: Female, Human Ecology, Intermediate)

For class, I don't think it's good. But we can use e-mail or the Internet to send our assignments or upload them and get feedback from teachers. We can ask questions or send comments to teachers by e-mail. Using the Internet for English class would not be useful because students use the Internet for other purposes such as games or chatting, etc. (Kim Young-Hee: Female, Economics, High)

One student also worried about harmful effects of technology:

I am afraid that too many side effects will occur. Students enter the Web for study at first but end up with playing games or reading Korean news. Ideally, using technology for study is a good idea. But in reality, I think there will be many problems. (Kang Dong-Hyun: Male, Education, Intermediate)

Similarly, a couple of teachers thought technology would not be helpful for conversation class, noting that "Good for teaching/developing reading, writing, vocabulary. Not much use for conversation practice" (Jennifer), and "It doesn't address Korean students' weakest areas – listening and speaking" (Kelly).

According to the teachers, using technology for foreign language classes would be fine, especially for supplementary tools. However, as one teacher mentioned, "It's fine, but must not lose sight of the essentials" (Michael). The general consensus seemed to be that technology should not be the objective but the means for acquiring English as a foreign language effectively.

During the interviews, it was found that, overall, although technology has been spreading rapidly in South Korea, both students and teachers did not feel positively about using technology for EFL instruction. Even though students seemed to enjoy using technology, such as e-mail or the Internet, it was just for communication or entertainment

purposes. The students' reluctance to use technology for English learning could be explained by several possible negative or harmful effects of technology, such as a lack of continuity and indulging in games on the Internet. They were also concerned about learners' being overwhelmed by too much information on the Web. It seemed that more time is necessary to make full use of technology to facilitate effective English instruction in foreign language classes in South Korea.

(5) Academic English versus Daily Life English

Equal Emphasis: Both Academic English and Daily Life English

When asked which is more important, academic or daily life English, most of the students wanted to learn both academic English and daily life English from the college English courses. As one student observed: "We cannot lose anything. Both are important. Daily life English should be taught for freshmen and sophomores; academic English for juniors and seniors." (Kim Young-Hee: Female, Economics, High). Similar opinions included:

Of course, both are necessary. But it depends on personal choices. Some students want to learn academic English. Others want only daily life English. It's hard to say right now. For the first year students, the distinction between EAP and daily life English is blurry because we don't have detailed information about our majors or academic fields yet. (Lee Seon-Young: Female, Human Ecology, Intermediate)

Both are important. If I have to choose one, I want daily life English to be required course because we will have chance to go abroad or travel in the future. I'd like to use the expressions I've learned in real life situations. It would be O.K. if Academic English were optional. Students can select according to their needs or preferences. (Jo Kyung-Mi: Female, History, Low)

One student just said, “Fifty-fifty” (Kim Tae-Min: Male, Mechanical Engineering, Intermediate).

Several English teachers also put an equal emphasis on both academic English and daily life English:

Both approaches should be given equal emphasis at the institute, allowing students themselves to choose the emphasis according to the class they take. (Michael)

Both, because depending on the students’ majors, some need academic English others need daily life English. And students who would benefit more from daily life English can focus on that, rather than academic English which they may never use. (Jennifer)

For a program like College English at PNU, I think it should focus on practical English with a lot more focus on English for specific purposes. Perhaps two types of English classes should be taught. (Kelly)

More Academic English or More Daily Life English

However, alternative opinions were expressed by some native speaking English teachers. Some were especially favoring more Academic English (English for Academic Purposes) as typified by the comment:

But it depends on the needs of the students. I think EAP should be given more weight as I think that is the long term direction in which most people’s use of English will go, rather than communicating with the inner circle of English speaking countries. (Sally)

However, one native English teacher thought daily life English was more important:

Of course the former (daily life English), because academic, “nuts and bolts” English is boring. You will lose the interest of the student every time. Including modern, everyday English, and incorporating idiomatic expressions (along with their origins), as well as cultural tidbits is simply more interesting for the learner. (Daniel)

Overall, regarding the interviewees’ opinions about academic English or daily life English, most of the students seemed to want both. However, during the interviews, it was found that some of the students did not understand the difference between academic English and daily life English clearly. Since the students were the first-year college students, their opinions or preferences might change over time. Generally, the native speaking English teachers had mixed opinions, with some favoring more academic English, and others favoring more daily life English. However, a couple of Korean teachers, such as Choi Mi-Ra and Jeong Min-Ji, also suggested alternative approaches such as daily life English classes for the first year students and academic English classes for the second year students, or daily life English courses taught by native speaking English teachers and academic English courses taught by Korean English teachers, which seems like a reasonable alternative.

Section Summary

The interview participants’ opinions regarding general college English program in South Korea, in terms of perceived importance of goals, perceived value of English language skills, relationship between teachers and students, technology for EFL

instruction, academic or daily life English, have been presented in this section. Several notable findings were also discussed. Among them, one of the most interesting findings was that even though technology has been spreading rapidly in South Korea, both students and teachers did not have positive views about using technology for EFL instruction. Some possible reasons for the students' unwillingness of using technology for English learning were presented. In the following section, the participants' views about specific aspects of the college English curriculum at PNU are provided.

4.4.3 Opinions about Specific Aspects of the College EFL Curriculum at PNU

(1) Perceived Strengths of the PNU College English Curriculum

Required & Two Types of Classes

Most of all, both students and teachers seemed to like the idea that the college English course was required. Considering the increasing significance of English, they agreed that college students have to develop communicative ability in English, not only for their study on campus but also for their future careers. Therefore, emphasizing students' communicative competence in English is regarded as a strength of the new PNU EFL curriculum. Moreover, the greatest strength of the program appears to be that two types of classes were offered intensively to the college students. For instance:

There's no such good program like this. Students can expose themselves to English classes for three years from freshman to junior, and also to two types of teachers' classes: native-speaking English teachers and Korean English teachers. It is a great opportunity. (Lee Myeong-Hee)

Even though the whole college English program at PNU is administrated for three years, as stated in the earlier chapter, this study focused only on the first-year curriculum,

because freshman English is required in all Korean universities, and also the core of the first year college English program at PNU emphasizes communication. Sophomore and junior classes are more reading-comprehension oriented. However, offering two types of classes alternately regardless of students' majors or year of study appeared to be unique, and was drawing a lot of attention not only from the faculty, students, and administrators on campus, but also those outside the campus.

Native Speaking English Teachers' Classes

Along with the above-mentioned strength, according to the students, another notable strength of the program was that it gave students a good chance to meet native speaking English teachers in class:

I like CBT and my native-English teacher's class. It's different from a high school class. It's a burden for students to take several tests in a semester, but in the long run, I think it helps me to improve my English. I enjoy my native-speaking English teacher's class because it's interesting and gives me a good chance to contact foreign teachers, which also gives me some confidence in using English with foreigners. (Lee Seon-Young: Female, Human Ecology, Intermediate)

The interviewed students seemed to enjoy taking native speaking English teachers' classes. For many students, it was their first time to meet a native speaker of English and to speak with him or her, because when they were high school students, they had Korean teachers for most of their English classes. Presently, a large number of colleges or universities in Korea are still administrating general college English courses which focus on reading comprehension taught by Korean teachers only. Unlike the native speaking English teachers at PNU, Korean teachers are known to employ only traditional English

teaching methods to explain sentence structure and grammar. In the case of PNU, since the students had to be acquainted with both types of classes, the courses required students to do double the amount of work by completing assignments for both classes.

Nevertheless, some students seemed to believe that the courses would be beneficial in the future, even though they were demanding. It seemed that, comparatively, PNU students appeared to be happy with native speaking English teachers, because they could apply what they learned from the Korean teachers' classes to the native speaking English teachers' classes. However, several weaknesses of the program were discovered during the interviews, which will be presented below.

(2) Perceived Weaknesses of the PNU College English Curriculum

There were five themes that emerged related to the interviewed participants' perceived weaknesses of the PNU college English curriculum: students' mixed ability in their English proficiency, limitation of time, large classes, constraints of the instructional materials, and ineffective teaching methods.

Mixed Ability & Limitation of Time

Both teachers and students discussed a number of weaknesses of the PNU college English curriculum. Among other things, most of the teachers mentioned a difficulty in motivating students because of students' differing levels of English language ability and the limitation of time:

The amount of time devoted to the subject is very limited, 14 hours per semester. This, coupled with the fact that it is a compulsory program means that student motivation in some cases is very low, and in some cases very high. Plus the

classes are mixed ability. Also, I'd like to see my students more frequently.
(Sally)

The student interviewees pointed out too large a gap in the students' proficiency level with both high proficiency and low proficiency:

The biggest problem I think is that the students' proficiency levels in English are very different. So the quality of the class is very low. Students with a good command of English find the classes boring. The class should be divided into five to six levels on the basis of some kind of a pre-test. (Park Cheol-Soo: Male, Physics, High)

Some students have a high proficiency in English. Students with low proficiency, like me, have no courage to participate in class or ask simple questions during the class for fear of being made fun of by others. Some students think the text is too easy. But for me it's difficult. I have to concentrate on the class well. That's the difference. (Oh Soo-Jeong: Female, Medicine, Low)

Large Classes

Large class size was also noted by both most of the students and the teacher interviewees:

Always difficult with larger classes. ... Of course, a smaller class size means more individual attention to students. PNU averages 30-35/class. Ideally, a limit of 30 students would be beneficial. Students must take 6 semesters of English at PNU. The fact that each teacher has the freedom to construct a syllabus to his/her style leads to diversity in the students' education. (Daniel)

With class sizes the way stand (30) students, as well as the reasons for studying English already mentioned, it doesn't leave much room for changes of approach. The class size should be reduced. (Michael)

It's hard to make the class interactive because of large classes.
(Choi Mi-Ra: Jeong Min-Ji)

In terms of class size, even though the native-speaking English teachers' classes were smaller, usually consisting of about 30 students, the teachers wanted to have smaller classes to create a more interactive environment. In the case of Korean teachers' classes, the situation was even worse, consisting of 50 to 60 students, with different levels of language proficiency in one class, making classroom interaction especially difficult. Besides, the Korean teachers were too busy conducting lectures in class, because they had to keep up with the tight schedule, explaining all the details in the textbook for the required tests the students had to take in order to pass the English course.

Constraints of the Instructional Materials

Most of the students mentioned that the required text and course materials were too old and boring. The native speaking English teachers also expressed concerns about the required text:

I am satisfied with the current college curriculum of freshman English at PNU, except for the book. It's hard to find a quality book on all levels (speaking, listening, reading, writing), but again, we have the choice of teaching as much or as little of the book as we choose. Therefore, I usually bring supplementary materials that still cover the basic grammar points of each chapter.
... An agreed upon text should still not compromise most of the in-class work. Texts are generally boring for students, and should always be supplemented with related, though more interesting, activities. (Daniel)

Texts are very weak in general. There's a lot of busywork, but not long enough exercises for students to master a single concept or rule. (Kelly)

In addition, the course materials were not considered to be appropriate by the students.

For instance:

Videotapes are too old. More foreign cultures should be introduced during the class. Instead of old videotapes, real life English such as a sitcom, for example, “Friends,” can be utilized. (Kim Young-Hee: Female, Economics, High)

Ineffective Teaching Methods

The students also talked about the weaknesses of both native speaking English teachers’ and Korean English teachers’ classes by complaining about ineffective teaching methods:

Because native-speaking English teachers have different cultures or backgrounds, it’s hard to communicate with them. I feel some native-speaking teachers don’t care much about the students in class. They are not considerate enough. I don’t like their teaching methods (Kim Young-Hee: Female, Economics, High)

Korean teachers’ cramming-style lecture should be avoided. I’d like to have a more comfortable relationship with my Korean teachers. Now, our relationship is too superficial. When I have questions, I want to be able to ask my Korean teachers freely. (Jeong Mi-Ae: Female, Human Ecology, Low)

Many students seemed to dislike the Korean teachers’ emphases on a one-way lecture for test preparation approach:

I don’t like lecture-style classes. They are not different from high school classes. Students just listen to the lecture, without participating in the class. Some students just take a nap during the class. (Park Mi-Jin: Female, Law, Intermediate)

One-sided lectures should be avoided. Various activities such as role-plays could be used more often. Korean teachers cover too much material in one class. We don’t get anything in detail. That’s just for tests. Quality is more important than quantity. (Choi Joon-Seok: Male, Business Administration, Low)

The classes are too perfunctory. I took English classes for two semesters but I don't think my English proficiency has improved since graduating from high school. After taking each test, I usually forget what I learn or study. It's just for taking a test and earning credit. (Jo Kyeong-Mi: Female, History, Low)

As the above quotations from the interviews show, both the students and the teachers expressed a desire to have more participatory or interactive classes. Why were teacher-fronted English classes still dominant in the Korean teachers' classes if they wanted interactive classes? Except for large classes and students' different levels of English proficiency, several possible reasons related to PNU's institutional constraints were found; these will be discussed later.

(3) Recommendations or Suggestions for the Program

Overall, offering different classes according to students' proficiency level, having classes meet more often, and having smaller classes were the ideas recommended most by the students. Another common recommendation made by the students was that more communicative and practical courses should be offered:

I want to have more communication with my teachers. If possible, I'd like to get feedback. But for teachers to pay attention to their students, the class size needs to be reduced. The classes are not practical. We already studied reading basically in high school. I would like to have more conversation-focused classes.
(Kim Young-Hee: Female, Economics, High)

In particular, the students wanted more feedback from both Korean and native-speaking English teachers by an optimal combination of the two classes:

One class for Korean teachers' lecture and one class for group presentation or discussion led by native-speaking English teachers. I'd like to have many presentations in class. Reading and listening classes by Korean teachers and speaking and writing classes by native-speaking English teachers. If possible, I'd like to meet two teachers together in one class or consecutively on the same day. (Kim Tae-Min: Male, Mechanical Engineering, Intermediate)

For writing skills, it's difficult to communicate with native-speaking English teachers. Sometimes, I am confused with how to translate Korean expressions into English. I'd like to get help from my Korean teachers in this respect. More effective co-teaching should be activated. Also, I want to practice what I learned from my Korean teachers' classes during native-speaking English teachers' classes. (Kang Dong-Hyun: Male, Education, Intermediate)

In terms of course materials, the students wanted to know about the culture of English-speaking countries as well as English:

I'd like to know about the cultural aspects in English-speaking countries, especially, about college students in America or England. I also want to know more about culture, which will be helpful for travel or a language program in a foreign country. (Kim Young-Hee: Female, Economics, High)

More exciting texts with more cultural information could be provided. Pop songs would be interesting to students, I think. (Jeong Mi-Ae: Female, Human Ecology, Low)

Moreover, some students hoped that course materials would be written by Korean teachers who understand their own cultural background better.

Regarding the testing methods, some students considered the current CBT not a good instrument to evaluate their English proficiency, because the test did not assess details. They did not like the multiple-choice test, which requires a fixed response. Paper-pencil testing or oral exams were preferred by a couple of students because of some technical problems. As one student said,

At first, I had a hard time getting used to computer testing for some time, but now I am comfortable with computer-testing. We need some adaptation time for the test because we face some technical problems, which make us feel frustrated during the test. We also cannot go back to earlier questions with CBT. (Jeong Mi-Ae: Female, Human Ecology, Low)

Along with consideration of weaknesses of the program, a lot of suggestions were made by the teachers in terms of texts and materials. Generally, the teachers recommended that appropriate teaching materials should be based on the students' levels, and technology should be incorporated into class materials. One comment incorporates those considerations:

Multi media, such as video and music are useful to add variety to classes. The internet is also a very useful tool. . . . Ideally? A quality text, supplemented with audio/visual equipment. There is also a lot of quality online education material for ESL, so access to computers would be great. (Sally)

Another suggestion was to provide more opportunities for students to connect their real life experiences in English classes in comments such as, "I'd like to see more real life situations included and I try to take advantage of the possibilities we have now. For example, *Woon Jook Jung* (English Café at PNU)." (Kelly)

In terms of curriculum and instruction methods, most of the Korean teachers emphasized the need for effective co-teaching instruction by both Korean and native speaking English teachers to utilize the teachers' strengths and to compensate for their weaknesses. In addition, the native speaking English teachers suggested more communicative and interactive English classes and emphasized giving students more opportunities to practice their English in class:

Materials are not overly important (except for standard handouts - vocabulary, grammar, pronunciation, etc.); what is important is allowing students to practice their English skills and correcting and explaining their mistakes by dedicated, knowledgeable teachers. (Michael)

Communicative approaches in Korean universities – small classes are necessary. Korean college students have a firm understanding of English grammar. They just need to practice it! . . . More contact hours should be provided and Korean teachers should be more interactive. The curriculum is O.K.; it's just the way it is taught. The classes should be divided into majors so those students who need academic English can focus on it. (Jennifer)

The teachers also agreed that Korean culture should be taken into consideration for interactive participatory classes:

I don't really support the notion of teachers teaching students how to learn that is currently in vogue. I assume that adults have developed their own learning skills techniques that are appropriate to them and that these in themselves vary hugely from culture to culture. (Sally)

Regarding the grading policy, the native speaking English teachers wanted a combination of methods to evaluate students' proficiency or progress. One example was "a portfolio which contains student work from the various skills – listening, reading, writing, and an interview at the end!!" (Sally). Similarly, all of the interviewed Korean teachers wanted combined methods, such as CBT and written essay exams or oral interviews, to compensate for each test's weaknesses.

Final suggestions made by both native speaking English teachers and Korean teachers were regarding curriculum, which takes into consideration students' levels and longer class periods:

It's a very good and useful program and I think that many students find it useful in different ways. However, I think it should be taught for a longer period, the students should be level tested and ideally it should be optional. This is just my personal opinion. Students should be placed on class according to their level of English. (Sally)

More diverse courses should be offered with consideration of the students' needs and proficiency levels. In order to reduce students' spending on private lessons, the College English curriculum at school should be more communication-based, thereby equipping the students with high communicative competence. (Lee Myeong-Hee)

Section Summary

The interviews revealed both strengths and weaknesses about the specific college English curriculum at PNU from the perspective of both students and teachers. Most of all, both students and teachers seemed to like the idea that the college English course is required. Also, offering required and two types of courses were found to be the greatest strength of the program. Some students seemed to be happy to have opportunities to meet native speakers of English in class. However, several weaknesses were found in the PNU program itself, such as students' mixed ability, limitation of time, large classes, and constraints of the instructional materials. Among the weaknesses, the interview participants expressed a strong desire for more interactive classes. Based on the weaknesses of the program, the interview participants made several recommendations to improve the PNU English curriculum. The information obtained from students' and teachers' interviews also provided valuable insight into what they think about the English curriculum and instruction not only at the PNU college English program but also at the college level in South Korea. A detailed discussion of these findings will be presented in the next chapter.

CHAPTER 5

CONCLUSION

This chapter begins with a brief summary of the study, and a discussion of the results of this study relative to the research questions posed in Chapter One. Pedagogical implications emerging from the study regarding college curriculum and instruction are discussed next. The chapter concludes with a review of the limitations of the study and several suggestions for further studies.

5.1 Summary of the Study

Since the study explored specific reactions to a new college English curriculum in South Korea, a brief review of some information about the English curriculum at Pusan National University (PNU) would be helpful to understand the discussion that follows in this chapter.

In order to meet social demands to produce college graduates whose command of English is high, the PNU freshman College English course has changed its focus from the traditional emphasis on grammar and reading comprehension into a more communication-based curriculum so as to develop students' communicative skills and language competence not only in their major field of study but also for the world outside

the university, e.g., to help them in their post-university careers. Therefore, throughout the first year of the English course, everyday English is emphasized, regardless of students' major or field of study. All freshmen students are required to take the English course for two consecutive semesters. Since two English teachers (a native speaking English teacher and a Korean English teacher) teach the one-credit English course alternately, it is called "team-teaching." The native speaking English teacher (NSET) is responsible for developing students' speaking and writing skills, and the Korean English teacher (KET) is responsible for reading, listening, and providing cultural information. Grammar instruction is not included in the curriculum. Each KET has a class of 50-60 students. The class is split into two units, each taught by NSET. The class meets once a week for nearly two hours, one week for NSET and another week for KET.

In terms of instructional approaches, the NSETs generally have much freedom in employing various teaching methods, with no strict guidelines in the curriculum. They also evaluate students' in-class participations, such as pair work, group-work and presentations. By contrast, the KETs do not have much curricular freedom. They are expected to cover cultural information, useful expressions for conversation, and to check listening and reading comprehension, all of which are almost equally distributed in the required textbook, over which they have no choice in the selection process. Although each KET can emphasize different areas and allocate class time differently, all the contents of the textbook are dealt with in the mandatory Computer-Based Test (CBT), which was developed by the Language Education Center at PNU. The evaluation of the students' performance in the KETs' classes is based on the students' CBT results and attendance. All the students are required to take the multiple-choice CBT test every other

week, and to obtain good scores (above 70%) on the tests to receive a “Pass” grade for the KETs’ class. The evaluation of students’ performance in the NSETs’ classes is based on the NSET’s assessment of the students’ participation in class and assignments, and attendance. They have to pass both teachers’ classes to earn credit for the English course requirement. Thus, even though it is one English course, it appears to have two systems, one for the NSETs, and the other for the KETs. The PNU English curriculum for each type of class can be compared as follows:

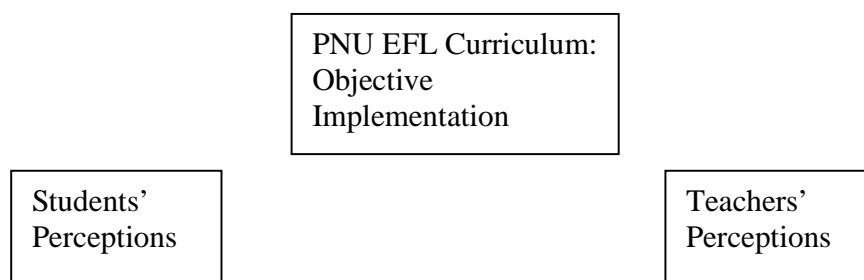
	NSETs’ classes	KETs’ classes
Syllabus	Less strict syllabus/flexible Speaking & Writing	Strict guidelines & Schedules Cultural Information, Expressions Listening & Reading
Materials	A required text & Supplementary materials	A required text
Grading	Students’ participation in class Assignments & Attendance	CBT based on the required text & Attendance

Table 5.1: Comparison of Each Type of Class in the PNU EFL Curriculum

The new PNU curriculum focuses on communication-based English instruction and has been drawing a lot of interest and reactions from many other institutions in South Korea. Apparently many other universities in Korean are undergoing similar curricular restructuring by implementing a new English instruction with an emphasis on communication. However, until now no comprehensive study has been conducted to explore perceptions regarding the new approach to college English instruction, and to evaluate/critique the curriculum from the perspective of both students and teachers.

This study focused on the perceptions of undergraduate college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English program. The study also explored the needs for future college EFL curriculum design and instructional development in the general South Korean context. Specifically, the purpose of this study was to investigate the development of communication-based English language instruction in a Korean university context by (a) evaluating/critiquing a specific college English program at Pusan National University (PNU), (b) describing and exploring perceptions regarding English instruction at the collegiate level in Korea among Korean undergraduate college students and their teachers in the EFL program, and (c) identifying the strengths and weaknesses of the college EFL curriculum of the university with respect to how closely it aligns with student and teacher perceptions of needs related to English.

Basically, this study looked at three major components of the PNU English language curriculum to see how well these different components align with each other in order to meaningfully address the research purpose described above.



The above model will serve as a framework for summarizing the study's findings, and will be used to illustrate analysis of the data later in the chapter.

The participants of the study consisted of 504 college students and 18 English teachers at PNU. The participants were surveyed regarding their views about English language teaching in general and the instructional approaches used at PNU in particular. In order to enrich the findings of the study, structured and semi-structured interviews were also conducted with 12 student participants and 9 teacher participants. The students who participated in the interviews represented different types of colleges at PNU. To establish validity and reliability, the instrument was field-tested on a group of students who were taking the college English course. The data collected from the questionnaire were analyzed using the Statistical Package for Social Studies (SPSS).

In order to provide the respondents' demographic information, controlled-choice questions were used. Descriptive statistics were used to identify the personal and professional backgrounds of English teachers and college students who participated in the study. Frequencies and percentages of college students' and teachers' demographic data were calculated.

To answer the first research question of the study, descriptive statistics including frequencies, percentages, means, summated means, and standard deviations were analyzed to identify the subjects' perceptions of the current effectiveness/quality of college English instruction at PNU. A reliability analysis was also run.

To answer the second and the third questions, descriptive statistics with a series of t-tests and one-way ANOVAs, followed by Tukey's Honestly Significant Difference (HSD) test, were used.

To answer the fourth and the five questions, descriptive statistics with paired-samples t-tests for each of the instructional approaches, and composite means and standard deviations for the instructional goals regarding the five approaches, were used.

To answer the six and seventh questions, responses to the open-ended questions and the personal interviews were utilized. All of the subjects' answers to these open-ended questions were listed, and content-analyzed. In addition, the information obtained from the interviews was content-analyzed and categorized according to emerging themes or categories, and was then subjected to by member-checking.

5.2 Discussion of Results

The study was designed to answer several research questions concerning college level English instruction at a university in South Korea. Quantitative and qualitative data were gathered in an effort to answer those questions, and these were reported in Chapter Four. In this first section of Chapter Five, the answers to the study's research questions are presented through discussion of the results relevant to each question. For each question, the appropriate data are first presented and then discussed. The final research question explores the study's implications with respect to PNU EFL curriculum, and therefore serves as the study's "implications" section as well.

Research Question 1: How do PNU undergraduate students taking required English courses and their English teachers perceive the current effectiveness/quality of college English instruction at Pusan National University?

Regarding the subjects' perceptions of the current effectiveness/quality of college English instruction at PNU, a number of similarities and differences in the students' and the teachers' opinions were gleaned from the results of the study. Mean scores are reported relative to a 5point Likert scale. In terms of the similarities between the two groups' opinions, the students generally agreed that college English should be taken as a required course as it is (M= 3.44), and that native and Korean teachers' team teaching is helpful (M= 3.32). The teachers also agreed that college English should be taken as a required course as it is (M= 3.78), and that native and Korean teachers' team teaching is helpful (M= 3.50).

In addition, both students and teachers disagreed with the idea that students do not need to attend a private language institution (students: M= 1.86; teachers: M=2.0), an item that was included to see whether students and teachers believed the PNU English course was sufficient to meet their English language needs. This could be interpreted to mean that both groups saw a necessity for the college students to take extra courses outside the classroom in order to improve their communication ability in English, because the college English courses were considered insufficient for their needs or expectations. This finding also closely matches one aspect of the students' demographic information, as reported in the Chapter Four: 419 respondents (83.1%) reported that they felt it necessary to attend a private language institution to improve their English language skills, while 75 (14.9%) felt that it was not necessary.

The results suggest that even though the curriculum was designed to develop the first year students' communicative language ability, both teachers and students thought that the English courses were not sufficient to improve students' proficiency in English,

and private lessons were necessary for students to obtain a good command of English. Why was the current PNU curriculum perceived to be not so helpful for students to enhance their communicative competence in English sufficiently? In this respect, an explanation could be offered through two assumptions. First, the PNU English curriculum might not be entirely communication-oriented, despite its stated intentions. Second, even if it is communication-based, there might be several factors preventing effective implementation of the communicative curriculum. More explanations regarding these two assumptions will be presented while answering the other research questions later.

Based on the statistical results, overall, while the students generally seemed to have somewhat negative opinions, the teachers seemed to have somewhat positive opinions about the effectiveness/quality of the current college English instruction. That is to say, compared with the students' perceived level of satisfaction toward the PNU instruction and curriculum, the teachers' satisfaction toward the program was somewhat higher, indicating that the students were less satisfied with the current communication-based curriculum at PNU. There may be several reasons that account for this discrepancy. One possible reason is that initially, both groups had different expectations or ideas regarding the quality/effectiveness of the program. For example, even though PNU English teachers presumably had tried to develop students' communicative competence by implementing communication-based instruction, the students might have believed that their proficiency did not improve much, or they did not really recognize their improvement because they might not have expected to improve through the current communicative methodology, particularly since this was an approach

to English instruction they had not experienced previously. Perhaps they assumed that this curriculum would be as limited as the more structured one they had faced in the past. Or the teachers might have had more realistic expectations of the students' improvement over a relatively short period of time. Regarding the improvement, since no actual effect of the instruction was systematically measured in this study, there was no information as to how much the students actually learned or improved from the English course.

Another possible reason for the students' lower level of satisfaction might be that many ESL theories or ideas which are useful in Western countries, such as communicative teaching approaches, did not fit well in an EFL context like in Korea. As presented in Chapter Two, there are still distinctive differences between ESL and EFL. For example, in EFL settings, students have fewer chances to apply what they learn to communicative situations, especially with native speakers of English. Therefore, the participating students may not have had an enough opportunity to use English in everyday life and saw no immediate need to speak English, resulting in minimal motivation or interest in the English course.

The third reason may arise from the different roles students have to take in the new communicative classroom. In a traditional Korean classroom, teachers lecture in front of the classroom, and students sit and listen to the lectures. Students do not have to express themselves or share their views, because students' participation is neither required nor desired. However, in the communicative language classroom, students' participation is essential to successful foreign language acquisition and learning. Therefore, students' role has changed from being passive listeners to active participants. However, since the freshmen students were used to being passive learners, as they had

been for more than 12 years, from primary school to high school, it might be not have been easy for them to change their roles during just one college English course.

The results also indicate that the students were not fully prepared to accept communication-based instruction. Why would these particular students be resistant to communicative teaching approaches, especially at the college level, when the students are beginning to anticipate their careers and might well need communicative ability in English to get or keep a job? One possible explanation would be that since these students were still freshmen, they may not yet have been convinced of the importance of English. Or they might want to enjoy their college life more, before studying English seriously for their future career. They had to study extremely hard to take the national CSAT (College Scholastic Aptitude Test) to enter university before graduating from high school. After the exam, Korean students tend not to study and try to indulge in their campus life, such as joining extra-curricular activities and making new friends. Therefore, the researcher's speculation is that if this new communicative curriculum were implemented in English classes for the fourth year students, i.e., those about to graduate, the results might have been different.

Furthermore, the discrepancy between students' and teachers' perceptions also might imply that college students' opinions were not properly reflected in the development of the college English curriculum and instruction. More about this discrepancy and the students' resistance to communicative language approaches will be discussed later.

Research Question 2: What differences exist among PNU students' perceptions of the current effectiveness/quality of college English instruction based on the following characteristics?: Gender, Academic field, and English proficiency level.

In terms of students' gender, generally, no significant differences were found between male and female students' opinions on the current PNU college English instruction, based on the t-test ($p = .513$). However, on two statements, significant differences were found. For example, female students showed a significantly lower level of agreement than male students regarding S8 (Students do not need to attend a private language institution.) and S9 (The college English courses help students to develop communication ability.).

One possible reason for female students' lower degree of satisfaction with the quality of the communication-based PNU program is that PNU female students seem to be more motivated to improve their English proficiency and have higher expectations, resulting in their feeling more disappointed with the current program. Generally, since male students tend to join the army after finishing their first year course work at college, which is required for all men in South Korea, it is known that male students tend to study hard for all their courses when they return after all three years' military service. Therefore, as freshmen, male students' motivation and enthusiasm about studying all the subjects, including English, might be lower, compared with female students.

Concerning students' academic field, generally, no significant differences were found among colleges in levels of agreement with general statements regarding current college English teaching ($P = .101$). However, significant differences were found among colleges on two statements (S5 & S6). Specifically, Business students revealed a

significantly lower level of agreement than students in the Natural Sciences regarding S5 (The current English courses are designed to motivate learning.). Business students also revealed a significantly lower level of agreement than students in Engineering, Human Ecology, and Medicine & Pharmacy regarding S6 (College English should be taken as a required course as it is.).

About the students' academic field, the most interesting finding was the difference between Education students' more positive opinions than Business students' more negative opinions regarding the quality/effectiveness of the PNU program. The results could suggest that Business students' expectations toward the program were relatively higher than that of Education students.' Education students in Korea are generally hoping to become secondary school teachers after graduation, and in that career path, English will be of little or no importance to them since they will teach in Korean and with Korean language materials. Thus, they may not see any importance in speaking English. On the other hand, Business students may see immediate needs for and the importance of communication in English, because in their careers they may have a lot of opportunities to meet native speakers of English or people from other countries. Therefore, they tend to be more motivated to improve their speaking ability quickly, resulting in their feeling less satisfied with the current program. Although it's not proven yet, it is generally believed that Business students' English proficiency is higher than any other student group on campus, even the English majors. Aside from individual differences, while English major students tend to study English theoretically, such as studying syntax, phonology, semantics, and American/British literature, Business students are known to have more interest in real communicative ability in English.

Regarding students' English proficiency, generally, no significant differences were found among the three proficiency levels in terms of agreement with general statements regarding current college English teaching ($p = .108$). However, significant differences were found among students' levels for two statements (S6 & S9). Students at the intermediate-level revealed a significantly higher level of agreement than those with low proficiency regarding S6 (College English should be taken as a required course as it is.) and S9 (The college English courses help students to develop communication ability.).

The results suggest that intermediate-level students had more positive opinions and lower-level students had more negative opinions about the PNU program. For example, students at the intermediate-level revealed a significantly higher level of agreement than those with low proficiency regarding the statement that the college English courses help students to develop communication ability. The reason may be that when a class size is too large and the student's proficiency level is diverse, it is customary for Korean teachers of English to focus on the intermediate level students. Therefore, while students at the high-level might find the classes boring and lose interest in the class, students at the low-level might find the classes too challenging and lose confidence about class participation, resulting in both groups' lower degree of satisfaction with the current English instruction at PNU.

Research Question 3: How do PNU students and teachers perceive the importance of various goals regarding English instructional approaches in the PNU College EFL curriculum? Are there any differences in their perceptions based on the following characteristics?: Students vs. Teachers, and Native vs. Non-native teachers.

Subjects' perceptions of the importance of goals regarding various English instructional approaches were measured to answer this question. The five instructional approaches and applications, such as traditional English instruction (TRA), communicative language teaching (CLT), whole language approach (WHOLE), e-mail or the Internet (EMAIL), and ESP (English for specific purposes), were included, because they are assumed to be widely used for general college language instruction not only at PNU but also in South Korea. Based on the results concerning the subjects' perceptions of the five instructional approaches, it was revealed that communicative language teaching (CLT) was viewed as the most important instructional approach both to the students and the teachers, and the traditional English instruction (TRA) approach, which emphasizes grammar instruction and skills rather than actual communication, was viewed as the least important to both groups. Overall, it is important to note that all the response means were positive for both groups. That is to say, both students and teachers perceived all the five instructional approaches as important to some extent. However, their perceived importance or preferences were somewhat different from approach to approach.

Regarding preferences for each instructional approach by both groups of teachers, it was found that the native speaking English teachers (NSETs) assigned the greatest importance to CLT, followed by ESP, EMAIL, WHOLE, and TRA. The Korean English teachers (KETs) assigned the greatest importance to CLT, followed by WHOLE, ESP, TRA, and EMAIL. However, no statistically significant difference was found between the NSETs and the KETs.

With respect to the ratings for the perceived importance of instructional approaches among students, the students assigned the greatest importance to CLT,

followed by WHOLE, EMAIL, and ESP. The traditional English instruction (TRA) was considered the least important by the students. Here, it is worth noting that an apparent contradiction appeared. The students' liking for CLT contradicts sharply with what was reported for Question 1: The students were less satisfied with the communication-based instruction at PNU. This apparent contradiction might verify the previously mentioned first assumption that the PNU curriculum is not entirely communication-oriented. That is, the students wanted a communication-oriented approach, but in their view, the PNU curriculum did not operate in that way. Reasons for the apparent failure to create effective implementation of the communicative curriculum are discussed next.

Research Question 4: What are the students' perceptions of the frequency of the use of different instructional approaches employed by native speaking English teachers and Korean English teachers, respectively?

This question was intended as an extension of Question 3, and it was also meant as a lead-in to Question 5. The purpose behind this question was to see how the participants perceived the frequency of the use of the five instructional approaches in both types of classes taught by Korean English teachers (KETs) and native speaking English teachers (NSETs), and to see how closely subjects' perceived importance of goals regarding the instructional approaches match the apparent practices in the English classroom.

Regarding instructional approaches employed in both types of English classes, it was found that whereas communicative language teaching was viewed as the most frequently employed in the NSETs' classes, the traditional English instruction was

viewed as the most frequently employed in the KETs' classes. Also, e-mail, or the Internet, was viewed as the least frequently employed in both NSETs' and KETs' classes.

Significant differences were also found in apparent practices between NSETs' and KETs' classes regarding all five instructional approaches. For example, comparatively speaking, while TRA was much more frequently used in the KETs' classes, all the communication-based instructional approaches including CLT, WHOLE, EMAIL, and ESP were much more frequently practiced in the NSETs' classes.

Overall, the above results show that even though the traditional English instruction was the least preferred by the subjects, as reflected in Question 3, it was still found to be the dominant teaching approach in the Korean teachers' classes. Even though grammar instruction was not included in PNU curriculum, the grammar-based translation method seemed to be used most frequently in the Korean teachers' classes. There may be several reasons for this. First of all, the Korean teachers probably felt more comfortable creating the teacher-dominated classes that matched well with the traditional English instruction, because they had been accustomed to it for a long time, and had learned English themselves in this way. Hence, they may have preferred teaching the way they had been taught. Even though the classes were somewhat boring with no interactive activities, the teachers seemed to enjoy having some authority to explain the textbook in front of the classroom and in the medium of the Korean language.

Another reason may be found in the textbook, which presented many expressions in isolation, rather than in dialogue form. As such, the students could not engage in interactive, communicative activities. The expressions in the text were collected from several imported books, which focused on idioms used in ESL situations. Most of the

expressions were totally unrelated to the students' needs or field of study. Furthermore, the textbook required the Korean teachers to explain the expressions to the students. For this purpose, the native Korean language was understandably preferable. However, since the Korean teachers' talk dominated the classes, ironically, the English classes seemed full of the Korean language.

The third explanation is related to the curriculum's evaluation policy. As previously mentioned, at PNU, all of the first year students were required to take the multiple choice oriented Computer-Based Test (CBT) every other week. Taking the CBT regularly, and obtaining good scores on the tests, were essential requirements for students to receive a "Pass" grade for the required English course. The test was intended to check students' progress throughout the semester, and to become a good stimulus for students to study English continuously. However, since the CBT was based on the required textbook, which was taught by the Korean teachers, the students tended to listen to their teachers' lectures to obtain good scores on the tests. The Korean teachers also had to conduct teacher-dominated class sessions to explain all the content within the short class period in order to keep up with the test schedules. This made it difficult to employ diverse communicative teaching approaches with the limited class time, even if they were fully committed to a communicative approach. Also, the CBT is a multiple-choice test, requiring fixed-responses, and this approach goes against the whole philosophy of communication. Therefore, it seemed that the nature of the curricular requirements did not allow the teachers to teach in a more communicative way. Other possible reasons for the dominance of the traditional English instruction can be seen in the students' attitudes, which will be explained later.

Research Question 5: What differences exist between PNU students' perceptions of the importance of goals pertaining to the instructional approaches and the practices of English instruction frequently employed in the classroom?

The results showed that there were statistically significant differences between the perceived importance of goals and apparent practices in the NSETs' classes regarding all five instructional approaches. Specifically, the students' perceived importance of goals in the NSETs' classes were much higher than apparent practices in terms of the instructional approaches.

It would be hard to mention definitively common characteristics of the NSETs' classes because of variability among the teachers. Unlike the KETs' classes, there are neither strict guidelines nor test schedules to pay attention to during the class. Although a textbook is required, the NSETs could use various supplementary materials as much as they wanted. One common tendency seemed to be that generally, the students appeared more involved in doing their class activities than in the KETs' teacher-dominated classes. However, since the NSETs' educational backgrounds were diverse and their teaching experiences in Korea were also diverse, ranging from one year to four years, the students expressed different opinions from teachers to teachers. Since actual classroom observations were not conducted in this study, it would be difficult to present a comprehensive picture of the NSETs' classes. However, the above finding implies that diverse approaches were not used in the NSETs' classes sufficiently to meet students' expectations, even though considerable freedom was given to the native speaking English teachers in terms of selecting appropriate teaching approaches. That is to say, although

CLT was viewed to be frequently used in the NSETs' classes, as presented earlier, the students seemed to have wanted more diverse communicative activities than they actually experienced.

The finding also suggests that the students wanted communicative instructional approaches to be used much more than they were actually employed by the NSETs. These results may be explained partly by the NSETs' lack of class time devoted to developing communicative activities or partly by because of the teachers' focus on specific approaches in one class. For example, some NSETs used one communicative activity, such as role-plays, repeatedly throughout the semester.

The results of the paired-samples t-tests also revealed significant differences between the perceived importance of goals and apparent practices in the KETs' classes regarding all of the instructional approaches except traditional English instruction (TRA). That is to say, the students rated the perceived importance of goals of each instructional approach significantly higher than their perceptions of the extent to which the approach was apparently practiced in the college English classrooms, except for TRA, which was higher in the KETs' classes.

This gap between the students' perceived importance of goals and the practices regarding the instructional approaches in the KETs classes is worthy of discussion. The mostly likely explanation for the gap is that the Korean teachers did not have much time to use diverse approaches since the translation method was heavily used, for the previously mentioned reasons. More potential reasons could be related to fundamental flaws in the PNU system. Even though college English at PNU is one English course, it has two systems. The NSETs and the KETs use a different syllabus, course schedules,

instructional materials, evaluation methods, and even classrooms. Comparatively, considerable freedom seemed to be given to the NSETs, in terms of selecting course materials, teaching methods, and approaches to evaluation. For example, in the NSETs' classes, since the students' passing grade depended on the teacher, without any extra-tests like CBT, the NSETs could evaluate students' participation in class through their own judgments to some degree.

By contrast, it was found that all of the Korean teachers were limited in choosing teaching approaches, because they had to follow the same syllabus and prepare students to take the same tests according to the test schedule. Therefore, instead of trying a variety of approaches to meet the varying needs of different types of students, they tended to use the traditional English instruction, which could save time.

Also, the KETs seemed to have no freedom to evaluate students' performance during the class, except for checking students' attendance. Being aware of this grading policy, the college students appeared to find neither reasons nor incentives to participate in the KETs' classes. All they had to do was to take a CBT test and get a good score. This system appeared to be a major disadvantage to the Korean teachers who were committed to communicative approaches, because it prohibited students' participation and worked against the interests and goals of a communicative curriculum.

Furthermore, the class size differed: About 30 students for the NSETs' classes and 50-60 students for the KETs' classes. This meant many students in the Korean teachers' classes had to sit in stationary chairs in a language classroom, which made group work, or other communicative activities, even more difficult in these classes. The findings imply that the language teaching approaches did not meet the students'

expectations in the KETs' classes in particular, because of several deficiencies in the PNU system, such as a lack of class time for language practice because of the tight schedules for tests, and two different systems between the NSETs' and the KETs' classes. More about these institutional limitations will be discussed later.

Research Question 6: What are the new English curriculum's perceived strengths and weaknesses relative to addressing the perceived needs for English instruction?

Most of all, both students and teachers seemed to like the idea that the college English course was required. Considering the increasing significance of English, they agreed that college students have to develop communicative ability in English, not only for their study on campus but also for their future careers. Therefore, emphasizing students' communicative competence in English is regarded as a strength of the new PNU EFL curriculum. Moreover, the greatest strength of the program appears to be that students have a good chance to meet not only a Korean English teacher but also a native speaking English teacher in class. Offering two types of classes (native speaking English teachers and Korean teachers) is drawing a lot of attention from other colleges or universities in Korea, because the system is innovative and generating positive reactions.

Among the two types of teachers' classes, the students seemed to prefer taking the NSETs' classes. For many students, it was their first time to meet a native speaker of English and to speak with him or her, because Korean teachers taught most of the English classes when they were high school students. However, since the students had attend both types of classes week by week, the courses required students to do double the amount of work, i.e., assignments for both classes. Nevertheless, some students seemed to believe

that the courses would be beneficial in the future, even though the courses were demanding. Although not satisfied, comparatively, PNU students appeared to be happy with the NSETs' classes, because they could apply what they learned from the KETs' classes in the NSETs' classes.

Traditional college English courses in most universities in Korea used to focus on reading textbooks and were taught only by Korean teachers. Nowadays, several universities are trying to offer communication-oriented courses taught by native English teachers. However, as previous research shows (e.g., Chin, 2002), the native English teachers-only policy has not been very effective, and thus caused college administrators or teachers to try team-teaching or other types of integration or collaboration.

The idea of team-teaching seemed to be welcomed by the students. However, based on the researchers' informal observations, it appeared that even though PNU college students met both types of English teachers in class, the teachers did not have chances to meet each other. The teachers were in a different physical location in one building, with the native speaking English teachers on the eighth floor and the Korean teachers on the first floor in the Language Education Center at PNU. They taught the same class alternately with a different syllabus and a different textbook. Thus, no actual team teaching or collaboration occurred. This seems to be a major weakness in the PNU system.

Through the interviews with students and teachers, it was also revealed that PNU's institutional structure did not provide a fair chance for the current curriculum to succeed. For example, the large class size and limited class time per week appeared to prevent the implementation of a genuine communicative curriculum. Other weaknesses

pointed out by teachers were too large a gap in the students' proficiency levels and the constraints of the prescribed course materials.

The study corroborates Li's (1998) finding that class size is one of the major concerns among Korean teachers of English in teaching English. When teaching a large class, they may feel overwhelmed, particularly when trying to implement a communicative approach. As the teachers stated in the study, large class size not only makes classroom interaction difficult but also prevents teachers from paying attention to students' individual progress, needs, and preferences.

In addition, the mixture of students of different levels of English proficiency within a class makes it difficult for teachers to select a suitable teaching method suitable for all of them and to meet the students' diverse expectations or needs. For example, students with higher levels of proficiency tended to lose interest in classroom instruction and resort to alternative options such as private language institutes to improve their English proficiency. Moreover, as a couple of students stated during the interviews, students with low proficiency could not participate in class activities because they were afraid of being made fun of by more advanced students.

The results of the study also indicated that ineffective teaching methods, such as one-sided lecture-based classes, were perceived to be weaknesses. Interestingly, through the interviews, it was found that both teachers and students wanted to have more interaction so as to create communicative classes. However, there were other constraints that hindered students' interaction, beyond larger class size and students' mixed proficiency levels in the English classroom.

One possible factor seemed to be students' attitude or resistance. Even though they recognize the importance of interaction for communicative classes, they seemed resistant to participation in class, particularly in the Korean teachers' classes. Since they had many other assignments to complete, most of them seemed reluctant to do homework for the English classes. This students' unwillingness to participate could be partly explained by the low credit accorded the English course: one credit hour per semester. During the interviews, it was found that most of the students thought "it's just a one credit course for the semester. I have to spend more time in preparing for courses with more credits" (Park Cheol-Soo: Male, Physics, High). This situation minimized the status of the English classes and probably reduced students' motivation to prepare for and engage class activities seriously.

Also, Korean cultural perspectives on the classroom atmosphere in the language classroom may have inhibited students' active participation during the class. In a typical Korean classroom, teachers lecture in front of the classroom, and students sit and listen to the lectures. There's little or no student participation during class. Since there is little interaction between teachers and students, students are not used to expressing themselves or their opinions or sharing their views or experiences in class. Therefore, the students have to change their roles from being passive listeners to the active participants, which may not be easy for the first year students who had been long accustomed to the traditional learners' roles inherent in the educational system in South Korea. However, in the communicative language classroom, it has been shown that learners' participation is essential to successful foreign language acquisition and learning (e.g., Anton, 1999; Guilloteaux, 2004; Takahashi, 1998). It is noteworthy that the present study showed that

these students recognized the need for interaction in the English classroom. Finding ways to make the class more interactive in the Korean cultural context is a challenge requiring further study.

Overall, based on the previous discussions related to the study's findings through the surveys and interviews of both the college students and their English teachers at PNU, the intended alignment of the three major components of the PNU curriculum could be illustrated as follows:

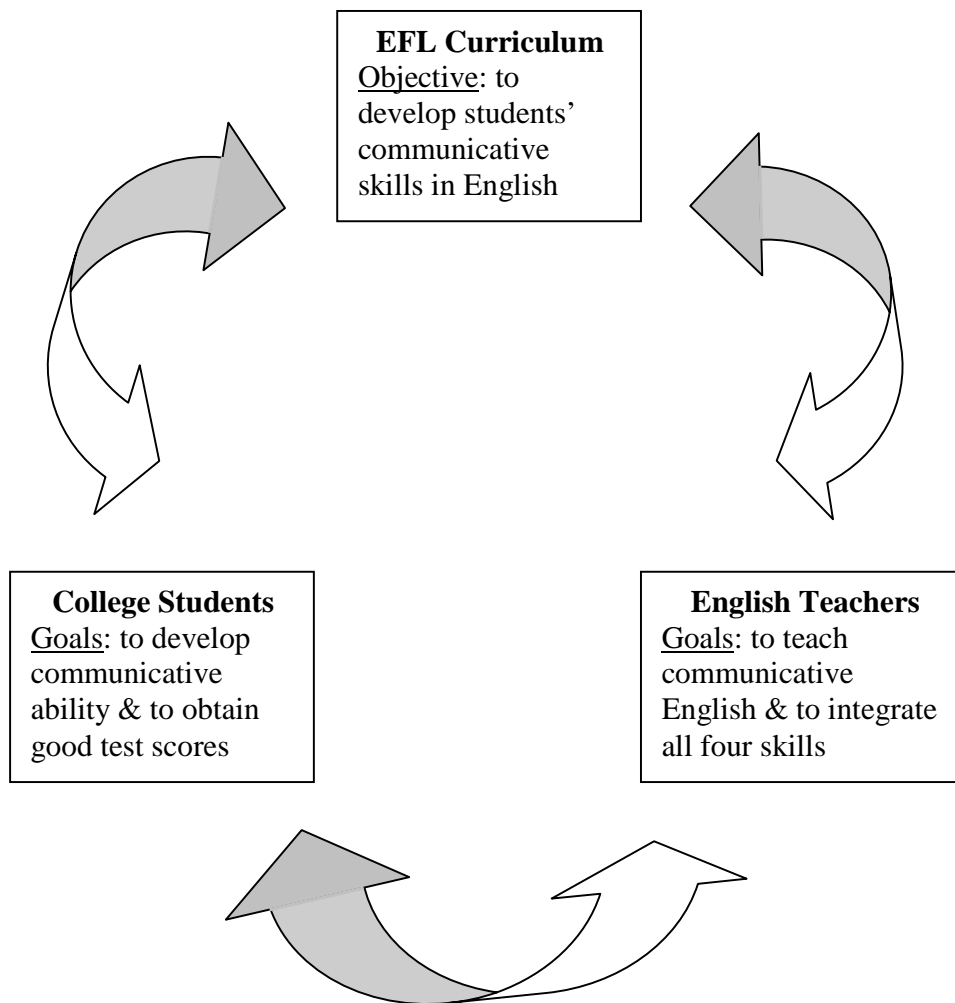


Figure 5.1: Intended Alignment of the Three Major Components of the PNU EFL Curriculum

The above model illustrates how the system is intended to operate. The three components are arranged in a circular fashion to capture the idea that they are supposed to interact with each other in roughly equal ways, that is, with each component shaping and being shaped by the others. However, the results of the study suggest that such a circular and

interactive relationship between the three components doesn't actually exist. Instead, the components appear to operate in a hierarchical and essentially non-interactive way, as seen in Figure 5.2 below:

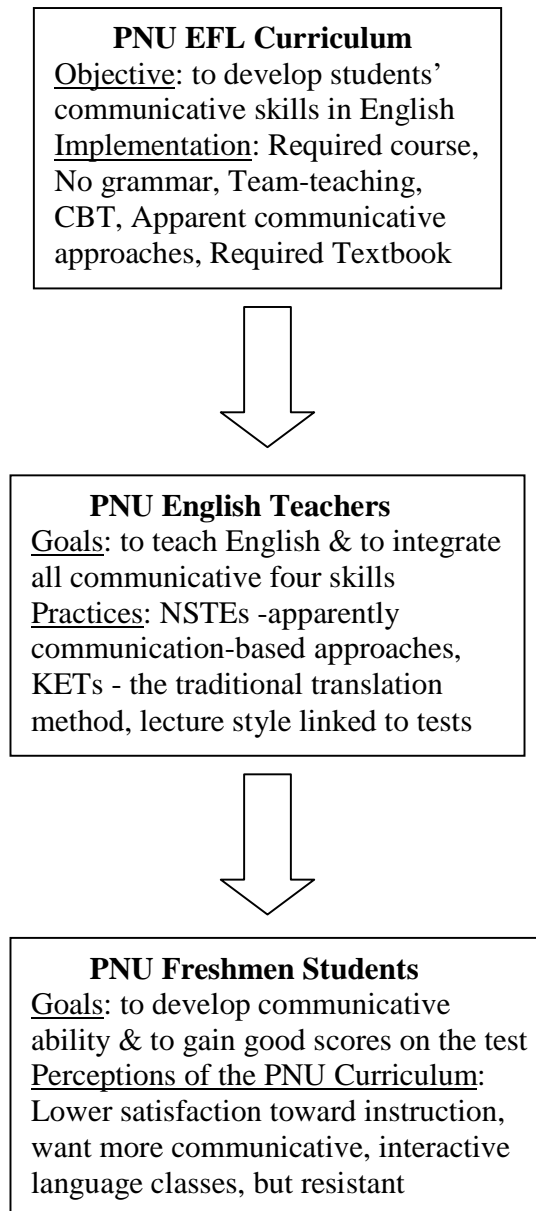


Figure 5.2: Actual Alignment of the Three Major Components of the PNU EFL Curriculum

As the above figure shows, there is a separation between the components of the curriculum rather than a linkage between them. What are the causes behind this hierarchical arrangement? The current study has identified and discussed several factors that have worked against the communicative intentions of the new curriculum. As the actual alignment shows, students' lower level of satisfaction with the curriculum could be explained by the possibility that the PNU curriculum may be not aligned well with the students' desires or goals as well as how many of the teachers would prefer to teach. In order for any kind of new curriculum to succeed, its major components need at least a reasonable degree of alignment of the circular kind displayed in Figure 5.1. The idea behind the PNU curriculum, which focuses on developing students' communicative ability, may be good, because it is congruent with the students' goals. However, the students generally appeared to believe that the current curriculum's objective of developing students' communication ability was not being met. This suggests that those responsible for implementing the curriculum seemed not to take into much consideration the students' opinions or needs, thereby resulting in a large gap between the students' perceptions and the teachers' perceptions, and the students' perceived importance of the goals and apparent practices operating in the language classrooms. Nor did the actual curriculum align well with what the teachers wanted. From the study, aside from weaknesses in the curriculum itself, several constraints have also been found, including PNU's institutional constraints, social demands for more communicative English, conditions inherent in Korean culture, and the complications inherent in an EFL context. No matter how attractive or communicative the curriculum looks on paper, its day-to-day

existence in pedagogical reality tells another story. If appropriate adjustments among the three components are made, the current PNU EFL curriculum could assume the more circular, interactive relationship posited in Figure 5.1 and thus meet the goals and needs and both students and teachers.

Research Question 7: What are the overall implications for the PNU college EFL curriculum, as offered by current undergraduate students taking the required English courses and their teachers?

The study's results have implications in a number of areas relative to PNU's new EFL curriculum and other Korean and Asian universities experimenting with a more communicative approach to English instruction.

1) Combining Communicative Syllabus with Structural Syllabus

The study found that even though speaking skills were valued by many students, from the Korean English teachers' viewpoint, Korean college students still need to improve their grammatical knowledge to speak English with accuracy and sophistication, and to obtain a good score on the proficiency tests such as TOEIC, which are required for finding jobs or receiving promotions. Similarly, a lot of existing research has also suggested that grammar instruction is necessary for foreign language learners to achieve accuracy as well as fluency in their second or foreign language (L2) acquisition (Long, 1983; Rutherford & Sharwood Smith, 1988). It also accelerates the process of acquiring the target language (White, 1987).

However, the current study found that the PNU curriculum did not account for grammar instruction, though the Korean teachers continued to provide it to some extent.

If the communicative curriculum and instruction are to be implemented in Korean contexts effectively, some adaptations to fit the needs of the EFL situation are required. One suggestion is to integrate a structural syllabus component into the communicative syllabus in the EFL context, which still requires greater focus on language forms. Currently, the role of grammar instruction has to be reevaluated with respect to communicative language approaches, and the necessity of integrating formal grammar in EFL instruction is supported by many authors, one of whom argues that “a more grammatically oriented syllabus is to be preferred in a context where English is a foreign language and where learners are unlikely to be exposed to it” (Serdiukov & Tarnopolsky, 1999, p.36).

Another suggestion is that, as Yalden (1987) mentioned, it will be good to use the proportional approach in the communicative syllabus, having different proportions of grammar and CLT activities depending on the students’ needs or English proficiency levels or specific contexts. To arrange proportions according to the various circumstances will make it possible to respond to students’ needs as well as to “provide a framework for the teacher who may not be able or willing to go fully communicative” (P.120), which matches well with the current situations in PNU curriculum.

Of course, too much dependence on the structural syllabus may have a negative influence on language learning, but a certain amount of grammar instruction is necessary for effective communication. For example, Thompson (1996) asserts “the focus has now moved away from the teachers covering grammar to the learners discovering grammar” (p.11), and the PNU curriculum could be adjusted to allow students to engage English grammar in this way. Therefore, grammar instruction should be incorporated into the

communicative language syllabus in EFL contexts and grammar should be practiced within the communicative activities in the EFL classroom. One more suggestion to integrate grammar instruction within a communicative framework in the Korean context is that before teachers explain all the details of the grammar, students have opportunities to grasp the grammatical ideas first, usually in sentences or conversations, through group work or quizzes. If the sentences or conversations were connected with students' daily life experiences or cultural information in Korea, students' motivation or participation might be increased.

2) Teacher Development (Native/Non-native English Teachers' Team Teaching)

As mentioned earlier, the greatest strength of the curriculum is that it seemed to give students a good chance to meet both types of teachers: a native speaking English teacher and a Korean English teacher. As studies reviewed in Chapter Two show, using English alone, as a medium of instruction in the English as a foreign language classroom, and only with native teachers, can have some negative impact on students' foreign language learning. The actual effectiveness of native teachers in the EFL context has not yet been proved empirically. Moreover, it was also found in the study that some students, particularly with low English proficiency, could not communicate well with their native speaking English teachers, partly because of a language barrier and partly because of cultural differences. This could make them feel frustrated and lose confidence in using English. From Korean teachers, these frustrated students could receive warm encouragement in Korean.

In the context of the PNU curriculum, creating valid opportunities for real team teaching and more collaboration between native English teachers and Korean teachers is recommended. For example, Korean teachers could help native English teachers understand the Korean educational context and society, and the native teachers could help non-native teachers to develop their English competence for effective English instruction. Special training sessions and informal meetings could be arranged for these purposes.

3) Technology for EFL Instruction

Regarding using technology for EFL instruction, the results of the present study were counter to what was expected. Unlike participants in other cross-cultural studies of using technology in the foreign language classroom (Beauvois, 1992; Chun, 1994; Kelm, 1992a, b), and unlike their teachers' perceptions in the previous research, the students in the study were not very favorable toward the idea of using technology such as e-mail or the Internet to facilitate the acquisition of the English language.

During the interviews, one of the most interesting findings was that even though technology has been spreading rapidly in South Korea, both students and teachers did not feel positively about using technology for EFL instruction. Even though the students seemed to enjoy using technology, such as e-mail or the Internet, it was just for communication or entertainment purposes. The students' reluctance to use technology for learning English could be explained by several negative or harmful effects of technology, such as a lack of continuity and indulging in games on the Internet. For example, the interviewed students could not study English continuously over the Internet, because they had a desire to do something else, such as games or chatting with their friends. They were

also concerned about learners being overwhelmed by information on the Web, because they appeared to have a hard time in choosing the right information from the Internet. It seems that more time is necessary to make good use of technology to facilitate effective English instruction in foreign language classes in South Korea.

At PNU, one type of computer technology was used for testing purposes. In terms of using technology such as computers for assessment, the study found that both students and teachers still had mixed opinions. Many wanted combined methods to compensate for each method's drawbacks. For example, computer-based testing (CBT) and paper-pencil essay testing or oral proficiency interviews (OPI) could be used together. Given the increasing use of CBT in South Korea. The validity and reliability of testing must be researched, and compared systematically and comprehensively with the paper-based test or other-types of assessment methods, such as OPI and portfolio assessment.

4) Texts/Materials

From the current study, it was found that both students and teachers need motivating and authentic course materials that are genuinely communicatively oriented. It was also found that the students have deep curiosity about cultures in English speaking countries. Even though authentic materials and resources facilitate L2 language learning, EFL students do not have direct access to authentic sources for target language use in real-life situations (Bruton, 1997). However, with the help of technology, given its growing popularity among Korean students, authentic materials can be accessed and retrieved easily on the Internet. The World Wide Web can also be a good source of

authentic cultural as well as linguistic data. Also, by participating in the selection of course materials, students' interest could be aroused.

5) Importance of Needs Analysis for Student-centered Learning and Curriculum

A number of previous researchers (e.g., Nunan, 1988; Lantolf, 2000) showed that the college English curriculum is experiencing a shift from teacher-centered to learner-centered learning. Anton (1999) investigated learner-centered and teacher-centered discourse in interactive exchanges between teachers and learners in the English as a second language classroom, and found that in the learner-centered classroom, teachers could enable students to become highly involved "in the negotiation of meaning, linguistic form, and rules for classroom behavior during classroom activities" (Anton, 1999, p.314).

However, in spite of the importance of interaction in the learner-centered language classroom, the present study revealed that Korean teachers' one-way lecture style instruction still dominated in the English language classroom due to several constraints, such as large class size and students' mixed level of proficiency within a class, all of which made students feel less satisfied with the current curriculum and instruction. Therefore, at the curricular level, class size should be reduced and more diverse classes with consideration of the students' language proficiency level need to be offered. Furthermore, in order to create a successful learner-centered curriculum, students' needs must be assessed. In this study, however, it was found that students' needs were neglected, as revealed in the fact that there were discrepancies between the

perceived importance of goals and apparent practices in the EFL classroom. Therefore, a focus on needs analysis is recommended from the findings of the current study.

Needs analysis or assessment is regarded as a useful tool in the development and evaluation of ESL or EFL programs and one of the major components of a learner-centered curriculum (Brown, 1995). In addition, needs assessment is a continual process that occurs throughout the language program, thereby influencing curriculum design and language instructional approaches (Alalou & Chamberlain, 1999). That is, the curriculum, including syllabus, teaching methodologies and assessment, is negotiated between learners and teachers continually for effective curriculum implementation. Learner motivation could be enhanced when the curriculum matches learner's needs. This notion of needs analysis is appealing in the PNU context.

In the current study, after analyzing college students' and their teachers' perceptions, and evaluating the PNU program, several suggestions were made to provide college students with a more effective communicative curriculum. The researcher is hoping that this study can provide a useful model for instructors and administrators of the college English curriculum and instruction in other universities operating in similar situations, not only in South Korea but also in other EFL countries facing similar concerns or circumstances. Finally, it is also hoped that more specific research in the Korean college educational context would be conducted to provide valuable insights into designing an EFL curriculum with appropriate teaching methodologies to fit the local context.

5.3 Limitations of the Study

The results of the study are not generalizable to all Korean college students and teachers of English. Rather, the results are applicable only to teachers and students who participated in the study. Because of the limited accessibility and time constraints, the study was restricted to a target population of the first year college students and their English teachers at Pusan National University in South Korea.

In addition, the study was based on the participants' perceptions, without formal observations of the college English classes to see what actually took place during the English lessons. Also, since no actual effect of the instruction was systematically measured, another limitation is that there is no information as to how much the students actually learned or improved from the English course. As a result, the study depends on students' perceptions of the curriculum's effectiveness, and there is no way to know how accurate these perceptions are.

Moreover, the participants in the study were limited to freshman level students at PNU who were taking required English courses for the 2003 Fall semester and the teachers who were teaching the courses. Therefore, to apply the findings of the present study to all students and English teachers at PNU might not be appropriate.

5.4 Suggestions for Further Studies

This study examined Korean college students' and teachers' perceptions of a new college English curriculum and instruction designed to provide a top-quality communication-based college English program in South Korea. The following

suggestions offer directions for further studies with regard to college English instruction and curricular in South Korea.

First, this study focused on the college English curriculum at a national university in South Korea. It would be informative to conduct comparative studies about the status of English education in other English programs at other colleges and universities, in particular at private colleges in other areas of South Korea.

Second, the present study has found that a large number of students felt the need to attend private language institutes to develop their communication abilities in English. Further studies are needed to examine what happens at the private language institutes and to compare their instructional approaches with the college English programs so as to obtain some useful insights into more effective EFL instruction.

Thirdly, for the purposes of this study, surveys and interviews were utilized. To provide a thicker and more informative description, observations in college classroom could also be triangulated to provide a clearer picture of teachers' actual practices and students' participation in the English language classroom. Also, this study conducted a survey followed by interviews. Reverse the designing data gathering sequence, that is, interviews followed by the survey would provide different pictures.

Finally, the participants in the current study were limited to college students and their English teachers at a selected university. The researcher did not have opportunities to talk to the people who were actually involved in developing the curriculum and the policy reforms for college English instruction at the institution. Also, the alumni's opinions need to be investigated and compared with those of current college students. It would be informative to learn the opinions of other groups of people such as

administrators or policy makers and alumni or graduates to better understand EFL classrooms in the Korean context and the changes necessary to create successful college English education in South Korea.

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APPENDIX A

THE SURVEY QUESTIONNAIRE (ENGLISH VERSION)

Introduction

Dear Participants,

My name is Jung Mi Nam. I am a doctoral candidate majoring in Foreign/Second Language Education (TESOL) at The Ohio State University in Columbus, Ohio, U.S.A. I am conducting a research study for my doctoral dissertation. The objective of the current study is to investigate innovations taking place in university level English instruction in South Korea. By examining what's taking place at the College English program at Pusan National University, as a representative sample of the changing English landscape in Korea, and perceptions of college students and teachers about the communication-based program, this study aims to identify insights and implications relative to university level English instruction in South Korea.

I request that you will fill out the attached questionnaire carefully. It will take about 15 minutes to complete. Your response is the most important part of the study. However, your response will be kept confidential and used only for the research purpose. In addition to the survey questionnaire, with your written permission, I would like to interview with you.

Thank you for your cooperation in filling out the questionnaire. If you have any questions or interests regarding this study, please do not hesitate to contact me. I sincerely thank you for your consideration.

Sincerely Yours,

Jung Mi Nam
Doctoral Candidate
Foreign/Second Language Education (TESOL)
The Ohio State University, U.S.A.
Email: namj1000@yahoo.co.kr

Part One

Your cooperation means a great deal in this research study. Please take time to answer this questionnaire. The information you provide here will remain confidential.

Section I

The following are 10 general statements that describe the current effectiveness/quality of college English instruction at PNU in South Korea. Please read each statement and circle the number of your answer that best corresponds to the level of your agreement. There are no correct or more correct responses, only *your* opinions. For each statement, use the following scale to share the degree to which you agree with each:

Scale:

1. Strongly Disagree (**SD**)
2. Moderately Disagree (**MD**)
3. Uncertain (**UN**)
4. Moderately Agree (**MA**)
5. Strongly Agree (**SA**)

The current effectiveness/quality of College English instruction at PNU	SD	MD	UN	MA	SA
1. The freshman English courses are practical and useful for the students' future career development.	1	2	3	4	5
2. In general, English teaching/learning in the college class is satisfactory.	1	2	3	4	5
3. Audio-visual aids employed in class improve English teaching/learning.	1	2	3	4	5
4. The college English courses help students understand foreign cultures.	1	2	3	4	5
5. The design of current college English courses can motivate learning.	1	2	3	4	5
6. College English should be taken as a required course as it is.	1	2	3	4	5
7. Two credit hours for the required freshman English courses are enough.	1	2	3	4	5
8. School is the only place for English learning. (Students do not need private language institution.)	1	2	3	4	5
9. The college English courses help students to develop communication ability.	1	2	3	4	5
10. Native and Korean teachers' team teaching is helpful.	1	2	3	4	5

Section II

Following are 20 statements that ask what you believe about the nature or the goals of college English education. Please read each statement and circle the number that corresponds to the level of your agreement. Again, there are no right or wrong answers, only what you *believe* about each of the statements. Respond with what you believe are the goals of studying English *as it is being taught in your class*. Use the same scale as before:

The goal of College English instruction is to teach students:	SD	MD	UN	MA	SA
11. To be familiar with English grammatical rules and sentence patterns.	1	2	3	4	5
12. To translate English sentences into Korean or vice versa.	1	2	3	4	5
13. To read American/British English literature published in English.	1	2	3	4	5
14. To prepare for English proficiency tests, such as TOEFL, or entrance exams of graduate schools in Korea, or further study abroad.	1	2	3	4	5
15. To express ideas freely in different contexts through English.	1	2	3	4	5
16. To develop communicative language skills (in listening, speaking, reading, and writing).	1	2	3	4	5
17. To understand the content of English programs through television, movies, videotapes, or other audio-visual aids.	1	2	3	4	5
18. To read general English manuals, instructions, newspapers, or magazines.	1	2	3	4	5
19. To integrate and apply listening, speaking, reading, and writing skills to daily life use.	1	2	3	4	5
20. To cultivate creative and critical thinking ability through English teaching.	1	2	3	4	5
21. To better understand English speakers and their way of life.	1	2	3	4	5
22. To master the English language as a whole, as an integrated ability.	1	2	3	4	5
23. To obtain relevant information written in English by using the Internet.	1	2	3	4	5
24. To discuss problems and interact with teachers or classmates in English through e-mail.	1	2	3	4	5
25. To communicate through e-mail with people all over the world.	1	2	3	4	5

26. To improve the ability to immediately read and respond through e-mail.	1	2	3	4	5
27. To read professional articles, journals, and magazines written in English.	1	2	3	4	5
28. To experience the process of foreign language learning.	1	2	3	4	5
29. To better use the English language in the specific area of a profession.	1	2	3	4	5
30. To write English professional reports or research papers.	1	2	3	4	5

Section III

Several approaches or classroom activities developed by scholars in the field are outlined in the following 20 statements. Please think about each statement and circle the number of your answer that best corresponds with the level of your agreement regarding how often the specific activity is employed, or used by the teachers in your English classroom. Use the following scale:

SCALE:

1. Never (**N**)
2. Rarely (only 1-2 classes/semester) (**R**)
3. Sometimes (**S**)
4. Often (at least once every 2-3 classes) (**O**)
5. Frequently (every class) (**F**)

On a semester basis, the following activities/instructional components are frequently employed in the class:

Native English teachers' class					Activities or instructional components in English class per semester	Korean English teachers' class				
N	R	S	O	F		N	R	S	O	F
1	2	3	4	5	31. Language teaching focuses on grammatical drills.	1	2	3	4	5
1	2	3	4	5	32. Memorization of vocabulary and recitation of texts are involved in language teaching/learning.	1	2	3	4	5
1	2	3	4	5	33. Teachers lecture while students listen in the language classroom.	1	2	3	4	5
1	2	3	4	5	34. Teaching reading skills is a focus in the language classroom.	1	2	3	4	5

1	2	3	4	5	35. Audio-visual aids such as videotape, transparencies, and pictures are employed in the language classroom.	1	2	3	4	5
1	2	3	4	5	36. Role-play, short plays, dramas, games, and songs are used to provide students with different situations and opportunities in language teaching/learning.	1	2	3	4	5
1	2	3	4	5	37. Teaching materials pertaining to classroom activities are selected for communicative purposes.	1	2	3	4	5
1	2	3	4	5	38. Teachers provide students with opportunities for English oral practice.	1	2	3	4	5
1	2	3	4	5	39. Students are provoked to develop their critical thinking ability by questioning, challenging, and collectively problem-solving through English learning/teaching.	1	2	3	4	5
1	2	3	4	5	40. Foreign cultures are introduced to expand students' global views.	1	2	3	4	5
1	2	3	4	5	41. The four language skills (listening, speaking, reading, and writing) are integrated in language teaching/learning activities.	1	2	3	4	5
1	2	3	4	5	42. Authentic materials related to students' life experiences, such as menus, newspapers, magazines, and advertisements, are employed.	1	2	3	4	5
1	2	3	4	5	43. Students and teachers discuss problems and interact with each other in English through e-mail.	1	2	3	4	5
1	2	3	4	5	44. Students improve their and writing skills through e-mail.	1	2	3	4	5
1	2	3	4	5	45. Teachers give effective responses and enhance students' self-confidence and learning through e-mail.	1	2	3	4	5
1	2	3	4	5	46. Students often encouraged to search for relevant information in English through e-mail or the Internet.	1	2	3	4	5

1	2	3	4	5	47. Teachers encourage students to apply English in other subjects.	1	2	3	4	5
1	2	3	4	5	48. Students are taught how to use English to conduct library research for their own study.	1	2	3	4	5
1	2	3	4	5	49. Students are encouraged to write papers or present oral reports in English on a specific issue	1	2	3	4	5
1	2	3	4	5	50. Selected texts are related to students' specific professional knowledge.	1	2	3	4	5

Part Two
Demographic Information / Personal Background

The information you provide here will remain confidential. Please put a mark or fill in the blank wherever appropriate.

(For Student)

1. I am:
 - Male
 - Female
2. Academic Field/Major: _____
3. Overall English Proficiency (self-evaluation):
 - high
 - intermediate
 - low
4. Would you take college English courses if there weren't an English requirement?
 - Yes
 - No
5. How many hours a week do you study English outside the classroom?
 - More than 7 hours
 - 3 to 7 hours
 - Less than 3 hours
6. How many hours a week do you use English through the Internet outside the classroom?
 - More than 7 hours
 - 3 to 7 hours
 - Less than 3 hours
7. To improve your English language skills, do you feel it necessary to attend a private language institution?
 - Yes
 - No

8. Please specify what English language skills that you most need to acquire or improve.
 _____ Preparing for the TOEFL or TOEIC test
 _____ Preparing for entrance exams of graduates schools in Korea
 _____ Improving specific English communication skills, such as listening, speaking, reading, and writing
 _____ Etc. (Please, specify) _____
9. Recommendations or suggestions for the improvement of college EFL curriculum (class organization & syllabus, teaching methods, course content, texts and materials, evaluation, etc.):
10. Are you willing to be interviewed to discuss these issues in greater detail? If so, please fill in the following information so the researcher can contact you.
 E-mail _____
 Telephone _____

(For Teacher)

1. I am:
 _____ Male
 _____ Female
2. I am a:
 _____ Native Speaking English Teacher
 _____ Korean English Teacher
3. Major: _____
4. Degree:
 _____ BA/BS
 _____ MA/MS
 _____ Doctoral Candidate
 _____ Ph.D.
5. How many years have you taught English at PNU? _____
6. How many hours a week do you teach English at PNU? _____
7. Recommendations or suggestions for the improvement of the college EFL curriculum:

♣ Thank you very much!.

APPENDIX B

THE SURVEY QUESTIONNAIRE (KOREAN VERSION)

안녕하십니까?

저는 미국 오하이오 주립대학(The Ohio State University)에서 영어교육(TESOL) 박사 과정에 재학중인 남정미라고 합니다. 한국의 대학 영어교육의 교수법과 교과과정에 대한 박사 학위 논문자료 수집을 위해 여러분의 협조를 구하고자 합니다. 제 논문의 내용은 한국의 대학 영어교육 실태와, 대학영어 프로그램의 한 표본으로서 부산대학교의 영어 교과과정을 학생들과 담당교수들의 관점에서 구체적으로 조사하여, 바람직한 교수법과 개선점을 제안하는 것입니다.

본 연구를 위한 자료 수집을 위해 설문지에 성의 있는 답변을 부탁드립니다. 설문 작성에는 10-15 분 정도가 소요되리라 생각합니다. 또한 원하시는 분을 대상으로 보충 인터뷰도 계획하고 있습니다. 모든 응답과 인터뷰 내용은 절대 비밀에 부쳐질 것이며, 본 연구목적으로만 쓰일 것을 약속 드립니다.

여러분의 협조는 제 연구뿐 아니라, 한국의 보다 나은 대학 영어교육의 방안을 모색하는데 중요한 기초 자료가 될 것입니다. 본 연구에 대해 의문사항이나 결과에 관심이 있으시면 아래 연락처로 언제든지 연락해 주십시오. 여러분의 시간과 협조에 진심으로 감사드립니다.

남정미
영어교육 (TESOL) 박사과정
미국 오하이오 주립대학
Email: namj1000@yahoo.co.kr

Part One

여러분의 협조는 제 연구에 대단히 중요합니다. 설문조사에 성의껏 답해 주십시오. 응답 내용은 절대 비밀에 부쳐질 것입니다.

Section I

다음은 한국 대학 영어교육의 한 표본으로 부산대학교의 현 대학영어 교과과정과 교수법에 관한 효율성에 관해 기술하고 있습니다. 정오답이 있는 것이 아니고 각 진술에 대한 여러분의 의견을 가장 잘 일치하는 곳에 O표해 주십시오.

1. 전혀 동의하지 않는다 (강한 부정)
2. 동의하지 않는다 (부정)
3. 그저 그렇다 (보통/확실치 않음)
4. 동의 한다 (동의)
5. 매우 강하게 동의한다 (강한 동의)

부산대학교의 현 대학영어 교과과정과 교수법의 효율성	강한 부정	부정	확실치 않음	동의	강한 동의
1. 대학 1년 학생들을 위한 영어 수업이 실용적이고 학생들의 직업개발에 도움이 된다.	1	2	3	4	5
2. 일반적으로 대학영어 수업이 만족할 만하다.	1	2	3	4	5
3. 수업시간에 사용되는 시청각 도구가 영어 교육에 도움이 된다.	1	2	3	4	5
4. 영어 수업이 학생들이 외국 문화를 이해하는데 도움이 된다.	1	2	3	4	5
5. 현 대학영어 수업의 구성이 학습동기를 유발한다.	1	2	3	4	5
6. 영어는 지금처럼 필수과목이어야 하 한다.	1	2	3	4	5
7. 1학년 학생들의 필수 영어과목 학점이 2학점으로 충분하다.	1	2	3	4	5
8. 사설 외국어 학원에 다닐 필요없이 학교가 학생들이 영어를 배우는 유일한 장소이다.	1	2	3	4	5
9. 영어수업이 학생들의 의사소통 능력을 개발하는데 도움을 준다.	1	2	3	4	5
10. 원어민과 내국인 수업을 병행하는 것이 효과적이다.	1	2	3	4	5

Section II

다음은 대학교 영어교육의 목표에 대한 여러분의 의견을 묻고자 합니다. 정오답이 있는 것이 아니고, 여러분 자신의 믿음에 근거하여 수업시간에 행해지는 영어교육의 목표에 관해 응답해 주십시오.

대학교 영어교육의 목표	강한 부정	부정	확실히 않음	동의	강한 동의
11. 영어 문법 규칙과 문장 구조를 익히도록 한다.	1	2	3	4	5
12. 영어 문장을 한국어로 번역하고 한국어를 영어로 작문하는 능력을 기른다.	1	2	3	4	5
13. 영어로 출판된 영미문학작품을 읽을 수 있게 한다.	1	2	3	4	5
14. TOEFL, TOEIC, 대학원 시험등 여러가지 시험을 준비하도록 한다.	1	2	3	4	5
15. 다양한 상황에서 영어로 의견을 표현하는 능력을 기른다.	1	2	3	4	5
16. 의사소통 기술 (듣기, 말하기, 읽기, 쓰기)을 발전시킨다.	1	2	3	4	5
17. TV, 영화, 비디오 또는 다른 시청각 자료를 통해 영어 프로그램의 내용을 이해하도록 한다.	1	2	3	4	5
18. 영어 지킴서, 신문, 잡지를 읽도록 한다.	1	2	3	4	5
19. 듣기, 말하기, 읽기, 쓰기 기술을 통합하여 일상생활에 적용시킨다.	1	2	3	4	5
20. 영어 교육을 통해 창조적이고 비판적 사고력을 기른다.	1	2	3	4	5
21. 영어 원어민과 그들의 생활 방식을 더 잘 이해한다.	1	2	3	4	5
22. 영어를 전체적이고 통합된 능력으로 습득한다.	1	2	3	4	5
23. 이메일이나 인터넷을 사용하여 영어로 쓰여진 관련 정보를 얻는다.	1	2	3	4	5
24. 이메일을 사용하여 교수와 학생들이 문제를 토론하고 상호 의견을 교환한다.	1	2	3	4	5
25. 전 세계 사람들과 이메일로 의사소통을 하도록 한다.	1	2	3	4	5

26. 이메일을 통해 즉시 읽고 응답하는 능력을 향상시킨다.	1	2	3	4	5
27. 전문적인 기사, 잡지, 학술지를 영어로 읽는 능력을 기른다.	1	2	3	4	5
28. 외국어 학습 과정을 경험한다.	1	2	3	4	5
29. 구체적인 전문 분야에서 영어를 더 잘 사용하도록 한다.	1	2	3	4	5
30. 전문 영어 보고서나 연구 논문을 쓰는 능력을 기른다.	1	2	3	4	5

Section III

영어 수업 시간에 다음의 교수법이나 수업 활동이 얼마나 자주 행해지는 지 표시해 주십시오. 원어민교수 수업은 왼쪽에 내국인(한국인) 교수 수업은 오른쪽에 표시해 주십시오.

1. 전혀 안함
2. 드물게 (한 학기에 1-2 번)
3. 때때로
4. 자주 (최소 두 번 수업에 한 번)
5. 빈번히 (매 수업마다)

한 학기에 다음과 같은 영어 교수법이나 수업 활동이 얼마나 자주 행해집니까?:

원어민 교수 영어수업					한학기 영어 수업 시간에 행해지는 교수법이나 수업활동	내국인 교수 영어수업				
전 혀	드 물 게	때 때 로	자 주	빈 번 히		전 혀	드 물 게	때 때 로	자 주	빈 번 히
1	2	3	4	5	31. 영어 수업이 문법 규칙에 집중한다.	1	2	3	4	5
1	2	3	4	5	32. 단어 암기와 교재 암송이 영어 수업시간에 행해진다.	1	2	3	4	5
1	2	3	4	5	33. 교수가 수업을 강의 하고 학생들은 듣고 있다.	1	2	3	4	5

1	2	3	4	5	34. 독해 수업이 영어 수업의 주 중심이다.	1	2	3	4	5
1	2	3	4	5	35. 비디오, 오디오, 그림, OHP 와 같은 시청각 자료가 사용된다.	1	2	3	4	5
1	2	3	4	5	36. 역할놀이, 단막극, 게임, 노래등이 사용되어 학생들이 다양한 상황과 기회를 가지도록 한다.	1	2	3	4	5
1	2	3	4	5	37. 의사 소통 목적을 통해 수업 활동과 관련한 교수 자료가 선택된다.	1	2	3	4	5
1	2	3	4	5	38. 교수는 학생들에게 구두 연습을 할 기회를 제공한다.	1	2	3	4	5
1	2	3	4	5	39. 영어 수업을 통해 학생들은 질문하고, 문제를 해결하는 과정을 경험하여 비판적 사고력을 기른다.	1	2	3	4	5
1	2	3	4	5	40. 학생들의 세계관을 확장하도록 외국 문화가 소개된다.	1	2	3	4	5
1	2	3	4	5	41. 네가지 (듣기, 읽기, 쓰기, 말하기) 기술이 통합되어 진다.	1	2	3	4	5
1	2	3	4	5	42. 학생들의 실제 경험, 메뉴, 신문, 잡지, 광고와 같은 실제 자료가 사용되어 진다.	1	2	3	4	5
1	2	3	4	5	43. 이메일을 통해 교수와 학생들간에 문제를 영어로 주고 받고 토론한다.	1	2	3	4	5
1	2	3	4	5	44. 학생들은 독해와 작문 실력을 이메일을 통해 기른다.	1	2	3	4	5
1	2	3	4	5	45. 교수는 학생들에게 이메일에 응답하고, 이메일을 통해 학생들의 자신감을 높인다.	1	2	3	4	5
1	2	3	4	5	46. 학생들은 이메일이나 인터넷을 통해 관련 자료를 찾는다.	1	2	3	4	5
1	2	3	4	5	47. 학생들은 영어를 다른 과목에 응용하도록 장려한다	1	2	3	4	5

1	2	3	4	5	48. 학생들은 자신의 공부를 위해서 도서관 자료 검색을 영어로 하는 법을 배운다.	1	2	3	4	5
1	2	3	4	5	49. 학생들의 구체적인 주제에 대해 영어로 리포트를 쓰거나 발표한다.	1	2	3	4	5
1	2	3	4	5	50. 선택된 수업교재는 학생들의 구체적인 전문 지식과 연관된다.	1	2	3	4	5

Part Two

개인 신상 정보

여러분이 답하는 정보는 절대 비밀이 될 것입니다. 적절한 곳에 표시해 주십시오.

(학생용)

1. 성별:

_____ 남
_____ 여

2. 전공: _____

3. 전체 영어 구사력 (스스로 평가):

_____ 상
_____ 중
_____ 하

4. 영어 수업이 필수가 아니라도 들겠습니까?

_____ 예
_____ 아니오

5. 수업 이외에 일주일에 몇시간 정도 영어 공부를 하십니까?

_____ 7 시간 이상
_____ 3 - 7 시간
_____ 3 시간 이하

6. 수업 이외에 영어로 인터넷을 일주일에 몇시간 사용합니까?

_____ 7 시간 이상
_____ 3 - 7 시간
_____ 3 시간 이하

7. 영어 실력을 향상시키기 위해 사립 외국어 학원에 다니는 것이 필요하다고 느낍니까?

_____ 예
_____ 아니오

8. 가장 필요한 영어 공부는 무엇입니까?
 _____ TOEFL 이나 TOEIC 시험 준비
 _____ 대학원 입학 시험 준비
 _____ 구체적인 영어 구사력 향상
 _____ 기타 (구체적으로 적으시오) _____
9. 대학 영어교육 교과과정 향상을 위한 제안점 (전체적인 수업 구성, 교수법, 수업내용, 교재, 평가방법 및 기타):
10. 차후 편리한 시간에 인터뷰에 응하시겠습니까? 그러시다면 연락처를 적어주십시오.
 이메일: _____
 전화: _____

(교수용)

1. 성별:
 _____ 남
 _____ 여
2. _____ 원어민 교수
 _____ 한국인/내국인 교수
3. 전공: _____
4. 학위:
 _____ 학사
 _____ 석사
 _____ 박사 수료
 _____ 박사
5. 몇 년동안 부산대에서 강의하시고 계십니까? _____
6. 한 주에 몇 시간 강의하시고 계십니까? _____
7. 대학 영어교육 교과과정 향상을 위한 제안점:

♣ 설문지에 답해 주셔서 대단히 감사합니다.