

A Study on the Present Situation of Native Speaking Teachers and Their Influences on Students and Korean Teachers

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Currently, a total of 1,183 native speaking teachers from foreign countries are teaching English in Korea, according to figures from the Ministry of Education and Human Resources Developing. From those, 30 native speaking teachers work in Jeollabukdo. The number will be increasing to 5,000 by 2,010, due to the plan of the Ministry of Education and Human Resources Developing. They say it will recruit 2,900 native speaking teachers by 2,010 to cover all middle schools in Korea, to facilitate English education.

From the point of view, it is time to investigate the present situation of the native speaking teachers within Jeollabukdo. Then, as to the present situation, this study examines 211 students' opinions and 55 Korean English teachers about native speaking teachers. The questionnaire is included 22 questions for students at J foreign language high school and 20 questions for Korean English teachers in Jeollabukdo. Descriptive terms are used in the treatment of all statistics. These are the result of this study.

In the first place, 211 students at J foreign language high school in Jeollabukdo answer the followings..

First, they(90%~95%) say in the classroom variables, the benefits of having a native speaking teacher are providing a positive classroom environment and a good opportunity to listen to realistic English with clear pronunciation. Through this class, students are gaining self-confidence and speaking proficiency(91.3%,191 respondents). The results show that student's reluctance and inhibition decreased during the learning process. Second, students think they are getting familiar with the native speaking teachers' western culture. That's why their socio-cultural distance is not big. Also, 67.7%(143 respondents) of students prefer to have teachers who know some Korean and Korean culture. Third, when asked about team-teaching, which is conducted by Korean teachers and native teachers teaching together in the classroom, only 15.4% (32 respondents) students reply in the affirmative. They prefer to have immersion classes even though they are unable to immediately understand the content of the class. Fourth, in the practical variables, 92.4% (195 respondents) of students respond that their textbook is not difficult. But 81%(171 respondents) answer that oral tests are not easy for them. It proves that their weakness is oral proficiency. Finally, students say that native teacher's role during the English class is to teach English conversation (31.1%), to teach

English, pronunciation (23%) and to write in English such as essay writings(19.5%), and so on.

In the second place, Korean English teachers in Jeollabukdo answer as follow. A lot of teachers (59.3%, 32 respondents) think the definition of the native speaking teacher's station is at least one at each school. Others (20.4%, 11 respondents) answer it is to assist Korean teachers with their English classes and jointly conduct English classes.

Second, Korean English teachers (96.3%, 53 respondents) answer it is necessary for native speaking teachers to teach students English conversation. And they (79.2%) insist the class hours of native speaking teacher should be increased.

Third, our Korean teachers assess positively the native teachers' working attitudes, such as, the appropriateness of teaching English (77.9%), and the appetite with Korean students(73%).

Fourth, they say, in the classroom, the benefits of having a native speaking teacher are providing a positive classroom environment and a good opportunity to listen and speak English with clear pronunciation.

Fifth, when asked about team-teaching, which is conducted by Korean teachers and native speaking teachers teaching together in the classroom, 84.2% of teachers replies in the affirmative, differently in the students' opinion.

Lastly, like students' opinion, Korean teachers also say that native teacher's role during the English class is to raise English fluency(34.5%), to teach English pronunciation(22.4%), and to write in English such as essay writings(19%), and so on.

There are four suggestions which result from this survey. First, to improve students' communicative competence, at least one native speaking teacher should be stationed at all schools. So the Ministry of Education and Human Resources Developing should recruit more native speaking teachers. Second, The problems with the financial policy should be reformed and adjusted to improve the teaching and classroom environment. For Example, class size should be reduced less than 20 students per native teacher. And the ministry of education should increase the number of hours per week with the native teachers. Third, the ministry of education needs to provide an education program for native speaking teachers to learn Korea culture and language. Finally, Korean teachers should provide student-centered teaching; Korean students are accustomed to passive learning because of Confucianism and big class sizes. Therefore, they need to be active and will enjoy risk tasking with low anxiety. Through this process, we can expect students' oral proficiency level to be improved.

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