**A Narrative Inquiry of a Korean English Teacher's First Journey Through Co-teaching**

Myonghee Kim  
(Sookmyung Women's University)


This article explores Korean English teacher's co-teaching practices and perspectives through a narrative inquiry of a high school teacher, Ms. Lee. It examines her lived experiences and perceptions as she goes through her first journey of co-teaching in her eleven-year teaching career. Data for this study consist of 12 reflective journals, two face-to-face interviews, and three follow-up email interviews. Ms. Lee's stories illuminate a journey in which she developed a deeper understanding of co-teaching and co-teachers' roles. Throughout her journey, Ms. Lee maintained her initial view of her primary role as an aide, but co-teaching experiences offered her opportunities to consider her position from various perspectives and thus construct her identity taking multiple roles. Thus, within the anchor role of a helper, she performed various roles for the students, such as a class management aide, a careful mediator, and a psychological supporter. She also served a couple of roles for the native English-speaking teacher (NEST), such as an instruction partner, a crisis manager, and a secretary. In her narratives, Ms. Lee also shared her view of the NEST's roles and suggested ideas for better co-teaching. Based on the analysis of her narratives, this article highlights practical implications for co-teaching.

**I. INTRODUCTION**

Approximately 15 years have passed since a new English program involving native English-speaking teachers (NESTs) was launched in Korea in 1996. The Korean government initiated the program with an aim to enhancing students' communicative competence in English. It was believed that NESTs would facilitate language learning
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process by, for example, providing language input, interacting with students, and offering cultural input. Under the current English program, there has been a sharp increase in the number of NESTs at the elementary and secondary school settings. In 1996, a total number of 632 native speakers of English from the U.S., the U.K., Canada, Australia, New Zealand, and Ireland were invited to Korea. Then, as of April 2010, approximately 8,550 native speakers of English were working as English teachers at Korean schools (Ministry of Education, Science, and Technology, 2010). Thus, the presence of one or more NESTs in an English class has now become a common feature in the elementary and secondary schools.

The current English program in Korea promotes co-teaching of a Korean English teacher (KET) and a native English teacher. Since its implementation, co-teaching has attracted tremendous attention. It has aroused great expectation as one of the effective ways to enhance students’ communicative competence. To date, several studies have reported various benefits of co-teaching, including students’ reduced anxiety toward foreigners (Kyungme Kim & Chung-Hyun Lee, 2005; Jun Heum Yeon, 1996), students’ and KETs’ improvement of English speaking skills (Gill-Jeong Chung, Chan-Kyoo Min, & Mae-Ran Park, 1999; Kyungme Kim & Chung-Hyun Lee, 2005; Jung Sook Park & Dae Jin Kim, 2000), students’ enhanced interest in English (Gill-Jeong Chung, Chan-Kyoo Min, & Mae-Ran Park, 1999; Kyungme Kim & Chung-Hyun Lee, 2005) and culture learning (Shin-Hye Kim & Byung-Kweon Kwak, 2002). However, some claimed that co-teaching has failed to meet its expectations (Chung et al., 1999; Sun Myung Kim 2006; Young Mi Kim, 2007; Ki-Hwa Park, 1996). Problems reported include lack of cooperation between KETs and NESTs (Chung et al., 1999), communication problems between them (Shin-Hye Kim & Byung-Kweon Kwak, 2002), lack of co-teaching training (Yongson Choi, 2001; Jung Sook Park & Dae Jin Kim, 2000), insufficient preparation time for co-teaching (Jung Sook Park & Dae Jin Kim, 2000), and cultural conflicts (Shin-Hye Kim & Byung-Kweon Kwak, 2002; Oryang Kwon, 2000). Yongson Choi (2001) claimed that English Program in Korea (EPIK) “has not been as effective as expected because the program was initiated too quickly and perfunctorily without circumspect step-by-step preparations” (p. 102).

Taken together, co-teaching for English education has not yet been established as a stable educational practice in Korea. Rather it is still quite “a pedagogical innovation” (Nunan, 1992, p. 7) that needs to be more firmly rooted in Korean educational context. Establishing the innovation successfully, which is a tremendously challenging endeavor, requires a deep understanding of its current status from multiple perspectives. Meerman (2003) argues that sharing and documenting co-teaching experiences in various ways is necessary for its long-term refinement. To date, however, a majority of research studies of co-teaching relied heavily on data collected primarily through questionnaires. Research on co-teaching has thus been negligent about the aspects of co-teaching which quantitative
data alone cannot adequately reveal. For example, few studies have explored teachers’ classroom experiences or voices in depth. Given this dearth, the present study explores one Korean English teacher’s lived experiences and perceptions of co-teaching through narrative inquiry. The current study follows Ms. Lee, who was a novice co-teacher at a high school, for her first journey through co-teaching. In this study, Ms. Lee reflected on her co-teaching experiences and shared stories. By investigating her stories of co-teaching, this paper attempts to illuminate Ms. Lee’s conceptualization of co-teaching and how she constructed her views of co-teaching and co-teachers’ roles. Implications for future co-teaching are also highlighted.

II. LITERATURE REVIEW

1. Co-teaching

Co-teaching is an instructional practice in which more than two teachers work cooperatively as a team. It was originally initiated in the U.S. in the late 1950s to promote instructional effects. More recently, co-teaching between NESTs and local English teachers has been spread out in the East Asia region, such as Korea, Japan, and Hong Kong. In 1996, the Korean government launched the EPIK involving co-teaching between a KET and a NEST. The primary purposes of EPIK are to improve Korean students’ English proficiency, to develop cultural exchanges and to reform English teaching methodologies in the globalization era (EPIK, 2004). In Japan, a similar English program titled Japan Exchange and Teaching (JET) program involving NESTs was initiated earlier in 1987. The stated aims of JET are to improve foreign language education and to promote internationalization through international exchange and mutual understanding (JET review committee, 2001). Nowadays more than 70,000 NESTs are working in Japan. The EPIK program was modeled after the JET program (Dusthimer & Gillett, 1999; Oryang Kwon, 2000; Ki-Hwa Park, 1996) and so they have much in common. For example, both programs promote co-teaching between NESTs and local teachers and usually hire inexperienced and untrained NESTs. In contrast, Hong Kong, which started a similar program last among the three countries, employ only trained and experienced NESTs (Carless, 2006). And they have usually been working as solo teachers.

Part of the rationale for co-teaching is the potential for complementary partnership between NESTs and local English teachers (Medgyes, 1992, 1994). NESTs most obviously have the advantage of their facility in English. And they may promote students’ communicative competence, provide cultural information, and increase student motivation in English learning. Meanwhile, local teachers are knowledgeable of local students’
characteristics and needs, local educational system, syllabi, and social needs and also serve as role models as English language learners. When working together, NESTs and local teachers with different attributes and skills can complement each other, and this can consequently promote student learning outcomes.

Nunan (1992) characterizes collaborative language teaching or co-teaching as a pedagogical innovation. He argues that effective collaborative language teaching requires several enabling features. Teachers need appropriate training and support so that they may possess knowledge and skills necessary for the pedagogical innovation. Simply throwing teachers together without giving them any opportunities to develop the skills does not guarantee the success in collaborative teaching. Teachers also need sufficient time to plan and implement the innovation. Appropriate administrative and managerial support must also be arranged.

2. Previous Studies of Co-teaching

Since the EPIK was implemented in Korea, various benefits of the use of NESTs have been documented in literature (Chung et al., 1999; Oryang Kwon, 2000; Jung Sook Park & Dae Jin Kim, 2000). Both teachers and students felt a strong immediate need to develop communicative competence as they had to communicate with the native speakers. It is reported that from NESTs they received much language input and cultural input. Positive effects of co-teaching on the students’ affective domain have also been reported. For example, Jun Heum Yeon (1996) administered questionnaires twice – before and after the one-year co-teaching – among 94 high school students. The results of the survey revealed that as a result of co-teaching the students reduced fear toward native speakers and English use, heightened their interest in English, and developed more risk-taking attitudes toward English learning. More recently, Kyungme Kim and Chung-Hyun Lee’s study (2005) involving 500 elementary school students reported that co-teaching generally had a positive effect on arousing students’ interest in English, enhancing self-esteem or confidence in English, reducing fear over co-teaching, and motivating students to attempt to use the expressions learned.

On the other hand, several problems of co-teaching have also been noted. First and foremost, the issue of the inadequate qualifications of the NESTs has frequently been raised (Yongson Choi, 2001; Chung et al., 1999; Young Mi Kim 2007; Oryang Kwon, 2000; GyeongHee No 2006; Ki-Hwa Park, 1996). Any native English speakers who have a bachelor’s degree could currently apply for a teaching position in Korea. It is thus likely that inexperienced and untrained teachers encounter many instructional problems. The second problem was that there is a lack of cooperation between KETs and NESTs. Even though co-teaching focuses on the principle of cooperation, KETs and NESTs tended to
work independently. In Gill-Jeong Chung et al.’s survey (1999), for example, only 14.1 percent of the teams of KETs and NESTs developed lesson plans cooperatively. A fifth of the NESTs surveyed reported that they had never co-taught. Instead, they took charge of different class sections, prepared their own lesson plans without each other’s help, or managed the instruction on their own. The third problem was in the cultural crash. Some NESTs explicitly or implicitly showed their sense of superiority of their culture. This attitude naturally created resentment among the Koreans involved (Oryang Kwon, 2000). Besides, mismatches between Korean students’ preferred ways of learning and NESTs’ can reduce the teaching effect. In a similar vein, the problem of NESTs’ conceptualization of education incompatible with the current Korean educational system was pointed out (Chung et al., 1999).

A comparative study was conducted to examine the effectiveness of co-teaching. Jung Sook Park and Dae Jin Kim (2000) compared co-teaching with the NEST’s teaching and also with KET’s teaching with videos in terms of the effectiveness in developing communicative competence. Pre- and post-tests in the form of multiple choice test and interview were conducted to see any significant changes as a result of each type of instruction. In the multiple choice test, the students in the three contexts were all found performing better after the instruction. However, in the interview, only the students in the KET’s instruction with the videos setting made significant improvement in their communicative competence. Based on these results, Jung Sook Park and Dae Jin Kim claimed that KET’s instruction accompanied by the use of multimedia is as effective as or more effective than co-teaching.

As mentioned earlier, the vast majority of the research studies of co-teaching used quantitative data primarily collected through surveys. To my knowledge, there is one in-depth qualitative study of teachers’ perception of co-teaching. Heekyoung Choi (2009) took a close look at co-teaching between a Korean elementary school teacher and a NEST. The data consisted of weekly teaching journals written by the two teachers and interviews. The analysis of the data identified several important issues: co-teaching gradually improved as the NEST had more teaching experiences over time and thus gained more confidence in teaching and classroom management; importantly, consistent and active discussion between the two teachers about the contents, teaching methods, and the ways of co-teaching greatly contributed to the NEST’s progress. Based on this, Heekyoung Choi argued for a need for mentoring system in which NESTs are given assistance to grow professionally. She further suggested that activities or game-centered lessons are more appropriate for co-teaching than reading and writing.

The present study builds on this line of qualitative study that examines co-teachers’ lived experiences. This study uses a narrative inquiry to share the stories of Ms Lee, a KET, as she journeyed through co-teaching for the first time in her teaching career.
III. METHODOLOGY

1. Methodological Framework: Narrative Inquiry of Teacher Knowledge and Practices

The investigation of Ms. Lee’s co-teaching practices and perspectives was conducted through a narrative inquiry. Narrative inquiry is the study of experiences as narrative or story, which reflect how the story-tellers experience the world. The underlying idea is that humans are storytellers who lead the storied lives and tell the stories.

Narrative has long been used across academic disciplines as the most likely research medium to capture the complexities and significance of human experiences as lived in context. According to Craig (2007), theorists in a wide variety of intellectual disciplines “tend to have one important understanding in common: the belief that human experience is a narrative phenomenon best understood through story” (p. 173). The study of narrative is thus regarded as the study of the ways that humans experience and understand the world.

Currently, narrative inquiry into lived experiences of teachers and learners has increasingly been used in the educational research as well (Carter, 1993; Connelly & Clandinin, 1990; Rushton, 2001, 2004). This increase was partially triggered by “the view that education is the construction and reconstruction of personal and social stories; teachers and learners are storytellers and characters in their own and other’s stories (Connelly & Clandinin, 1990, p. 2). Through this process, teachers gradually construct practical knowledge. In Clandinin’s (1992) words, teacher’s personal practical knowledge is:

…knowledge that reflects the individual’s prior knowledge and acknowledges the contextual nature of the teacher’s knowledge. It is a kind of knowledge, carved out of, and shaped by, situations; knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through the process of reflection. (p. 125)

Teachers’ lived experiences can be well understood and interpreted when the teachers tell and retell, live and relive their own stories (Clandinin & Connelly, 1996; Craig, 2007; Tsui, 2007). The story makes it possible to understand teaching, teacher’s knowledge, and teacher’s thoughts most authentically from the teacher’s perspective (Clandinin & Connelly, 2000; Lyons & LaBoskey, 2002). The narratives can also portray the richness, indeterminacy, and complexity of teachers’ experiences and their understanding of what teaching is.
2. The Setting

Yongsin High School (pseudonym) at which Ms. Lee was working was located in a medium-sized city in ChungCheong Province in Korea. Approximately 1,400 students in first to third grades enrolled in Ms. Lee’s school. It was a co-educational school with 36 classes, 12 classes for each grade. In this city, students took a high school entrance exam. Yongsin High School was overall ranked as intermediate among the high schools of the city.

At the time of data collection, there were 10 English teachers at the school, including Ms. Lee and Mr. Johnson (NEST). Among nine KETs, six were working as co-teachers with Mr. Johnson.

3. The Participants

1) Ms. Lee

Ms. Lee, a 36-year-old lady, had 11 years of teaching experiences. She had a desire to become an English teacher when she was a high school student. Her dream came true and she began to work as an English teacher right after her college graduation. Ms. Lee was outgoing, sociable, and satisfied with her job. To further her professional development, she completed a master’s degree in English education one year prior to this study.

She transferred to Yongsin High school in March 2010 when the current study started. Yongsin High School was the fourth school to her. Before she came to Yongsin, Ms. Lee had had no co-teaching experiences with NESTs, but at Yongsin she was assigned as a head teacher taking charge of co-teaching with Mr. Johnson.

Ms. Lee viewed education as mediated by a team play between students and teachers. Ms. Lee thus valued teacher’s active role in the educational process. She had a clear view of English education as well. Ms. Lee regarded English as a useful tool for making students’ dreams come true, not an end in itself. To her English is a means of communication with other human beings. So she frequently highlighted the role of English as a means of communication, not as an object of study. With this idea, Ms. Lee tried to open students’ eyes to the practical aspects of English learning.

2) Mr. Johnson

Mr. Johnson started his career as a NEST in Korea in his fifties. At the time of data collection, he was in the second year of teaching. Before he came to Korea, he had no teaching experiences. His undergraduate major was theology. Yongsin High School was
the second school to him. Before he moved to Yongsin, he taught at a high school in the same town for one year. At Yongsin, Mr. Johnson took charge of English conversation class for first and second graders. He taught each of 24 classes three times during a four-week period.

4. Data Collection

In the current study, Ms. Lee’s practices and views of co-teaching are investigated through a narrative study based on the stories that she told. To gain insights into the lived experiences of Ms. Lee, I primarily collected two sets of data from March to July of 2010. The first source of data was weekly journals that Ms. Lee wrote about her co-teaching experiences (See Appendix A for its example). To guide her journal writing, I first explained to her the characteristics and purposes of journals. I then explained specifically what she could write in the journals, for example, reflections on particular incidents, stories, problems, or events that stood out or impacted her most regarding co-teaching. In the journals, Ms. Lee shared her stories of co-teaching experiences, struggles, conflicting moments, suggestions for better co-teaching, and many others. As soon as she completed each journal, she sent it to me via email. In total, there were 12 journals. Whenever I felt a need for additional information on the journals, I had follow-up interviews through email. Follow-up email interviews took place three times.

The second primary source of data consisted of two in-depth, semi-structured interviews with Ms Lee. The first interview took place in late February of 2010 before she started co-teaching. In the beginning-of-the-semester interview, I asked questions designed primarily to understand her initial view of co-teaching. Questions asked include “What is your view of the benefits of co-teaching?” “What is your idea of desirable co-teaching style?” and “What are the necessary elements for successful co-teaching?” Then the second interview happened in mid-July after the semester ended. The purposes of this end-of-the-semester interview were two-folds: to explore any changes in her perception of co-teaching and to further probe her ideas of co-teaching reflected in the weekly journals. Journals that Ms. Lee completed were used as input to formulate several questions for the second interview. During the interviews, Ms. Lee shared with me her experiences and perceptions. Both interviews took place in my office and lasted approximately one hour each. They were recorded and transcribed in Korean verbatim. Then the parts of the transcript selected as excerpts for this article were later translated into English.

5. Data Analysis

I used a qualitative emerging design approach (Lincoln & Guba, 1986) in which I
identified themes that emerged from the data instead of assigning data to pre-established categories. The initial analysis of data started with a reading of all narratives of Ms. Lee’s, i.e., weekly journals, two transcribed interviews, and follow-up email interviews. During several readings, a couple of recurrent themes were emerging throughout the narratives. Informed by the emerging themes, I then analyzed each set of data carefully. I indexed and highlighted parts with similar themes. I sometimes made notes of any ideas occurring to me in the margins of the data. I filed indexed parts for individual themes and named the theme to best illustrate its characteristics. I then identified sub-themes for each theme and named the sub-themes. Sometimes the names originated from Ms. Lee’s own words in the journals or interviews and some other names were my own creations. In this way, I came up with three themes that kept emerging across the journals over the semester: ‘my role as a KET,’ ‘a NEST’s role,’ and ‘suggestions for better co-teaching.’ I finally identified excerpts representative of each theme or sub-theme.

In order to construct a coherent description of Ms. Lee’s co-teaching experiences and establish trustworthiness of its findings, this study involved triangulation (Lincoln & Guba, 1986). Specifically, I collected multiple sources of data—weekly reflective journals, follow-up email interviews, and two semi-structured interviews—and crosschecked the findings of each data set against each other. I then integrated the findings from the different sources of data.

IV. FINDINGS

In this study, Ms. Lee shared many stories of her first journey through co-teaching. Several topics and themes emerged over the course of her narratives. Some of the themes concerned her views of her roles as a KET, a NEST’s roles, and ideas for better co-teaching.

1. My Roles as a KET

Many of Ms. Lee’s stories were concerned with her roles in a co-teaching context. Before she started co-teaching, Ms. Lee conceptualized herself as an aide to a NEST. In the beginning-of-the-semester interview, Ms. Lee clearly articulated her view of the role:

I think a NEST’s class should be the class where a KET humbly steps back a little so that students and the NEST can communicate with each other more. It may be a little bit confusing or uncomfortable on the part of students but I believe a KET should help them to listen and respond with patience. I think if a KET translates every single
word of a NEST or intervenes his or her teaching, it will break the natural lesson flow. If a KET plays a role in taking care of sleeping students, sick students, or students who make noises, that’s enough. And maybe a KET can give some instructional help when the students make strong requests. In a word, I believe that the most desirable co-teaching is the one where a KET should play an aide role so that the students and a NEST can become real main players. (In the beginning-of-the-semester interview, Feb. 27, 2010)

In this excerpt, Ms. Lee labeled the conversation class that she was going to co-teach with Mr. Johnson as a NEST’s class, not a co-taught class. She declared that she would not take a primary role but an assistant role for better student learning. Throughout her first journey through co-teaching, Ms. Lee maintained her initial view of her primary role as an aide, but co-teaching experiences offered her opportunities to consider her position from various perspectives and negotiate her identity. Over time her role conceptualization was getting more refined and sophisticated and she finally defined herself as a co-teacher playing various roles according to the context. Ms. Lee’s roles articulated in the narratives are grouped into two categories: roles in relation to the students and roles in relation to Mr. Johnson (NEST). And either category consists of several specific roles. As mentioned earlier, Ms. Lee characterized most of the roles by naming each role. To a couple of roles that she did not name, I gave a name.

1) Roles in Relation to Students

Ms. Lee had a view of co-teaching as instruction led by a NEST and assisted by a KET. She regarded a NEST’s conversation class as a place where students had valuable opportunities to receive authentic language input and to practice English. And she believed that those conditions would facilitate successful language learning. Influenced by such views, Ms. Lee believed that in a co-teaching class a KET’s role or assistance should be kept minimal; otherwise, a KET would deprive students of opportunities to learn English conversation. Grounded in this belief, she saw herself as a genuine helper, who does not take a leading role but provides a caring help for smooth progression or success in co-teaching. Or rather she was interested in students’ learning outcomes, not co-teaching itself. As a genuine helper, Ms. Lee played various roles to cope with the needs arising from the context.

(1) Class Management Aide

Above of all, Ms. Lee played a role as a class management aide. In the narratives, Ms. Lee frequently mentioned that class management was one of the greatest challenges facing
Mr. Johnson. In his class, students tended to be less serious about study; they made a lot more noises than in KETs’ class; some students were sleeping or did not concentrate on study. Mr. Johnson thus had hard time in attracting students’ attention to his instruction and disciplining them. In those situations, Ms. Lee tried to help him in class management whenever needs arose. In one of her journals, she wrote:

Many students were sleeping and some boy students did not focus on study, so Mr. Johnson himself attempted to wake them up. But as it seemed to break the flow of the lesson, I constantly tried to keep the students from sleeping or making noises instead of Mr. Johnson. During today’s lesson, I strongly felt a need for taking such actions. I decided to spend most of my time in managing student attitudes in class except for a minor role of translating critical parts in Korean. (Journal of Mar. 11, 2010)

Given that this journal was written in the first week of the semester, one of the first things that Ms. Lee as a novice co-teacher probably noticed was the students’ behavior problems in a NEST’s class. For a smoother flow of instruction, Ms. Lee tried to discipline students for Mr. Johnson. She made a keen awareness of the need for such intervention in the context and it led her to decide to serve as a class management aide in a co-taught class. In this journal, Ms. Lee clearly articulated her decision to spend most of her time in managing student attitudes. She believed that such role would help Mr. Johnson and the students focus on teaching and learning.

Throughout the semester, Ms. Lee felt that her presence made a great difference in the students’ attitude in Mr. Johnson’s class. They were much better behaved when she was with them. In another journal, she shared a story in which she had found the students making much more noises when arriving in the class later than usual. With her appearance, the students’ attitudes and facial expressions suddenly changed in a moment. Seeing this, Ms. Lee reassured herself of the importance of her role as a class management aide. The students’ response confirmed her perception of this issue. In a journal, Ms. Lee said,

One day, I asked my students what they thought about the possibility of the NEST’s solo teaching. Then all the students answered they wanted a KET together with a NEST. When I then asked them the reasons, one student clearly answered as follows: the reason is that we are Korean students and with a KET’s presence, we seem to be quieter and politer. (Journal of Jun. 17, 2010)

Together, Ms. Lee saw that by playing the role as a class management aide, she could help her students to better behaved, which may lead to better learning.
Ms. Lee also took the role of a careful mediator between Mr. Johnson and the students. She frequently observed communication problems between them arising because of the students’ low English proficiency level. In these situations, the students had little or no idea of what was going on and Mr. Johnson in turn had difficulty in implementing his lesson. When such problems arose, Ms. Lee asked herself several questions, such as ‘Should I intervene in the process?’ ‘When is the right moment for the intervention?’ and ‘How much assistance should I offer?’. In doing so, she tried to maintain the balance between the need to resolve the tension and the provision of opportunities for the students to communicate with the NEST. After juggling those issues, she made careful decisions to play the role of a mediator when she felt a greater need for her intervention for smooth lesson implementation. In one journal, Ms. Lee shared one of the relevant stories as follows:

Today, Mr. Johnson implemented a game activity in which he gave one alphabet letter and asked a question, for example, ‘What G word do you play music with?’ and the students divided into two groups then competed to get the correct answer. At first, the students were not focused on the game because they could not understand the questions or instructions at all. I truly wanted to stick to my motto - I should refuse the temptation as a KET to easily help students - but I finally did not live up to the motto because that moment urgently and strongly required my intervention. So I translated several instructional sentences into Korean and explained game rules in English. Only then did the students begin to get actively engaged in the game. What I learned today! One of the tremendous challenges faced by a KET is to make a wise decision whether and to what extent to intervene into the communication process between a NEST and the students. (Journal of Mar. 18, 2010)

In this journal, Ms. Lee shared her tension between her motto and the imminent need for her mediation arising from the context. Her belief in the power of language immersion guided her to hope to stick to the motto - I should refuse the temptation as a KET to help students easily-- but, notwithstanding, the contextual need outweighed such belief. She finally followed a voice coming from the context and then saw her mediation proved effective. And this experience gave her a valuable lesson regarding mediation. Ms. Lee highlighted the need for a KET’s wisdom and carefulness as far as intervention is concerned. In relation to this, Ms. Lee shared in the end-of-the-semester interview her view of the positive aspects of the role of a mediator.

As a mediator, I performed various functions. As I said many times earlier, I can
explain grammar or vocabulary briefly but systematically when the students asked questions. I can also explain what the NEST said when the students had a hard time in understanding it. And I sometimes requested Mr. Johnson to do something on behalf of the students, for example, to explain what the students couldn’t understand in much easier English. (End-of-the-semester interview, Jul. 17, 2010)

Ms. Lee believed that performing the functions as a careful mediator would provide intellectual help for the students.

(3) Psychological Supporter

Another role that Ms. Lee frequently associated herself with was a psychological supporter. As mentioned earlier, the students frequently had problems in communication with Mr. Johnson. They then easily turned to her for help and Ms. Lee was also frequently tempted to offer help to the struggling students. In dealing with the problem, she juggled two roles – a mediator and a psychological supporter. Sometimes she decided to take the mediator role and intervened into the problem as described earlier, but some other times she restrained herself from doing so and acted as a psychological supporter or a cheerer. Her idea of the role of a psychological supporter was grounded in a firm belief that the students’ own efforts for communication would contribute to the development of their English communicative competence. When taking this role, Ms. Lee successfully stuck to her motto - I should refuse the temptation as a KET to help students easily - and encouraged the students to try communication on their own. In a journal, Ms. Lee wrote:

Today, I learned a lesson that a KET should provide psychological support for the students so that they could attempt to communicate with a NEST in English. When the students ask a question, a KET should not give an answer easily but encourage them by saying, “students, why don’t you ask the question of the NEST yourself? When I said so, they usually answered, “I can’t,” “the NEST won’t understand me,” or “It’s hard to ask a question.” Nonetheless, I said with a smile, “Make efforts to get an answer on your own by pointing a picture or by using a body language,” and I supported them psychologically. Then unexpectedly communication between the students and Mr. Johnson became more active. The students were happy with the answer and it seemed that their confidence grew. (Journal of Apr. 14, 2010)

In this journal, Ms. Lee shared a valuable lesson that she had learned with regard to the role of a psychological supporter. In the reflection of the day’s event, she was seen cheering the students for making their own efforts. She believed that encouraging them so could eventually help the students for English learning. In many other parts of her
narratives, Ms. Lee shared her value of the role of a psychological supporter.

2) Roles in Relation to a NEST

For a smoother co-teaching, Ms. Lee also played various roles in relation to Mr. Johnson. She shared her stories about the roles in several parts of her narratives.

(1) Instructional Partner

In relation to Mr. Johnson, Ms. Lee described her role as an instructional partner. She admitted that not many NESTs had been trained in English education and that KETs were far advanced in terms of teaching methods and material development. Aware of Mr. Johnson’s weaknesses in that respect, Ms. Lee offered feedback on his lesson plans prior to the instruction so that the students could receive more systematic lesson. As an instruction partner, Ms. Lee also provided Mr. Johnson with information about the students, for example, their proficiency level, problems that they were struggling with, which parts they were good at, and what instructional approaches they preferred. This information was useful to Mr. Johnson’s improving his instruction and interacting with the students. In the end-of-the-semester interview, Ms. Lee shared a story in which she played such role:

In relation to Mr. Johnson, I served as a source of information about the students. For example, I asked him to teach some vocabulary words more easily for the students hadn’t learned them yet. Or I also sometimes asked him to include some components in his lesson plan. And when he saw my advice was working well and the students liked his instruction better, he appreciated it a lot. (End-of-the-semester interview, Jul. 17, 2010)

She played this role guided by her belief about the nature of co-teaching. In the beginning-of-the-semester interview, in response to the question about the crucial elements for the successful co-teaching, Ms. Lee stressed the need for sufficient amount of discussion prior to and after the instruction. She mentioned:

I think sufficient discussion between a NEST and a KET prior to the instruction is needed…And I also think that after the instruction it is necessary for a KET to inform a NEST of the students’ struggles for the better future instruction. In other words, enough discussion about lesson plans and the students’ reaction to them is a necessity. (Beginning-of-the-semester interview, Feb. 27, 2010)

In playing this role, Ms. Lee was more deeply involved in lesson implementation than in
playing the roles for the students described earlier. This role was closer to a co-teacher’s role in the traditional sense – teacher working closely together for the same instructional goal. While performing the role of an instruction partner, Ms. Lee was constantly guided by the need for the students’ better learning.

(2) Crisis Manager

Ms. Lee also served as a crisis manager. In several journals written for the first one and a half months, Ms. Lee complained of Mr. Johnson’s problems, such as lack of lesson preparation and his cold, arrogant attitudes toward the students. He was frequently seen playing computer games and she got the impression that his lesson was not well prepared. And he sometimes hurt the students’ feeling by showing a sense of superiority to them. This is one of the problems that Oryang Kwon’s (2000) study earlier noted. Ms. Lee also heard that in the previous school, he had had serious conflicts with KETs about the similar problems. Then in the journal of April 15, she talked about Mr. Johnson’s drastic change. When asked the reasons for the change in the follow-up email interview, she described in detail a critical incident and the process in which the crisis was resolved. When aware of the negative effects of his problems, Ms. Lee appealed to him strongly, but Mr. Johnson did not pay great attention to her appeals. She then felt a need for a stricter action and informed the agency that had dispatched Mr. Johnson to Yongsin High School of his problems. She also requested the agency to replace him with another NEST in case the problem is not properly addressed. With the intervention of the agency, Mr. Johnson’s instructional and interactional styles gradually changed. Ms. Lee described what later happened to them as follows:

After that, I asked Mr. Johnson to show lesson plans or materials to KETs prior to the instruction. I also asked him to try to learn Korean instead of simply saying “I like Korea” and to show some caring attitudes toward the students. Mr. Johnson said that he would try hard. It seemed that, most of all, the agency’s intervention, particularly the warning, worked well. At the previous school he used to work at, three KETs worked together to solve the problems, but the problems died hard….Nowadays, Mr. Johnson prepared some materials and did not say or do anything about which the students might feel insulting. The students felt that Mr. Johnson became very kind and asked what had happened. (Follow-up email interview, Apr. 16, 2010)

Significantly, Ms. Lee was aware of Mr. Johnson’s problems and subsequently took proper actions to address the problem. Crisis gradually evolved, but Ms. Lee chose the right moment and actions to manage and finally resolve the crisis.

Her role as a crisis manager made amazingly positive impacts on all involved, for
example, students, Mr. Johnson, Ms. Lee, and other Korean teachers. Mr. Johnson gradually grew professionally as a teacher by preparing lesson plans and materials, and the students inevitably benefited from his growth. Mr. Johnson’s relationships with Korean teachers at Yongsin High School dramatically improved, which will be described in detail later. In many of the journals written after this critical incident, Ms. Lee frequently noted on these changes. In the end-of-the-semester interview, she also reflected on the crisis and described it as a turning point.

One additional role that Ms. Lee declared herself performing was a secretary for Mr. Johnson, who took care of him for every big and small matter. She confessed that working as a secretary was a great burden to her as it increased her workload. Ms. Lee added that the same can be said of the vast majority of KETs in charge of NESTs.

2. NEST’s Roles - Diplomat

With regard to the NEST’s roles, Ms. Lee described a NEST as a diplomat. In her view, a NEST as a diplomat represents his or her home country. NESTs have a duty to introduce the language and culture of their home country to the students that they are working with. She believed that to perform diplomat’s jobs well, NESTs should try to show respect toward the students’ culture and make serious efforts to adapt to it. In several journals written during the early period, Ms. Lee described Mr. Johnson as a lonely island. He was not mixed with other teachers and students and usually had lunch alone. Ms. Lee believed that the problem would be overcome if he made efforts to better understand Korean culture. In a journal, she said:

Mr. Johnson does not make any effort to learn the Korean language maybe because of the ridiculous pride as an American. I think whoever is not willing to be humble enough to accept others will get excluded. I tried to help Mr. Johnson to communicate with other Korean teachers but it did not work that well. As Mr. Johnson did not make efforts on his own, it seems that other teachers gradually stayed away from him. Mr. Johnson seems to have a harder time in accepting the Korean culture and language probably because he is almost in his fifties. I gave him sincere advice several times but he was not interested at all! What should I do? …I realized once more that it is really important to have an attitude to accept other cultures with a warm, humble heart. (Journal of Apr. 6, 2010)

Then later, more specifically after the critical incident described earlier, Mr. Johnson’s life at Yongsin High School underwent huge change. He began to greet other Korean teachers in simple Korean words. In class, he used several Korean words, to which his
students showed favorable reaction. These changes made a great impact on his classroom teaching. The students showed more satisfaction with Mr. Johnson’s instruction and the gap between him and his students was getting bridged. With regard to this, Ms. Lee wrote in one of the journals:

Mr. Johnson sometimes checked with the students in Korean whether they had understood him or praised them in Korean as well. The students liked it a lot and concentrated on his teaching better. For example, when he awkwardly said “ihaehaeyo??” (understand??) “jalhaesseyo!!!” (good job!!!), the students, including those who were making noises, laughed a lot and imitated his clumsy Korean pronunciation, and then they became quiet. (Journal of Apr. 18, 2010)

Impact of such change went beyond his classroom life to his personal social life. Korean teachers appreciated his efforts to adapt to the Korean culture. Some of them sometimes went out with Mr. Johnson to enjoy Korean traditional food together. Mr. Johnson was not alone any more but rather became a social member of the teacher community at that school.

In Ms. Lee’s view, taking a diplomat’s role seriously and behaving accordingly is one of the requirements that NESTs should satisfy.

3. Ideas for Better Co-teaching

In her narratives, Ms. Lee also frequently shared stories related to her ideas for better co-teaching. Two recurrent ideas concerned the use of a grading system and task-based instruction.

1) Use of a Grading System

In the English conversation class, Ms. Lee frequently observed that the students did not take that class seriously. Obviously, the students behaved differently in the NEST’s class from in the KET’s class. In her journal, Ms. Lee confessed that student management in Mr. Johnson’s class was much harder. When I asked more detailed information about the issue in the follow-up email interview, she answered as follows:

The students generally do not consider a NEST’s class seriously. They see it merely as a relaxing time. NESTs have a hard time in student management because of communication problems and furthermore students tend not to regard a NEST as a teacher. If a KET does not control, there will be a great many sleeping students and loud students. In my English class, the students often asked me when they would
have the NEST’s class. When I asked one student why they kept asking the question, she said that she just wanted to take a rest there. (Follow-up email interview, Jun. 3, 2010)

This remark highlights the situation in which the students were not focused on studying in a NEST’s class. In agreement with Krashen (1982, 1985), Ms. Lee believed that anxiety-reduced environments created as in a NEST’s class would contribute to language acquisition. However, she also believed that it was a serious problem if the students saw a NEST’s class simply as a rest time. In several parts of her narratives, Ms. Lee shared her solutions to the dilemma. For example, she mentioned:

It seems that some efforts or systems are necessary for the students to learn English conversation with a better sense of obligation. That is, I think some actions should be taken so that the students can learn English naturally in a relaxed environment but do not take conversation class just as a relaxing time. For example, giving participation credit to students would be a good idea. Even though they were not good at speaking English, those who actively participated in class activity could be given a good attitude grade. Of course objective criteria for assigning attitude grades should be prepared in order that the teacher may not give the grade subjectively and randomly. (Journal of Apr. 28, 2010)

In this journal, Ms. Lee discussed the need for a specific system, for example, grading system, so that the students could take full advantage of a NEST’s class for their English learning. She believed that if such grading system were working, the students would be better motivated, which will make great differences in their learning. In the later part of the same journal, she further stressed the need for such intervention by sharing another story:

Today, Mr. Johnson involved the students in Bingo Game. He had them write down the name of sports and said that he would award winners with candies. But the students kept making noises as if they regarded candies as nothing as an award. I thought that a more realistic or practical reward should be given to the students. No matter how hard a KET tries to manage the sleeping or loud students, it cannot ultimately solve the problems. (Journal of Apr. 28, 2010)

As a more realistic or practical reward, she suggested incorporating a grading system as described earlier. In the meantime, Mr. Johnson also developed a view of a grading system and shared it with Ms. Lee at the end of the semester. He wrote ‘conversation English class proposal for students’ (Appendix B) for KETs at Yongsin High School, in which he
articulated a need for establishing a grading system to motivate the students to participate in English conversation class and to strengthen their English skills. Upon reading this proposal, Ms. Lee was surprised that they shared the same need for the grading system for better co-teaching. All KETs at Yongsin High School agreed on Mr. Johnson’s proposal to partially address the problems of students’ poor attitudes and lack of motivation in a NEST’s class.

In the end-of-semester interview, Ms. Lee explained the reasons why the students perceived a NEST differently from a KET in terms of the following three: NESTs usually work for one year and leave; they do not assign grades to students; they do not work as homeroom teachers. Against this background, Ms. Lee believed that NEST’s right to give grades to students would make some differences in students’ attitudes and motivation since the students are very sensitive to their grades. In reality, Ms. Lee observed a relevant incident one day and described it in her journal:

Today, Mr. Johnson carefully prepared PowerPoint materials about weather. I could see his serious efforts through the video materials that he had prepared. But as usual, the students made a lot of noises today. As several girl students kept making noises in spite of his minor warning, Mr. Johnson made a threat-like warning to them to get out of the classroom. Still, they ignored his warning and made lots of noises. He finally threatened to lower their attitude grade. Then the girls changed a little bit. (Journal of Jun. 9, 2010)

This story tells us that the students reacted only to the warning that may affect their grade. Her knowledge of the Korean educational system heavily driven by scores led Ms. Lee to believe in the value of the use of grading system.

2) Use of Tasks

For better co-teaching, Ms. Lee also discussed the importance of the use of interesting, effective tasks. In several parts of her narratives, Ms. Lee described the differences that Mr. Johnson’s use of tasks made in students’ lesson involvement and possible learning outcomes. According to the journal of April 6, Ms. Lee was not satisfied with Mr. Johnson’s teaching styles because he did not prepare lesson materials at all and gave lectures only with chalk. In the same journal, she also expressed her wish that Mr. Johnson prepare some tasks that could attract students’ attention to the learning process. Then around the middle point of the semester, Mr. Johnson’s teaching style changed a lot. He began to use tasks in classroom teaching and it in turn greatly changed students’ attitudes and involvement as described earlier.
Ms. Lee described several tasks used by Mr. Johnson in detail and explained how the tasks created opportunities for the students to learn English. For example, she talked about a comic strip task as follows:

While co-teaching today, I noticed that Mr. Johnson’s lecture-centered instruction had shifted to task-based instruction. He asked pairs of students to complete dialogues together using their creativity and write them in the empty dialogue boxes in the comic strips that he had prepared. That is, the students were expected to complete conversation in English after guessing what was happening from the pictures. During this activity, Mr. Johnson did not hurry the students but gave them sufficient time. The students were trying to complete the task while sharing ideas with their partner… They were busy asking questions of each other about the expressions that they might know but did not come to their mind, or working together to come up with the right expressions. This, sort of a brainstorming process, had great value in that it motivated the students to consider why they needed to learn English. (Journal of Apr. 15, 2010)

This comic-strip task was one of the first activities that Ms. Lee praised in relation to Mr. Johnson’s instruction. In the earlier journals, Ms. Lee portrayed English conversation class where many students were not well motivated for learning, sleeping or making noises. However, in the class of April 15, the students behaved differently: they were actively involved in a task and used language to complete the task. Through this story, Ms. Lee wanted to highlight the important role of an engaging, communicative task in students’ language learning. Value of such tasks has been well documented in the literature on language education. It is claimed that tasks can offer students valuable opportunities to use language meaningfully, authentically, and communicatively for their completion (Breen & Candlin, 1980; Candlin & Murphy, 1987; Crookes & Gass, 1993; Long & Crookes, 1991; Nunan, 1989; Prabhu, 1987; Richards & Rodgers, 2001; Skehan, 1996; Willis, 1996). This process is believed to facilitate language learning.

In the journal of May 26, Ms. Lee shared another story in which Mr. Johnson had successfully implemented a lesson by using an interesting, meaningful activity. The day’s activity proceeded in the way that Mr. Johnson explained either Korean or American celebrities and then the students guessed who they were. In the day’s journal, Ms. Lee wrote:

What was good about today’s lesson was that Mr. Johnson prepared quizzes about celebrities well known to the students, for example, main characters of a famous movie. Maybe because of that, the students did not look confused or uncomfortable
even though they could not understand English completely… This activity boosted students’ sense of confidence, “I can do it,” by using what they already knew well as sources of the quizzes. For example, as soon as Mr. Johnson said, “She is the queen of South Korea… is good at skating…” the students shouted, “Kim YunA!!” loudly. I felt that the lesson making full use of the students’ background knowledge was very interesting. Although the students had several unfamiliar or uneasy questions in the meantime, they were supported by the confidence accumulated by the successes in guessing the right answers. And they were seriously involved in the lesson with expectations that they could do well by further working with their friends. I really liked their attitudes and atmosphere. To take another example, when Mr. Johnson said, “sunshine policy,” the students then translated it into Korean and immediately answered, “President Kim DaeJung.” It seems that English proficiency and all learning grow with a support from the accumulation of tiny bits of confidence. (Journal of May 26, 2010)

Again, in this story, the students who showed little interest in the conversation class for the first one and a half months were seriously involved in learning. Such change was partially initiated by the use of engaging activities. In sharing the story, Ms. Lee stressed the importance of using students’ background knowledge and boosting self-confidence in language learning. Stimulating prior knowledge can help students to make connections between their prior knowledge and new knowledge they are tackling with. When background knowledge is activated, it can serve as a bridge to new knowledge, so that the students can eventually acquire new knowledge better. In the meantime, in all types of learning, the importance of self-confidence cannot be overestimated. In the field of language learning, positive correlation between self-confidence or self-esteem and successful language learning has long been reported (Brodkey & Shore, 1976; Watkins, Biggs, & Regmi, 1991).

V. DISCUSSION

Ms. Lee was engaged in co-teaching with a NEST for the first time in her eleven-year teaching career. Her narrative is a powerful reflection on her first journey through co-teaching. In her narratives she described her actions, decisions, struggles, confrontations, joys, disappointments, and lessons. She also described a professional journey in which she developed a deep understanding of her various roles as a KET, of a NEST’s roles, and also of practices for better co-teaching.

Ms. Lee started her first co-teaching with her own view of co-teaching. To her, co-
taught English conversation class is the place where students can receive language input from a NEST and authentically communicate with the NEST. Informed by such view of co-teaching, Ms. Lee set expectations of her roles and a NEST’s roles: a NEST should play the leading role while a KET should serve simply as a helper. She thus labeled the conversation class as a NEST’s class. This view of co-teaching and co-teachers’ roles might not be full-fledged. And it is also different from the EPIK’s in that EPIK promotes active co-teaching that has the potential for complementary partnership between a KET and a NEST. Nonetheless, her clear view served as an anchor around which she could start her first journey of co-teaching safely.

Throughout her journey, Ms. Lee maintained the overall skeleton of her initial view; however, one semester of co-teaching experiences helped her to further refine the view, particularly with regard to co-teachers’ roles. At the beginning of the journey, she viewed herself as a helper, but she gradually negotiated and reconstructed her identity as a co-teacher performing various roles, such as a class management aide, a careful mediator, a psychological supporter, an instruction partner, a crisis manager, and a secretary. While performing multiple roles, she sometimes experienced tension arising surrounding the choice of a more appropriate role. Decisions on which roles to take were heavily influenced by her view of co-teaching and contextual needs. For example, she frequently went back and forth between the two roles of a careful mediator and a psychological supporter, which may seem conflicting to each other. She juggled the roles and made a final choice on the role which she regarded as more beneficial to student learning in that context.

One semester of co-teaching experiences helped Ms. Lee to deepen her insights into conditions for effective co-teaching. She suggested ideas for better co-teaching, such as the use of a grading system and interesting tasks. The current study particularly highlights the need for a grading system. For better student management and also better learning outcomes, NESTs should be given the right to evaluate student performance and assign grades. However, perfunctory evaluation does not contribute to co-teaching at all. Exactly how evaluation should be implemented deserves more discussion.

The narratives of Ms. Lee’s journey have practical implications for a couple of parties involved in co-teaching. First of all, this study points to the need for KETs to start co-teaching with a clear idea of co-teaching, albeit rudimentary. As seen in Ms. Lee’s case, a clear view of co-teaching and co-teachers’ roles as an anchor would help KETs new to co-teaching to start their co-teaching journey safely. During the journey, they might have multiple opportunities to examine their initial views and refine them accordingly. Secondly, in order to help KETs to develop a deeper understanding of desirable co-teaching models and role expectations, more systematic, macro level of assistance should be provided for them. Previous studies of co-teaching frequently raised the issue of lack of co-teaching
models or clear set of role expectations (Gill-Jeong Chung et al., 1999; Young Mi Kim, 2007; Jung Sook Park & Dae Jin Kim, 2000; Ki-Hwa Park, 1996). As a result, both KETs and NESTs were reportedly confused about what was expected of them. In order to overcome this problem, more systematic assistance should be given to co-teachers through policy making and teacher education. Thirdly, Ms. Lee’s narratives illuminated how Ms. Lee constructed and interpreted her co-teaching experiences. These narratives grounded in the real educational context will give teacher educators and policy makers a vivid sense of what Korean co-teachers’ life is like and how they actually perform in the co-teaching context. This understanding will inform policy makers and teacher educators in their policy making process or teaching process.

The present study has limitations that need to be taken into account. Given this study intended to construct a story of Ms. Lee’s journey through co-teaching, it examined Ms. Lee’s narratives only. In that her narratives included much information about Mr. Johnson, however, checking with him about the phenomena described would yield a more accurate, deeper understanding of the co-teaching process. Future studies can examine both KET’s and NEST’s narratives simultaneously to illuminate aspects of co-teaching, for example, co-teachers’ roles and effective co-teaching practices, in a more valid way. Besides, further research might be carried out to explore co-teaching as it unfolds in the real classroom context. Future studies need to examine how co-teaching is actually implemented at the local school context, what variables affect the planning and implementation of co-teaching, and how the students and co-teachers perceive co-teaching. Voices coming out of the site will contribute to a better understanding of the current status of co-teaching and also the necessary ingredients of successful co-teaching.

REFERENCES


## APPENDIX A
### Example of a Reflective Journal

<table>
<thead>
<tr>
<th>Reflective Journal #1</th>
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<td>3/11/2010</td>
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### 특기 사항
- 기억나는 사건 : 1학년 1반<br> 3/11/2010 | 학년 1학년 남학생반<br> 특기 사항 (예: 기억나는 사건, 잘 되었던 부분, 문제가 있다고 생각되는 부분, 원어민 교사와의 협력 정도가 수업에 미친 영향, 학생들의 반응, 느낌, 보다 나은 수업을 위한 제언 등등)

### 기억나는 사건 : 원어민 샘이 가끔 한국말로 섞어서 말하면 학생들이 무척 좋아하고 호기심 있었습니다. 그리고 1대1로 각 학생들에게 말을 걸어오면 남학생들도 조용해지고 긴장했습니다. 무엇보다 원어민이 자신을 소개하는 첫번째 시간이었던 매우 맘에 든 미국 Connersville, Indiana의 신당동, 천안시에 처음으로 자신의 길을 알게 되었고 그게 학생들에게 함께 설명한 부분이 인상적이었습니다. 그렇게 알기 쉽게 사건과 천안시, 신당동, 이란 단어를 중간중간 사용해서인지 학생들의 이해도가 높았습니다.

### 문제가 있었던 부분 : 남학생들은 여학생에 비해 원어민에게 말을 붙여보려는 taking a risk 하려는 태도가 적었으며, 남학생들은 매우 shy해서 원어민에게 말을 붙여보려는 태도가 적었습니다. 남학생들이 어리석다고 생각하는 학생들이 많았고, 원어민이 자신을 소개하는 첫번째 시간이던 미국 Connersville, Indiana의 신당동, 천안시에 처음으로 자신의 길을 알게 되었고 그게 학생들에게 함께 설명한 부분이 인상적이었습니다. 그렇게 알기 쉽게 사건과 천안시, 신당동, 이란 단어를 중간중간 사용해서인지 학생들의 이해도가 높았습니다.

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The proposal is to strengthen level one and level two students English skills overall. The proposal would start next semester:

Students would perform simple English sentences and phrases to develop into English dialog for the whole semester. They would be tested periodically and individually on sentence and paragraph dialog, which should strengthen the students overall English skills. The students would be given an accumulative semester extra credit grade on their performance that covers areas of participation, English conversation growth, conversation test and attitude in performance. This semester grade would only be beneficial for the students and not hinder their overall English grades.

The English conversation teacher would have a class check list that would have each student’s name and the English conversation teacher would give a plus or minus sign for each class time. These marks would be added up at the end of the semester and students would be given extra credit towards their overall English grade.

Part of the proposal is that each student signs a contract to participate in this overall semester assessment. This allows the students to know what is expected of them during the semester. This would allow the English conversation teacher to motivate the students to participate in their English conversation classes. The Korean English teachers, along with the English conversation teacher, would decide if the student’s participation in the conversation classes would allow them extra credit towards their final semester grade.

The English conversation teacher would give each Korean English teacher a copy of the student contract, an example of the student check off sheet and the requirements of each student during the class.

I feel this will motivate the students to actively participate in developing higher English skill levels.

Respectfully yours,

Myonghee Kim
Division of English Language and Literature
Sookmyung Women’s University
53-12, Cheongpa-dong, Yongsan-gu,
Seoul, Korea
Phone: (02) 2077-7377
Mobile Phone: 010-2473-8837
Email: kimm@sookmyung.ac.kr